

" ENGLISH WRITING SYSTEM "

A thesis
presented to
the English Department
Sanata Dharma
Teachers' Training Institute

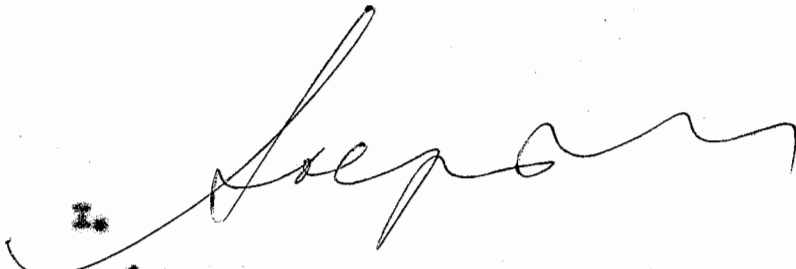
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of the requirements for the
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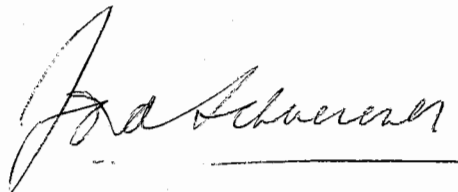
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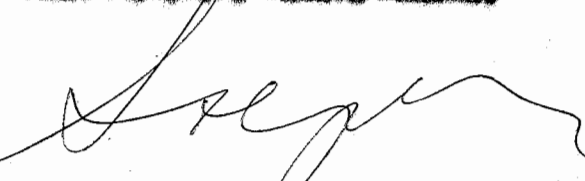
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TABLE OF CONTENTS

Page

INTRODUCTION

CHAPTER I	: LANGUAGE	1
CHAPTER II	: WRITTEN LANGUAGE	8
	A. Graphics	8
	B. A Brief History of Writing	10
	C. Writing Systems	13
CHAPTER III	: THE ENGLISH LANGUAGE	16
	A. A Brief Look at the History of the English Language	16
	B. The English Sound System	23
CHAPTER IV	: THE ANALYSES OF WRITTEN ENGLISH	28
	A. The Correlation between Spoken and Written English	30
	B. Spelling Rules	77
	C. Sound-Letter Relationship	83
	D. Supra Segmental Features	126
CHAPTER V	: ENGLISH SPELLING IN INDONESIA	144

BIBLIOGRAPHY



I N T R O D U C T I O N

Aim of the thesis

The principal aim of this thesis is to give a simple but overall picture of the English writing system. Though some sketch of the history of the English writing system is given, the main emphasis is on the description of the present day English writing system.

We put stress on English writing system in this thesis because we are of the opinion that written English is very useful for Indonesian students. Often students have to read publication in English to increase their knowledge. We hope that the analysis of the English writing system presented in this thesis will give some help to our students.

Though this thesis may not be exhaustive, meaning that for instance not all exceptions to the rules are presented, we try to present the general and basic rules of the spelling system as complete as possible. The term "rules" here is meant to be linguistic rules, which mean some kind of formula with which linguistic patterns operate in^a given time.

As written language is a representation of the spoken language, very often we find that the written representation is not perfect. This means that not all the spoken elements are well represented, or that the written symbols represent the spoken elementsⁱⁿ consistently. In other words the "fit" is very often not perfect.

Due to the poor fit of English, teaching the English

writing system is a problem. Some suggestions, therefore, are presented at the end of this thesis to improve the teaching of the English spelling system. Many writers such as Nelson Brooks, Paul Roberts, Otto Jeperson and so on have pointed valuable suggestions on the same problem. Our recommendation here is meant to serve as an addition. Most of it is based on our own experiences.

Methodology

Analysis on English writing system have been done previously by some linguists. In compiling the rules for example, we have got a lot of help from :

1. Daniel Jones : English Pronouncing Dictionary.
2. Michael West : English Teaching Volume.
3. Helen Sprietsma Wolf : Spelling Essentials.
4. H.A.Gleason Jr. : An Introduction to Descriptive Linguistics.
5. Simeon Potter : Our Language.

D.Jones provides with the analysis of the correlation between sound and letter or vice versa.

Michael Wst helps us with spelling rules concerning the writing of words when a suffix is added to them.

With her "Spelling Essentials" Helen Sprietsma Wolf gives us the methodology of our analysis.

H.A.Gleason Jr. provides us the material. A summary on the English phonology and the phonemic symbols being used in this thesis we refer to him.

Simeon Potter brings us to get a description on the history of the English spelling.

The Chapters

We plan to present this thesis as follows

Chapter I is a short discussion on language. We want to give a rough picture of the most important means of communication used by human communities, among us. We take language in general with the important elements it has.

Chapter II is a short discussion on Written Language. Here we deal with the representation of language by written symbols, the development of writing and also the various systems used to "put down" spoken languages.

Chapter III is a short discussion on the English Language as it is the language of our main concern. The description on English in its spoken and written forms serve as a kind of prologue to the main part of the thesis viz. the description of the English writing system.

Chapter IV is a discussion on "The Correlation between Spoken and Written English". We want to show how spoken English is represented in writing, what elements are not represented and what graphemes represent nothing. In this Chapter we will see how far is the degree of the English writing system fits.

Chapter V is a short recommendation to help improve the teaching of writing English in Indonesian Schools.

CHAPTER I

LANGUAGE

Language is something indispensable to man. It plays an important role in human life, as it is the basis of communication, of culture and of social life. Being important, man has tried to represent language into visible symbols called writing. How it is represented will be discussed in the next chapter.

This introductory chapter will discuss language in general, its functions, origin and elements. It puts stress on the spoken form of speech, as this is the essence of language. All examples are taken from English, as the further chapters of this thesis deal exclusively with this particular language.

As a social being man applies a very important means in order to be able to communicate with his fellow beings, this is called "Language". It has long been taken for granted and is regarded as a tool to be used. It was only about a century ago, however, that people began to analyse it scientifically. Most linguists would agree with the following definition of language as given by E. Sturtevant :

"Language is a system of arbitrary vocal symbols, by which members of a social group cooperate and interact".

(Sturtevant, E.H. 'Introduction to Linguistic Science', p.2.)

The definition mentions among others two important characteristics of language.

A. It is a means of communication

Language makes the transfer of meanings and ideas

among human beings possible. This is the general function of language. It enables the speakers to exchange verbal stimuli and responses. Being vocal, communication of this sort is limited to time and space, though the services of a messenger can be asked.

As a communicative means, language makes the transmission of tradition, culture, belief, etc. from generation to generation possible. It is also an important vehicle for social interaction among all contemporary human beings, the living and the dead. Moreover, language can be used as a go-between not only between man and man but also between man and the phenomena of the world. Moreover, we will later see that after the invention of writing the scope of such interaction was widely enlarged.

It must not be forgotten that language plays its part in the process of socialization. The mastery of speech is a prerequisite to one's participation in society. It provides the feeling of belonging to one's speech community. In the process of enculturation language is no less important as it is a major component in the culture one has to master.

B. It has systems.

The parts of language appear in a system of arrangements in which each functioning part hangs on the other and where mutual conditioning exists between all these functioning parts.

1. The phonological system : the systematic arrangement of a set of sounds used in the language. These sounds are produced by the human vocal organs, transmitted from the producer and encoded by the hearer. These speech sounds are classified

into units called phonemes, which are capable of distinguishing utterances.

2. The morphological system : it deals with the identification and formation of the smallest meaningful sound units, their classification into morphemes and their arrangement into large constructions. It also deals with the morphemic formation of words.
3. Syntax : It is concerned with the forms and arrangements of words and with the sequences of words into larger constructions. It deals with word order, function words, concord, government and other syntactic devices.

Morphology and syntax make up what is called grammar.

4. Vocabulary : this is the stock of words, phrases and other meaningful elements in the language. It does not include tenses, cases etc. Each language has vocabulary, the size of which varies with the different languages. Words used in a language can be original or borrowed from other languages.

Nothing is known for certain of the origin of language. There are theories on this matter, yet they are not scientifically proved. As language is closely connected to thought, a series of questions, such as when and how man began to think, to speak etc. will be raised in order to know the beginning of language. Though language is indispensable to man, the origin of it remains a mystery.

The limited communication done face to face through

language on the one hand and the need to communicate over space and time on the other, encouraged man to develop "Writing". This is an effort to symbolize words spoken in the language. This is indeed a great achievement. It becomes a very important means of communication - a means for recording things. Today people can learn verbal stimuli produced by men who died before they were born. They can communicate by mail over enormous distances with other human beings. Recorded words (libraries, archives, etc.) are so important that store houses are built for preserving them. Through symbolic stimuli younger generations can learn much of the past, which will be very valuable for their future.

Even an individual can be affected by the symbolic stimuli of his own creation. Writing is a good means to relive moods and events which otherwise may remain buried in his memories. Writing has out off the limited communication done through language. Space and time are no longer hinderances to communication.

In spite of the importance of language, not all languages are recorded into writing. It is only the language of people with advanced civilization that has a writing system. It consists of a set of visible symbols and a set of rules on the relationship between the symbols, and the sounds they represent. The number of the visible symbols, the shapes of these, the fit and the direction of the flow of writing vary in each language.

Based on the definition of language, English has all the elements mentioned.

1. It has a system of phonology.

The consonants, vowels, semi vowels and the in-

tonation phonemes make up the phonological system. In English intonation, which consists of stress, pitch and juncture, is phonemic as it distinguishes shades of meanings. Intonation phonemes are called suprasegmentals, the others are segmentals. English is spoken in a number of dialects, the number of phonemes of the dialects are the same. The distribution, however, is different from dialect to dialect.

2. System of morphology.

The important feature is the inflectional affixes. They are distinguished into inflectional suffixes such as the plural ending of noun $\{-s\}^*$, the inflectional suffixes of verb $\{-s\}$ $\{-ed\}$, the inflection of adjectives $\{-er\}$, $\{-est\}$, and derivational affixes. The difference is that the latter serves to form stems or words of other classes, e.g. :

symbol ----- symbolize.

plural ----- pluralize

grow ----- growth

gloom ----- gloomy

The $\{-ayz\}$, $\{\theta\}$ and $\{i\}$ are derivational suffixes. Another suffix or prefix can still be added to them.

3. System of syntax.

In sentence construction word order is an important element in English. The latter has relatively fixed word order. The common order is subject - verb - object. Function words, such as articles and prepositions, are other structural devices which must be taken into consideration. Concord forms another structural signal required

*
} } a sign for morpheme

in English sentences.

4. System of words.

English, which historically was an outgrowth of dialects has a vast number of words. This is actually due to the readiness of the language to take in materials from other languages and make these new elements its own. All languages which have come into contact with English during more than thirteen centuries of its growth have left behind words in the vocabulary.

Roman, Latin, Danish, Norwegian, French, Greek, Italian, Arabic are among languages which have contributed a lot to the English vocabulary.

5. Writing system.

The English writing system is phonemically based, that is it uses one symbol for one sound. Through the long development of English which was influenced by other writing system the correlation of the sounds and the symbols has become fairly inconsistent. It has now, for instance, twenty six letters of the Latin alphabet to represent its forty eight phonemes. Consequently each letter cannot always be related to one sound. Very often value of a letter or vice versa of a sound is conditioned by the existence and value of other letters and sounds respectively.

The English writing system has had a long history before it came to its present form. The efforts to represent the language started around the sixth century when man began adopting Latin writing system. It was only with the passing of the statute of Pleading in 1362 whereby English was officially recognized as the formal language, and with

the great contribution of Chaucer to the language, English developed to its maturity in speech as well as in writing.

Perhaps because of the inherent characteristics of the language and the long use of its writing system, the English language of the present has a very large vocabulary. Besides words of foreign origin, the language itself keeps on developing, providing new words to the vocabulary. Many archaic forms are still known and sometimes even used. The growth of the spoken language which is not always accompanied by a change in the writing, makes the English writing system at present rather inconsistent.

CHAPTER II

WRITTEN LANGUAGE

As a social being man always tries to communicate with others. His needs to contact other people is too much to be carried out through oral language for communication is limited in space and time. To have a conversation with people of different life time is impossible. Even with his contemporary human beings, direct ^{oral} communication can be an impossibility.

The invention of writing has enlarged the scope of communication through space and time. As it represents speech writing is thus not language proper. The title of this chapter "Writing Language" refers to any system of communication based on writing. What writing is and how it develops will be the subject of this chapter.

A. GRAPHICS :

The scientific study of writing is called Graphics. The subject matter of graphics includes all conventions used in representing speech with writing. These conventions include, among others, a set of symbols^{or} graphemes and a set of rules to arrange these symbols. Graphics thus deals only with the visible records of language. Non linguistic visible records, such as photos, pictures and maps are not writing. Though they can be "read", they represent none of the elements of speech.

The definition of writing stated by Nelson Francis seems clear enough to describe what writing is.

"Writing is the systematic visible and permanent representation of the auditory and transient phenomena of speech".

(Nelson Francis, "The Structure of American English" p. 433).

The statement implies some important factors about writing, such as the following :

1. Writing is actually not the real language. It is only its representation.
2. Writing must be learned. Being systematic, writing has rules to observe. The arrangement of the symbols, for instance, may not be neglected.
3. Writing does not change easily as the spoken language. The users of particular writing are not allowed to make any alteration of the writing conventions as they wish.
4. Being a representation of speech, there is relationship between writing and the language represented.

A writing system has a set graphemes, each of which consists of allographs. Each different shape of a grapheme is an allograph of that grapheme. The organization of graphemes and allographs is comparable to that of phonemes and allophones in phonology. e.g. A, a, a are allographs of the grapheme a.

Such features of the writing system as capitalization, italics etc. do not run parallel with the supra segmental features of speech. Capitalization, italics, lower case etc. do not affect meanings as stress, pitch and junctures do in speech.

The relationship between graphemes of one language and their associated spoken language, is termed fit. Fit varies from one writing system to the other. The English fit, for example, is poorer than the Indonesian. The ideal fit is that each grapheme of the writing system stands for only one feature of the spoken language. In other

words, there is a one - to - one correspondence between the symbols and the features symbolized. However, such a perfect fit does not exist. Non fit elements which are involved in the system can take the forms of, for instance, using one symbol to represent two or more features or vice versa, using a symbol representing nothing etc.

Another important element in writing is the punctuation marks. In a simplified way, punctuation marks represent the supra segmental phonemes of the spoken language.

Punctuation marks are meant to clarify the written representation. Like graphemes, these marks have certain rules to be followed. A distortion of the application of punctuation, may cause a confusion and ambiguities. This does not mean that a piece of writing which is well punctuated, is free from any ambiguities. The case would be worse when punctuation is neglected.

Other features of writing are more or less optional in their applications. Some instances are as follows :

1. The shape of the symbols.
2. The place of writing on page.
3. The direction of the flow of writing, either from top to bottom or from left to right or the other way around.
4. The divisions of writing into units of thoughts or paragraphing.

B. A BRIEF HISTORY OF WRITING.

Writing is completely different from language in its origin, history and distribution. Compared to speech, writing is a modern invention. However, the exact date of the

invention is not known, as there are no records about it. Writing is an invention, because it is the result of men's efforts to "put down" speech. Who the inventor or inventors were and how they came to that invention remain unknown.

Many people think that writing began 6000 years ago. It undergoes a slow process of changes to come into its varied forms of existence. Many writing systems are still undergoing changes. Every normal man speaks some kind of natural language but not all of them know how to read or write. Many people are still illiterate. Besides, not all languages have got their writing system.

Writing is an outgrowth of pictures made by painting, drawing or carving on materials, such as bones, clay, leather, wood etc. Concrete objects were drawn, showing no connection whatsoever with a particular language. Such pictures were meant to express thoughts, wishes, directions etc. independent of the language or languages of the persons who made the drawings and of those who read them. This "pictures writing" is not real writing as it does not represent any linguistic ^{feature}. If such writing were used, various limitations had to be faced at. The pictures must be clear enough in order to be able to convey meanings. It is hard to reach at that goal as not everybody has the talent for drawing. Misinterpretations tend to arise as each idea is not distinctly represented. Furthermore, there are ideas which do not lend themselves to pictures e.g. pain, sadness, longing etc.

An important development took place when the pictures were conventionalized and they represented words. Consequently the number of pictures was very large as there was a large number of thoughts, wishes, directions etc. in

the head of people. In order to learn to write in that system one has to spend a great deal of his time.

The importance of the conventionalization, however, was really significant because the pictures were associated to a linguistic feature and at the same time to a particular language. In other words real writing began.

A considerable number of such writing has been developed by various peoples, such as cuneiform by the Sumerians, hieroglyphic by the Egyptians, the Chinese writing by the Chinese, etc.

Linguistic value predominates more and more in writing. In its later development man tried to associate the conventionalized pictures or characters with parts of words or syllables. Each character stood for a syllable, consisting of one consonant sound and the vowel attached to it e.g. :

1. stands for [ka] *)
2. stands for [ku]
3. stands for [ki] etc.

A word sounded [kaki] was represented by the characters 1 and 3, and so with the other sounds and symbols. A more efficient step in learning writing was achieved as the numbers of the characters being used was much decreased.

The greatest advance of all was the invention of the phonemic writing. The symbols were not associated with syllables but the significant sounds found in the language. In this case a certain symbol represents a certain sound. The number of symbols was smaller than the previous step, yet it can represent any meaningful utterance in the language.

The set of symbols being used is called alphabet. The

*) [] a phonetic sign

first alphabet was invented 3000 years ago in the Middle East and was found inscribed on the Moabite stone to represent a North Semitic language. All alphabetic writing systems were derived from this alphabet.

The North semitic alphabet consisted of twenty-two characters representing consonant sounds only. It was then taken over by the Greeks, who made changes to suit some symbols to write vowels. The alphabet spread to the Mediterranean peoples and Europe. The Romans took over the Greek alphabet and made the letters into twenty-six to write Latin. They were the people who introduced the Latin alphabet into England when they were masters of the English for some time. This is the reason why the English writing system uses the Latin alphabet. Further considerations on English writing system will be given in the following few chapters.

C. WRITING SYSTEM.

The genetic relationship of writing system is independent of the linguistic relationship. This is true of the Chinese and the Japanese writing systems. The Japanese derived their writing system from the Chinese writing although both languages greatly differ from each other. Summerian and Akkadian are different languages, yet they are represented by the same system, the cuneiform. The same is true with English and Indonesian in which both are represented by Latin alphabet.

It has been mentioned that writing is representation of speech and that each grapheme represents some of the associated spoken language has two major elements ----- expression and meaning ----- there are two types of referents, phonemic and morphemic.

Any writing system having a phonemic reference is called a phonemic writing system. Each graphemes represents one phoneme of the spoken language. The ideal phonemic writing is when there is a close fit between writing and the associated speech. Each grapheme represents one single phoneme only and each phoneme is always represented by the same grapheme. There are no diagraphs standing for one phoneme or vice versa, any symbols other than the set of symbols representing the phonemes, etc.

Phonemic writing is also called alphabetic writing, each symbol of the alphabet refers to individual significant sound. Many languages ever written make use of this system of writing.

A pure phonemic writing, however, does not exist. There are always non phonemic elements involved. English for instance, is phonemic, yet a number of non-phonemic elements is included making the fit fall apart.

Syllabic writing uses symbols representing syllables. The set of symbols is called syllabary such as the Japanese syllabary, Katakana. Syllabic writing is not common and a pure syllabic system is very rare.

Javanese aksara may perhaps be called a semi syllabic writing, for it has certain symbols for certain vowels.

Examples : ꦥ [pa]

ꦥꦶ , ꦶ represents [i] → [pi]

ꦥꦸ , ꦸ represents [u] → [pu]

The stress in morphemic writing falls on the morphemes found in the language. The symbols being used represent morphemes instead of the sound of the associated language. Morphemic writing is also called logographic. The symbols or logograms stand for meanings embodied in words. Logograms

can be read and understood by people of different languages as the relation between meaning and symbol is fixed. If they are used by more than one language, the phonemic realizations are usually different from one language to the other or they vary even in one and the same language. Some instances are the following :

1. *) $\langle 2 + 4 \rangle = \langle 6 \rangle$

An English man will read the signs as "two plus four is six", "or two and four make six" etc.

An Indonesian says "dua tambah empat sama dengan enam", "dua dan empat ada enam" etc.

Though the sound expressions vary, the meaning of the symbols is the same.

2. $\langle - \rangle$ can be read as 'minus' or 'subtract' in English and 'kurang' or 'suda' in Javanese.

3. $\langle X \rangle$ is 'time' or 'multiply' in English 'kali' or 'dikalikan' in Indonesian.

A perfectly developed writing of this type does not exist either, yet many writing systems use logograms.

*) $\langle \rangle$ a sign for grapheme

CHAPTER III

THE ENGLISH LANGUAGE

After going through the descriptions on language and the various writing systems we come to the language we are going to observe. In this chapter we are going to see how the English language and its writing system have developed from Old English period to modern times. Another section will convey the various significant sounds used in the language at present as an introduction to the topic of the following chapter.

A. A BRIEF LOOK AT THE HISTORY OF THE ENGLISH LANGUAGE.

The relationship that exists between Spoken and Written English give opportunities to go through the development of the language both in its spoken and written forms. Although the title of this section stresses on the English language, we put the English Writing System on the same plane.

The development of the English language began in the sixth century with the coming of the invaders from the northern coast of Europe. Political events that happened to the country showed great influence on the growth of the language such as the coming of the Romans, the French etc.

The main periods in the history of English are as follows :

1. Old English from ± 500 - 1100.
2. Middle English 1100 - 1450.
3. Modern English 1500 - to the present.

The classification is based on the important events that happened to the language. The exact time when these events took place, however, is not known.

OLD ENGLISH PERIOD.

When the invading Angles, Saxons, and Jutes from the northern coast of Europe came to Britain in the year 499 they found a Celtic speaking people inhabiting the island. These invaders, whose language was Anglo - Saxon drove the Celts to the North and West parts of the country. The term Old English*) refers to this Anglo Saxon language which soon became superior to the language of the conquered. It is true that Britain was a colony of Rome from 43 to 410 and Latin was brought to the island, yet the language did not displace Celtic.

Originally O.E. was Germanic and sounded like modern German. There were long and short vowels independent of the stress. Long vowels were pure and not diphthongized as in Modern English. The long vowels are :

1. [aH]**), as [aH] in father
stān [staHn] 'stone' in Modern English.***)
hālig [haHlig] 'holy' in Mod.E.
2. [OH], sounded like Modern German [oH]
fōt [foHt] 'foot' in Mod.E.
3. [eH], sounded like Modern German [eH]
mēt [meHt] 'meet' in Mod.E.
4. [iy], as [iy] in 'machine'
līf [liyf] 'life' in Mod.E.
5. [uH], as [uH] in 'food'
hū [huH] 'how' in Mod.E.
6. [u] has the sound of Modern French [u]
fȳr [fur] 'fire' in Mod.E.
7. [ɔ] has the sound of a in bat.

*) Old English is shortened into O.E.

**) The phonetic symbols follows H.A.Gleason's phonetic symbolization.

***) Modern English is shortened into Mod.E.

The value of short vowels was closer to Modern English vowels than the long ones.

Among the consonant sounds [h] resembled more Modern German ach than Modern English h.

e.g. : riht 'right' in Mod.E.

miht 'might' ditto.

As Latin was learnt by the Anglo Saxon, O.E. writing used the Latin alphabet to represent the spoken language. The different number of sounds between Latin and English caused a considerable adaptation to be made to fit the English sounds.

To the five vowel letters of Latin, a, e, i, o, u, were added ^æ and y to represent vowel qualities other than those in Latin. Marker put on top of a vowel was used to show the length of vowel e.g. : hōse, the dash marked that the vowel o was long.

For consonant values, the consonant letters of the Latin alphabet, except j, q, v, were added by þ and ð to represent the sounds [θ] and [ð] as in the and thin of Mod.E. The letters s and f represented both the voiced and voiceless sounds.

e.g. : O.E. hrōf - Mod.E. "roof" ----- voiceless [f]

ōfer - Mod.E. "over" ----- voiced [v]

The letter c was first used to represent [k]

e.g. : O.E. cōc ----- Mod.E. "cook", but later on [č]

as well. The combination of sc had the sound of modern [š]

O.E. : cild ----- Mod.E. "child".

scip ----- Mod.E. "ship".

The letter g represented the values of [g] and [y]

O.E. : gōd ----- Mod.E. "good".

geoc ----- Mod.E. "yoke"

Adding the letters together there were 26, (26 letters of the Latin alphabet minus j, q, v, added by α , β , and γ), each with its own phonetic value except c, g, f, s, and β to symbolize the O.E. sounds.

O.E. Writing system showed that efforts had been made to represent the language phonemically, although phonemic theory was not know yet.

Words borrowed from other languages -- Celtic, Latin, Greek and Scandinavian -- were adapted to the graphemic system of English.

e.g. : Celtic	: clan	egg	
	slagon	bank	
Latin	: presbyter	prēost	"priest"
	strata	straet	"street"
	cyriacum	cyrice	"church"
Greek	: episcopus	biscop	"bishop"
	graph		
	character		
Scandinavian	: β ei	they	
	lagu	lagu	"law"

King Alfred the great of West Saxon had given a great contribution to the English language. He translated many books from Latin into English. "Beowulf", an epic poem, was the best work of O.E. literature.

MIDDLE ENGLISH

The effect of the Norman Conquest in 1066 was strongly felt in the development of the English language. French became the language of the courts and of literature only. The drift of French words into English, however, could not

be avoided. O.E. spelling, which was based on Latin models, turned to be French.

As French scribes used ch for [ç], Middle English spelling took it over for the same sound. O.E. ȝ which represent [y] became u, e.g. : cyrice → church. ou was used for [uH] : e.g. : hūs → hous. Short [u] when came next to m or n, was written o . e.g. : sune → sone. munk → monk.

To mark the length of vowel, doubled vowel letters were used e.g. : O.E. : hōm → hoom. Doubled consonant letters indicated that the preceding vowel was short: e.g. : O.E. : biter → bitter
coper → copper

Double consonant letters in final position were made single, e.g. : catte → cate. pott → pot.

The diagraph æ became ea and æ became a

d æ l → deal

or æ ft → craft

Mod.E.

A significant language change known as "levelled e" happened to vowels in unstressed inflectional endings. a, u, o, e, which were once distinctly pronounced, were levelled to [ə] and spelt e, e.g. :

---	um	}	→ [ə]	and spelt e.
---	an			
---	on			
---	a			

O.E. stānas became stones and was pronounced as two syllables. Among the consonant symbols a considerable change took place, e.g. : þ and ȝ gave way to the spelling th

cw → qu : cwic → quick

sc → sh : scip → ship.

g → y : gēar → year.
 eg → dg : scg → edge.
 cn → kn, k was silent.
 hl → l : hlāf → loaf.
 hr → r : hrōf → roof.
 c → represented [s] before the
 vowels e and i, e.g. :

cell → [sel]

cinema → [sinə ma]

As London grew as center of politics and commerce, London English rose as the standard language. Geoffrey Chaucer (1340 - 1400) was the well known writer of the Middle English period. His famous work is "Canterbury Tales" written in the 14 th century.

MODERN ENGLISH

The period of Modern English was subdivided into :

1. Early Modern English 1500 - 1700.
2. Late Modern English 1700 - to the present.

Early Modern English

Certain important sound changes took place during this period, making the language different from Chaucer's.

1. Vowel sound e in unstressed final position was not pronounced although it remained in the spelling.

So inflectional syllables with final [ə] lost the [ə]

e.g. : Midd.E. *) [name] : 2 syllables.

Mod. E. [nam] : one syllables.

[stones] → [stons]

*) Midd.E. means Middle English.

The change affected thousands of words giving a different look to the whole language.

2. Another sound change called the "Great vowel Shift" took place during the 15th century. This is a systematic shifting of the long vowel phonemes

[i:]	→	[e:]	:	[ri:]	→	[re:]	'ride'
[e:]	→	[i:]	:	[swe:]	→	[swi:]	'sweet'
[æ:]	→	[e:]	:	[læ:]	→	[le:]	'lay'
[a:]	→	[æ:]	:	[wa:]	→	[wæ:]	'way'
[u:]	→	[o:]	:	[hu:]	→	[ho:]	'house'
[o:]	→	[u:]	:	[ro:]	→	[ru:]	'route'
[ɔ:]	→	[o:]	:	[fɔ:]	→	[fo:]	'fought'

The change affected all words where these sounds occurred.

3. There was an attempt to maintain in the spelling a letter "silent to the ear" to show the etymology of the letter. It happened specially to words borrowed from Greek and Latin. Some examples are 'reign', 'deign', 'debt', 'doubt'.

4. Minor changes happened with vowels before the letter r :
- | | |
|---------------|-------------|
| <u>derke</u> | <u>dark</u> |
| <u>sterre</u> | <u>star</u> |

Other events which influenced the development of the English spelling were the invention of printing and the English Renaissance. William Caxton, who introduced printing into England, gave the chance to print lots of books. Beside encouraging the people to read and write, the invention of printing affected the spelling of the language very much. The decision of the spelling of words was in the hands of printers and correctors. This, therefore,

helped more or less to standardize English Spelling.

A keen interest of the past and of the future was developed in England, encouraging the use of new words. Lots of Latin and Greek words, especially learned words, were borrowed. So were French words, enlarging the stock of English words.

The outstanding writer of this period was no doubt William Shakespeare. His great achievement in the English language brought him fame through out the English history.

Late Modern English.

By the end of the 17th century patterns of English spelling were fairly well set. Single letters, however, did not always match single sound feature. The value of a letter is dependent on the value of the other letters in the construction. No important change in the language nor in the spelling took place during this period. The making of dictionary was started. The first dictionary was published in 1603. Samuel Johnson in 1755 composed the "English Dictionary", which was used in England for nearly a hundred years.

English of Late Modern period is more or less like English of to - day in form and structure. To read Late Modern English Writing is much easier than writings of the other periods as the former looks like the writing of to-day.

B. THE ENGLISH SOUND SYSTEM.

Now we come to the English Language of to-day. It has 48 phonemes*) which are distinguished into segmentals and

*) M.A. Gleason, Jr. "An Introduction to Descriptive Linguistics" p.50.

supra segmentals. By segmental is meant that the stream of speech is divided into parts, each of which is assigned to some phoneme. The segmental phonemes consist of twenty-four consonants, nine vowels and three semi vowels. As stress, pitch and juncture form an extra layer superposing the segmental phonemes, they are called suprasegmentals.

The complete set of the English phonemes is as follows:

24 consonants / p b d t k g ç j f v θ ð s z š ž m n ŋ l r w y h /.

9 vowels / i e æ ɪ ə a u o ɔ /

3 semi vowels / y w H /.

4 stresses

4 pitches

4 junctures

48 total.

The segmental phonemes.

As clear description of phonemes cannot be taken a part from the production, the following section will be a brief study of the English phonemes from the articulatory phonetics point of view.

The sounds in English are produced by a few mechanisms which are combined in various ways. The sounds produced are distinguished into :

1. stops : [p t k d b g] , when airstream is completely interrupted. [b d g] are voiced stops and [p t k] voiceless. The latter usually have a rather strong release of breath called aspiration.

2. fricatives : [f θ s š v ð z ž], when friction is produced at a narrow constriction in the mouth.

[f θ s š] are voiceless [v ð z ž] are the corresponding voiced sounds.

3. resonants : when there is no constriction in the mouth producing friction. All English vowels and [m n ŋ l r y w] belong to this group of resonants .

If the vocal cords are brought together and friction is heard, we have glottal friction. [h] consists largely of this kind of friction. [č ǰ] are called affricates as they are stop sounds which are accompanied by friction during the release of the airstream. [č] starts with a sound like [t] and moves through one similar to [s]. [ǰ] starts with a sound similar to [d] and moves through one similar to [z] .

The consonants can also be classified according to the points of articulation :

bilabial	: [p b m w]
labiodental	: [f v]
dental	: [θ ð]
alveolar	: [t d s z l r n]
alveopalatal	: [š ž č ǰ]
velar	: [k g ŋ]
glottal	: [h]



In the phonetic description of the English vowels there are three significant variables :

- a. the position of the highest part of the tongue.
- b. the height of the tongue.

c. the rounding of the lips.

The first two variables provide a vowel chart :

	front	central	back
high	i	ɨ	u
mid	e	ə	o
low	æ	a	ɔ

Each of the nine vowels can occur alone or with one of the semi vowels [y], [w], [ɥ]. The sequence must be regarded as a single unit and not to phonemes. As it serves as the center of a syllable, it is called a syllable nucleus. Together with the simple vowels there are thirty six possible nuclei. Phonemes [y] and [w] involve a raising of the tongue. In [y] the movement is up and forward, in [w] it is up and backward. In [ɥ] the tongue moves toward a mid central position. Notes must be given to the symbols y and w : they are used both as a consonant and semi vowel.

The Suprasegmental Phonemes.

Stress, pitch and juncture are called suprasegmental phonemes because they distinguish meanings and form an extra layer on the segmentals. Stress is classified into primary, secondary, tertiary and weak / ' ^ \ ~ /, from the most prominent to the weakest.

Juncture is another phonemic feature in spoken English. It takes the form of break to distinguish utterances e.g.:

night rate and nitrate.

A break is made between night and rate, but not in nitrate.

The four kinds of junctures :

a. open : a break to distinguish utterances, /+/

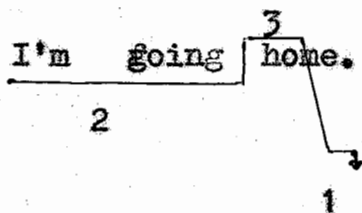
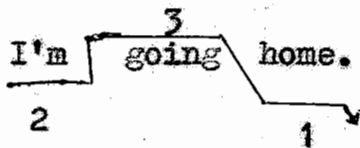
ice cream and I scream.

- b. fading : when the voice trails away into
silence, / \ /
- c. rising : when there is a short rise in the
pitch, / ↗ /
- d. sustained : when the pitch is kept on, / → / .

The last ~~three~~ junctures are called clause terminals as they mark the ends of clauses.

The four contrasting pitches are low, mid, high and extra high. / 1 2 3 4 /.

Pitch and junctures form a subsystem within the phonemic system of the English language. They are combined in various ways and are called intonation contours. Every clause is marked by an intonation contour consisting of two, three or four pitch phonemes and one clause terminal. The commonest intonation contour in English is / 2 3 1 \ /
e.g. :



CHAPTER IV

THE ANALYSIS OF WRITTEN ENGLISH

From the history of the English language it is seen that the foundation of the English writing system is phonemic. The extensive changes in the language which have not always been followed by changes in the writing system make the correspondance between both system fall apart. The influence of the writing system of other language is another reason to it. The steps taken by the first writers of English to represent the language phonemically, though they were not familiar with phonemic theory were nearly washed away. English writing system turns to be very far from a consistent grapheme / - / to / - / phoneme correspondance. Structurally English writing system consists of 37 graphemes to symbolize the 48 phonemes of the spoken language. To have a picture of the correspondance between the phonemes and graphemes, we put them here side by side.

Phonemes

24 consonants :

/p b t d k g ʧ ʤ f v θ ð

s z ʃ ʒ m n l r w y h/

9 vowels : /i e a i ə a u o ɔ/

3 semi vowels : / y w H /

4 stresses : / ' ^ \ ~ /

4 pitches : / 1 2 3 4 /

4 junctures : / + ↘ ↗ → /

Graphemes

21 consonants :

< p b t d k g f v c j

s z m n l r w y h q x >

5 vowels : < a e i o u >

11 marks : < ! , . : ; ? " ' - — () >

lower case, italics ,

small caps, capitals.

48 total.

The first thing we note is that there are 26 letters against 36 segmental phonemes. It is obvious that a one-to-one correspondence is impossible. Phonemic foundation for the writing system of English, which is still apparent in monosyllabic words, is limited. The marks of punctuation, which are meant to replace the suprasegmental features of speech do not represent the suprasegmentals directly. These marks are divided, based on the distribution, into :

2 morphological marks	: < ' - >
3 end marks	: < . ? ! >
4 internal marks	: < , ; : → >
2 special marks	: < " (>

Furthermore, there are lower case, italics, small caps, capitals which are used to indicate some elements of the suprasegmental feature. The capital letter A, for instance, is treated as an allograph of a, representing the combination of a and the suprasegmental feature of capitalization.

An expression whether it is represented in capital or in basic graphemes is the same in its linguistic reference. From communication point of view, capitalization is less important than the segmented letters. This is due to its function which mostly shows redundancy.

CHAPTER IV A

THE CORRELATION BETWEEN SPOKEN AND WRITTEN ENGLISH

A step further on the discription of the English phonemes and graphemes brings us to see how these elements correlate. An inconsistent correspondence between the spoken and written forms give difficulties to the learners of the language in pronouncing and writing it. The situation will be worse when their system of pronunciation depends on the spelling.

In this chapter we try to observe how each letter of the English alphabet represents the English sound. We begin with classifying the letters which are similarly pronounced according to their spelling. The rules presented here may not be exhaustive. Exceptions arise here and there and the examples are given to give some illustration.

As writing correct English words is not an easy matter for those who learn the language, efforts have been made to observe how each English phoneme can be represented in letters. In another section of this chapter the sound-letter relationship is presented to have a better picture of the English fit.

Letter - Sound Relationship.

Our observation will proceed as follows :

I. Vowel letters

- A. One - vowel letters.
- B. Two - vowel letters.
- C. Three - vowel letters.

II. Consonant Letters.

One Consonant[†] letter and its clusters.

I. Vowel Letters : a e i o u.

A. One - vowel letters.

1. Vowel letter a.

a. a is pronounced / ey / :

- when it stands by itself : A. D. , A. M.
- when it is used as an indefinite article in the strong form :

a book

a map

- in a stressed syllable :

cambridge

acorn

nation

arrange

- when it is used in the construction C + a + C (c) + e (silent) :

sale

waste

made

cradle

Exception : when the sound consonant letter is r :

dare , care , etc.

b. a is pronounced / a / :

- in monosyllabic words ending in a consonant sound :

bad

add

rat

stamp

Exception :

- words ending in the letter r : war,
- when letter w preceeds : was, what

- in a stressed syllable either in initial , middle or final position :

cabbage	calamity	savage
canal	sensation	contact

c. a is pronounced / ə / :

- when it is used as an indefinite article in the weak form :

a man
a river
a pencil

- in an unstressed syllable :

alert
banana
intimate

- in the word 'an' , the indefinite article

d. a is pronounced / aɪ / :

- when it is followed by the letter r and not preceded by w :

car	barn	starve
far	dark	scarce

Exception : war, swarm, etc.

- when it is followed by one of the following clusters :

- lm : palm, calm (l is silent).
- ft : draft, after.
- lf : half, calf (l is silent).
- sk : ask, task.
- sp : cleap, gasp ; exception:wasp
- ss : grass,class; exception : ass

- st : fast, last.
- ff : staff.
- nd : command
- th : bath, father
- nt : grant, can't
- nc : advance, glance

- in these words :

moustache,
drama
vase

e. a is pronounced / ɔ H / :

- when it is followed by the letter w :

saw	claw
raw	awkward

- when it stands between w and r followed by another consonant :

call	ball
tall	wall

Exception : shall

pall mall

- when l follows :

false	halt
talk	walk

Exceptions :

calculate	salmon
calcium	alms
ballet	malnutrition

f. a is pronounced / ɔ / :

- when it is preceded by w and not followed

by g, x, and ng :

war	wax
was	wag
want	twang

g. a is pronounced / e / :

many
any
Thames

h. a is pronounced / eH / :

vary
spare

2. Vowel letter e.

a. e is pronounced / iy / :

- when it stands by itself : e.g.
- when it is the only sound in stressed syllables :

even
Eden
Peter

- When it is followed by a consonant, except r + e (silent) :

mete	mere
sede	were

- in the word : economic and its related words.

b. e is pronounced / i / :

- when it is the only sound in an unstressed syllable :

eleven enough

- electric enormous
- in an unstressed open syllable :
- debate catastrophe
- retreat deceit
- in a stressed close syllable :
- England
- c. e is pronounced / e / :
- in stressed syllables :
- end bed
- d. e is pronounced / ə / :
- in unstressed syllables :
- Problem
- absent
- enemy
- e. e is pronounced / ɪ / :
- when it is followed by the letter r :
- err refer
- fern internal
- g. e is not pronounced when it ends a word :
- else marine
- worse edge
- f. e is pronounced / ey / :
- elite
- h. e is pronounced / aɪ / :
- when it is followed by r :
- clerk
- i. e is pronounced / yu / :
- when it is followed by w :
- new few
- stew

j. e is not pronounced but indicating a preceding diphthong or a long vowel :

tame	bone	tide	cute
lame	hope	inside	muse

k. e is not pronounced when it is used as an inflectional verb ending after voiceless sound except t :

cooked	pushed
sipped	kicked

l. exceptional word : eye ——— / ay /

3. Vowel letter i.

a. i is pronounced / ay /

- when it stands by itself : I
- in the construction C + i + C + e (silent) :

bite	spite
wine	prime

Exceptions : give
live

- when it is followed by "—gh" or "—ght" :

sigh	sight
high	night
thigh	knight

- when it is followed by "—ld" or "—nd" :

mild	mind
wild	blind

- when it is the only letter in the syllable:

idol	idle	ice
------	------	-----

- in a stressed open syllable :

bicycle	library
---------	---------

licence cipher

b. i is pronounced / i / :

- when it is followed by a consonant except r :

bit	trim	fir / f H /
sip	swim	sir / s H /

- when it is followed by two consonant letters:

miss	assist
risk	atheism

Exception : - and, - gh, - ght, -ld.

- in a stressed or unstressed open syllable :

pity	finish	opium
image	timid	imitate

c. i is pronounced / +H / :

- when it is followed by r :

sir	bird
fir	girls

d. i is pronounced / i /

possible	horrible
legible	terrible

e. i is pronounced / iy / :

machine	marine
---------	--------

f. i is pronounced / ayH / :

- when the letter r immediately follows :

iro	desirable
-----	-----------

4. Vowel letter o.

a. o is pronounced / ow / :

- when it stands by itself : U.N.O.
- when it is the only letter in the syllable

and stressed :

open ogre

ode opium

- when it is followed by a consonant letter

and e (silent) :

bone whole

code alone

Exception : - re - me - se - ve

 core some lose love

 more some rove dove

- when it is followed by the letter w :

 bow brow

 row know

Exception : now

- when it is followed by - ld, - st, - ll

 hold most roll

 bold host toll

 cold ghost

- when it ends a word :

 no tomato

 so potato

- in an open stressed syllable :

 photograph

 coconut

 colonial

b. o is pronounced / ɔ / :

- when it is followed by one consonant letter:

 box

 top

 mob

Exception : son

ton

- when it is followed by two or more consonant letters :

knock odds

soft knocks

blonds

Exception :

see 4a, on : - st -ld - w

most hold bow

tomb womb

c. o is pronounced / ə H / :

- when it is between w and r + or more consonants :

word world

worm worst

d. o is pronounced / ə / :

- in unstressed syllables :

actor kingdom

contain tomato

e. o is pronounced / ɔ H / :

- when it is followed by the letter r :

bored torment

sort torch

- when it is followed by f, s or th :

often cost cloth

off loss wrath

f. o is pronounced / u w / :

who do

tomb

g. o is pronounced / u / :

wolf

woman

h. o is pronounced / a / :

son

other

glove

ton

some

dove

- in open stressed syllables :

stomach

onion

money

twopence

- when it is followed by m or n and stressed :

compass

month

comfort

front

i. o is pronounced / wa / :

one

5. Vowel letter u.

a. u is pronounced / yu / :

- when it stands by itself : U.S.A.

- when it is in an initial position :

used

union

unity

uniform

- in an open stressed syllable :

duty

tutor

mutiny

student

- in the construction C + u + C + e
(silent) :

cute

huge

fume

tube

Exception : see 5b.

b. u is pronounced / uw / :

- when it is followed by consonant letters +
silent e :

June flute

rule rude

- in these words :

truth rural

truly prudent

c. u is pronounced / u / :

put pull

full bull

d. u is pronounced / † H / when it is followed
by the letter r :

fur purge

turf

e. u is pronounced / a / :

- when it belongs to a prefix meaning nega -
tive :

unborn

untouchable

unknown

- when it is followed or between consonant
letters :

up run supper

us tusk must

f. u + re in final position makes t or s in-
to / ǎ / and / ǎ / :

pictures leisure

culture treasure

I. B. Two vowel letters.

1. Two vowel letters beginning with a : ai, au, ay, aw.

a. ai is pronounced / ey / :

- when it stands between consonant but r :

mail strain

again laid

ai is pronounced / i / : mountain

ai is pronounced / æ / : plait, plaid

ai is pronounced / ay / : aisle

ai is pronounced / eH / : fair, pair

b. au is pronounced / ɔH / and / a / :

saucer cautious laugh

taught authority aunt

c. ay is pronounced / ey / :

pay relay

bray slay

d. aw is pronounced / ɔH / :

awful gnaw

lawn raw

2. Two vowel letters beginning with e : ea, ee, ei, ey, eo, eu.

a. ea is pronounced / iy / :

leaf easy

tea each

ea is pronounced / iH / when the letter r immediately follows :

dear beard

clear near

in the word : idea.

ea is pronounced / eH / :

swear bear

tear wear

ea is pronounced / æ / :

weapon sweat

threat realm

ea is pronounced / ey / :

great

break

ea is pronounced / əH / :

heard earth

learn pearl

ea is pronounced / aH / :

heart

b. ea is pronounced / iy / :

bee heal

see sheep

ea is pronounced / iH / :

beer steer

queer cheer

c. ea is pronounced / iy / :

deceive receipt

receive

ei is pronounced / ey / :

weight

neigh

freight

ei is pronounced / ay / :

weight

neigh

freight

ei is pronounced / ay / :

height

sleight

ei is pronounced / iH / :

weird

d. ey is pronounced / ey / :

prey

convey

obey

they

ey is pronounced / iy / :

key

ey is pronounced / i / :

volley

valley

e. eo is pronounced / iy / :

people

eo is pronounced / i / :

pigeon

eo is pronounced / e / :

leopard

jeopardy

f. eu is pronounced / yu / :

neutral

feudal

eu is pronounced / + / :

amateur

connoisseur

chauffeur

3. Two vowel letters beginning with i : ia, ie, io.

a. ia is pronounced / iH / :

special

Speniard

ia is pronounced / ayH / :

dial

trial

b. ie is pronounced / iy / :

believe chief

niece yield

ie is pronounced / ay / in one syllable words

tie lie

die fie

ie is pronounced / iH / when the letter r

immediately follows :

bier

pierce

ie is pronounced / ayH / :

piety

c. ie is pronounced / iH / / ayH /

onion superior violent

union actor

4. Two vowel letter beginning with o : oa, oe, oi,

oo, ou, ow.

a. oa is pronounced / ow / when the letter r does

not immediately follow :

boat oat bear

coat moan soar board

b. oe is pronounced / ow / and / yu / :

toe shoe

woe cance

c. oi is pronounced / oy / / ay /

soil noisy choir
 coin cointment

d. oo is pronounced / uw / when it is not
 followed by r or k :

moon poor book
 stood door look

e. oo is pronounced / uH / :

poor
 moor

oo is pronounced / >H / :

door
 floor

oo is pronounced / a / :

blood
 flood

oo is pronounced / u / :

book
 good

f. ou is pronounced / >H / / a / / uw /

four young you
 fought cousin wound
 pour cough souvenir

ou is pronounced / u / :

good
 wood
 bouquet

ou is pronounced / aw / / uH / / ow / / ə /

confound tour soul labour
 abound dour mould odour
 mountain dough jealous

ou is pronounced / auH / when it is followed
by r :

our

sour

hour

our is pronounced / +H / / >H / / uH /

adjourn

your

tour

courtesy

four

g. oy is pronounced / >Y / :

toy

boy

enjoy

employ

h. ow is pronounced / w / : / aw /

blow

now

grow

drown

5. Two vowel letters beginning with u : ua, ue, ui,
uy.

a. ua is pronounced / aH / / waH /

guard

guano

b. ue is pronounced / uw / / æ /

true

guess

clue

guest

continue

question

ue is not pronounced :

catalogue

prologue

colleague

ue is pronounced / yu / :

due

sue

c. ui is pronounced / ay / / uy / / i / / yuw /

guide fluit build suit

guise suite guitar nuisance

d. uy is pronounced / ay / :

buy

guy

I. C. Three vowel letters.

Three vowel letter beginning with a :

aie is pronounced / eyH / :

gaiety

Three vowel letters beginning with e :

a. eau is pronounced / ow / / yu /

beau

beauty

b. eou is pronounced / iH / :

courteous

miscellaneous

Three vowel letters beginning with i :

a. ieu is pronounced / yuw / :

adieu

lieu

b. iew is pronounced / yuw / :

view

c. iou is pronounced / iH / :

various

anxious

gracious

Three vowel letter beginning with o :

oui is pronounced / uy / :

bouillon

Louise

Three vowel letter beginning with u :

uoy is pronounced / oy / :

buoy

II. CONSONANT LETTERS

The letters are : b e d f g h j k l m n p
q r s t v w x y z.

I. Consonant letter b and clusters.

a. b is pronounced / biy / when it stands by itself : B.B.C.

b. b is pronounced / b / when it stands :

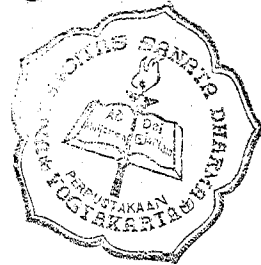
- following a vowel : tap, absent
- preceding a vowel : bit, bun.
- between two vowels : about, abundant.
- following a consonant : bulb, curb.
- preceding a consonant: blue, bring.

c. bb is pronounced / b / :

ebb

rubber

robber



d. b is silent when it stands after m in the same syllable :

climb

dumb

tomb

womb

bomb

crumb

mb is pronounced / mb / when followed by l or er :

thimble

timble

humble

somber

e. bt is pronounced / t / :

debt

doubt

subtle

f. bl is pronounced / bl / :

blind

blue

g. br is pronounced / br / :

bring

break

abroad

II. Consonant letter c and clusters.

a. c is pronounced / siy / when it stands by itself :

C.D.

b. c is pronounced / k / before any letter except e, i, y, or h, (see II c and k)

can corp cup

call come cuddle

case college cunning

- when a consonant immediately following except h :

active crop

club cycle

- when it ends a word :

magic economic

tragic tactics

c. c is pronounced / s / when the vowel e, i or y immediately following :

cell city cycle

ceiling circle cynic

cease cinema cymbol

Notes : / s / is sometimes written as ç when
not before e, i, or y :

façade

d. c is pronounced / ṣ / when it is combined
with i or e :

delicious ocean

ancient ocianic

e. c is pronounced / ky / when the vowel let-
ter u follows in an open syllable :

cubic curio

cucumber cure

f. c is silent in the cluster sc :

scene

scissors

muscle

g. c is silent in these words :

indict

czar

victuals

h. cc is pronounced / ks / when e or i
follows :

success

vaccinate

i. cc is pronounced / k / wherever c would
be so sounded :

accord

accrue

j. ck is pronounced / k / :

back

sack

truck

k. ch is pronounced / \check{c} / in most native words:

chalk

march

teach

ch is pronounced / \check{s} / in loan words from
modern French :

machine

champagne

chaperon

moustache

ch is pronounced / k / in most words from
Greek and Hebrew :

character

Christian

chemical

chlorine

ch is pronounced / \check{c} / :

Greenwich

Norwich

ch is not pronounced :

drachm

schism

yacht

tch is pronounced / \check{c} / after a short vowel:

catch

watch

satchel

l. cl is pronounced / kl / :

class

club

climate

m. cr is pronounced / kr / :

cry

crow

crush

III. Consonant letter d.

a. d is pronounced / diy/ when it stands by itself : A. D.

b. d is pronounced / d / :

- when it preceeds or follows a vowel letter :

do did

dust mad

- when it preceeds or follows a consonant letter :

drink bald

drunk board

drum mild

- when it stands between two vowels :

adore idol

adapt editor

c. d is pronounced / j / when the letter u immediately following in an open syllable :

duty education

during duplication

d. d is pronounced / t / after a voiceless sound except t in the same syllable :

marked tapped dinished

asked sipped pushed

counted

printed

e. d is pronounced in informal speech :

grandfather

grandmother

f. d is silent in these words :

handkerchief

handsome

Wednesday

g. d is pronounced / ʒ / :

soldier

verdure

h. dd is pronounced / ā / :

add

address

i. dj is pronounced / ʒ / :

adjective

adjacent

adjust

j. dg is pronounced / ʒ / at the end of a word
or syllable :

badge

ridge

badger

edge

judge

judging

k. dr is pronounced / dr / :

drama

dread

drink

l. dw is pronounced / dw / :

dwelt

dwarf

dwindle

IV. Consonant letter f.

a. f is pronounced / ef / when it stands by it -
self : F. A. O.

b. f is pronounced / f / when it preceds or

a consonant :

fat after

soft awful

c. f is pronounced / v / :

of

d. ff is pronounced / f / :

effort

staff

e. fl is pronounced / fl / :

flame

flesh

f. fr is pronounced / fr / :

frank

fresh

fruit

V. Consonant letter g.

a. g is pronounced / ʒ / when it stands by itself : G. M. T.

b. g is pronounced / ʒ / before, e, i, or y in Latin or Romans derivatives :

gentle giant gypsy

engine gigantic gymnastic

c. g is pronounced / g / before a, o or u or a consonant the same syllable :

game gold guilt

grass ago grumble

- when final and in derivatives where g is doubled

bag beggar

drug druggist

rag ragged

- in words of Germanic origin before e or i

geese girl

geyser give

gild gear

- in a few Hebrew words :

Gideon

gerah

d. g is pronounced / ζ / when it is followed by e in a final position (French words not fully Anglisized) :

beige massage

garage prestige

baggage rouge

e. gg is pronounced / g / :

egg

muggy

f. gh is pronounced / f / :

tough

rough

laugh

Exceptional word :

eighth ——— / eit^h/

g. gh is pronounced / g / when it is not in final position :

ghost

aghast

h. gh is not pronounced :

sigh

bought

though night

i. gn is pronounced / n / :

gnat

gnaw

g. g is silent before m or n :

diaphragm

sign

benign

In the derivatives g is sounded :

diaphragmatic

signal

benignity

j. Gl is pronounced / gl / :

glad

glow

glisten

k. gr is pronounced / gr / :

grass

grey

agriculture

l. gu is pronounced / g / :

guard

guest

m. gue is pronounced / g / :

plague

VI. Consonant letter h.

a. h is pronounced / e_y_č / when it stands
by itself : W. H. O.

b. h is pronounced / h / :

- only at the beginning of syllables and before vowels, w or y, never at the end of syllables or words :

hand	hyphen	where
hinder	hygiene	who

- c. h is pronounced / hy / when the vowel letter u immediately follows in an open syllable :

human	humor
hue	huge

- d. h is not pronounced :

- in many old French words :

hour	exhibit
honour	exhilarate
honest	exhort
heir	exhaust

- in the following clusters :

gh = ghost, high
ph = photo, philosophy
rh = rhyme, rhetoric

- at the beginning of most unaccented syllables :

shepherd
vehement
vehicle

VII. Consonant letter j.

- a. j is pronounced / j_e_y / when it stands by itself : J. Kennedy

- b. j is always pronounced / j / :

jar	enjoy
-----	-------

job injure

VIII. Consonant letter k and clusters.

a. k is pronounced / k_e_y / when it stands
by itself : K. L. M.

b. k is pronounced / k / :
- in any position except when it is follow-
ed by n :

kiss book

king milk

see II, VIII c.

c. k is not pronounced when it is followed by
n in the same

syllable

knee

know

knife

IX. Consonant letter l and clusters.

a. l is pronounced / e_l / when it stands by
itself : I. L. O.

b. l is pronounced / l / in any position
except between a and m :

clap

ale

salt

See II, IX c, d.

c. l is not pronounced when it stands between
a and k or f or m :

talk

half

calm

walk

calf

palm

Exception : realm

d. l is not pronounced :

would

should

e. ll is pronounced / l / :

wall

volley

lullaby

f. ld is pronounced / ld / :

mild

bold

Exceptions :

would

should

could

g. lf is pronounced / lf / :

self

h. lk is pronounced / lk / :

milk

llk

bulk

i. lm is pronounced / lm / :

elm

film

j. lt is pronounced / lt / :

salt

belt

gilt

k. l may form a syllable by itself or with

other consonant,

he'll trouble

I'll tumble

X. Consonant letter m and clusters.

a. m is pronounced / em / when it stands by itself : A. M.

b. m is pronounced / m / in any position except in the cluster mn :

man

come

film

See : X d.

c. mm is pronounced / m / :

immediately

immortal

d. mn is pronounced / n / :

mnemonic

e. mb is pronounced / m / :

bomb tomb

climb dumb

f. mp is pronounced / m / :

empty

g. m may form a syllable by itself as in colloquial expression :

stop'm

chasmed

XI. Consonant letter n and cluster.

- a. n is pronounced / en / when it stands by itself : U. No 0.
- b. n is pronounced / n / in any position except after m in the same syllable :

name

none

born

See : XI c.

- c. n is not pronounced after m in the same syllable :

column

hymn

autumn

condemn

solemn

Exception :

mnemonic

- d. n is pronounced / ny / :

new

nude

neurotic

nutrition

- e. n is pronounced / ŋ / when it is followed by the letter k or g and k sounds in the same syllable :

ankle

Congress

bank

concord

monk

melancholy

Exception :

concrete

increase

conclave

f. **nn** is pronounced / n / :

innocent

annoy

Exception :

annual

g. **ng** is pronounced / ɲ / , never used in initial position :

sing

being

h. **ng** is pronounced / ɲ g / :

anger

tango

English

i. / k / is not spelt but pronounced :

strength

length

anxious

XII. Consonant letter **p** and clusters.

a. **p** is pronounced / piy / when it stands by itself : P. T. O.

b. **p** is pronounced / p / in any position :

pat

tap

approach

Exceptions :

psalm

receipt

cupboard

psychology

ptarmigan

empty

pneumonia

c. **pp** is pronounced / p / :

pepper

apply

approach

- d. ph is pronounced / f /, chiefly in Greek derivatives :

photo

paragraph

phrose

telephone

- e. ph is pronounced / y / :

nephew

Stephen

- f. pl is pronounced / pl / :

plan

plenty

apply

- g. pr is pronounced / pr / :

practice

proud

appreciate

- h. / p / is not written but pronounced :

dreamt

warmth

XIII. Consonant letter q.

- a. q is pronounced / k_y_u / when it stands by itself : I. Q.

- b. q is always followed by the letter u and is pronounced / kw / :

quack

queen

quato

c. qu is pronounced / k / :

quay liquor

conquer antique

d. que is pronounced / k / in final position:

mosque

cheque technique

XIV. Consonant letter r and clusters.

a. r is pronounced / aɪ / when it stands by itself : R. C.

b. r is pronounced / r / in any position except at end of a syllable.

run

ring

throw

c. r is pronounced

- when it ends a syllable

bar barber

beer furniture

r is pronounced before a vowel in a closely following word :

far away

- when it stands in one syllable, words between a vowel and a consonant :

part dirt

clerk scarf

d. er is pronounced / r / :

errand

irrational

Exception : err

e. rh is pronounced / r / :

rhetoric

rhyme

See II, VI, C.

XV. Consonant letter S and clusters.

a. s is pronounced / es / when it stands by itself : S. O. S.

b. s is pronounced / s / in any position except incertain clusters :

say

estate

ask

inserts

Exceptions : s is not pronounced in the following words :

island

aisle

viscount

c. s pronounced / z / in unaccented syllables or between voiced sounds :

roses

esay

mary's

d. s is pronounced / [∨]s / :

- when it is followed by u in an open syllables :

sure

sugar

insurance

- when i or e followes :

mansion

mansions

e. s is pronounced / s / to distinguish it from noun and verb forms :

	/ s /		/ z /
house		house	
use	noun	use	verb

f. s is pronounced / z / in unstressed syllables :

has
is
was

g. s is pronounced / s / or / z / when s is used and as suffix :

- / s / after voiceless sounds, except s, sh, ch :

ships
takes
Ruth's

- / z / after voiced sound, except / z /, / ʒ /, / ʒ / :

ribs
goes
Tom's

after / z /, / ʒ /, / ʒ / s is pronounced / e z / or / i z / :

looses	budges
roses	graces

h. s is pronounced / ʒ / when i or u follows :

vision	treasure
confusion	usual

casual

leisure

- i. sc is pronounced / sk / when it stands in an initial position and is followed by a, o or u :

scale

scent

scurf

scrutinize

- j. sc is pronounced / s / when i, e or y immediately follows :

science

sceptre

scythe

scissors

scenezy

- k. sc is pronounced / ṣ / :

conscious

- l. sch is pronounced / sk / :

school

scheme

- m. sch is pronounced / ṣ / :

schedule

- n. sch is pronounced / s / :

schism

- o. scr is pronounced / skr / :

screen

scribe

scrape

- p. sh is pronounced / ṣ / :

shame

bush

rushed

- q. sl, sk, sn, sp, spl, st, str, squ, : s is pronounced as it is written.

r. sm is pronounced / sm / and / s ə m / :

smart prism

smuggle chasm

s. ss is pronounced / s / and / ṣ / :

ass session

assimilation tissue

assassinate mission

t. sw is pronounced / sw / and / s / :

sweet sword

swoop answer

XVI. Consonant letter t and clusters.

a. t is pronounced / t i y / when it stands by itself : P. T. O.

b. t is pronounced / t / in any position :

bat train belt

ten fast twinkle

Exceptions :

See : c, d and e.

c. t is not pronounced when it stands between s and en :

fasten

listen

hasten

d. t is not pronounced in these words

castle mathew

soften mortgage

e. t is not pronounced in combination such as :

sitdown

must go

f. t is pronounced / t̃ / :

- when it is followed by — ure :

picture

nature

literature

g. t is pronounced / ʃ / :

action

attention

h. ti is pronounced / t̃ / :

question

christian

bestial

i. teʒ is pronounced / t̃ / :

righteous

j. th is pronounced / θ / :

thatch

earth

method

k. th is pronounced / ð / :

than

either

though

l. th is pronounced / t / :

Thames

thyme

Thomas

m. thr is pronounced / θ r / :

thread

throne

thrill

n. tr is pronounced / tr / :

train

trail

trend

o. tt is pronounced / t / :

attitude

attorney

p. tw is pronounced / tw / :

twin

twenty

twilight

q. tw is pronounced / t / :

two

twopence

r. thw is pronounced / θ w / :

thwart

thwack

s. tz is pronounced / z / :

tzarina

tz is pronounced / ts / :

tzetze

XVII. Consonant letter v.

a. v is pronounced / viy / when it stands by itself : V. I. P.

b. v is pronounced / v / in any position

voice

wave

wives

XVIII. Consonant letter w and clusters.

a. w is pronounced / da blyuw / when it stands
by itself :

b. w is pronounced / w / :

- when it begins a word :

way

we

wife

- in the following clusters :

sw : sweet, swoop

tw : twinkle, twilight

dw : dwell, dwarf

c. wr is pronounced / r / :

wrap

wrong

write

d. w is pronounced :

- when it is used as a semi vowel :

yawn

yawl

slow

- when it ends a syllable :

saw

sew

slow

- in the word :

sword

e. wh is pronounced / hw / :

when

which

Exceptions :

who

whole

XIX . Consonant letter x.

- a. x is pronounced / eks / when it stands by itself : Mr.X
- b. x is pronounced / ks / when it ends a syllable
- c. x is pronounced / gz / :
- | | |
|-----------|---------|
| example | exhaust |
| executive | exhibit |
- d. x is pronounced / ks / :
- | |
|---------|
| anxious |
| luxury |
- e. x is pronounced / gzy / :
- | |
|-----------|
| luxurious |
|-----------|
- f. x is pronounced / z / :
- | |
|---------|
| anxiety |
|---------|
- g. x is pronounced / z / initially in Greek derivatives :
- | |
|-----------|
| xenon |
| xylonite |
| xylophone |

XX . Consonant letter y.

- a. y is pronounced / wai / when it stands by itself.
- b. y is pronounced / y / when it begins a syllable :
- | |
|-------|
| yacht |
|-------|

yield

yoke

c. y is pronounced / ay / :

- when it is the only vowel letter in the construction :

cry

shy

by

- when it is followed by e (silent) :

bye

dye

rye

- in initial open syllables :

typist

typhoon

cycle



d. y is pronounced / i / :

syllable

systematic

myriad

- when it ends words of more than one syllable :

slowly

beaty

yealousy

e. y is pronounced / ayH / :

Byron

tyrant

f. y is pronounced / + H / :

myrrh

myrtle

g. y is pronounced / ə / :

zephyr

martyr

XXI. Consonant letter z.

a. z is pronounced / zed / when it stands by itself

b. z is pronounced / z / in any position

zeal

breeze

squeer

c. z is pronounced / ẓ / :

azure

seizure

grazier

d. zz is pronounced / z / :

buzz

CHAPTER IV B

SPELLING RULES

The various possibilities of representation in the preceding section raises the question whether there are rules to correct spelling. Michael West in "English Language Teaching," Vol. XI no. : 3 April - June 1957, The British Council, London definitely answers :

" In clear, concise, complete form (to the best of my knowledge nowhere ". (page 95).

He added that there are numerous spelling books but none gives the complete answer ^{to} spelling problems.

For the spelling of individual words, dictionaries can be used as the reference. When an affix or affixes are added, the following rules can be used as a guide.

1. when a suffix beginning with a vowel e.g. : /- ed, - /- ing, /- er, etc. is added to :

a. one syllable words or syllables ending in one vowel+one consonant : double the consonant.

tip - tipped but tick - ticked

hit - hitting but heat - heating

sin - sinner but soon - sooner.

b. words ending in l, double it.

quarrel - quarrelled

fulfil - fulfilling

travel - traveller.

c. words ending in /- ic, insert k.

mimic - mimicking

picnic - picnicking.

2. Change /- y into /-i

If a consonant precedes the y, change /-y to /-i.

pity - pitied but survey - surveyed
 merry - merriment but employ - employment
 ready - readiness but grey - greyness.

Exceptions : 1. words of one syllable : dryness,
 shyness.

2. when the suffix begins with /-i

carry - carrying

worry - worrying

3. Final "silent" / - e

a. drop final mute / - e, when / - able is added
 except / - ce and / - ge

move - movable but peace - peaceable

smoke - smokable but change- changeable.

Note : when the word is likely to be misread, the
 / - e may be kept.

sale - saleable or salable

blame - blameable or blamable.

b. 1. drop final mute / - e when / -ing is added

The / - e may be kept to avoid misreading.

move - moving but singe - singeing, not
singing. (to sing).

blame - blaming. age - ageing or
 aging.

2. words ending in / -ee, keep the e.

shoe - shoeing

canoe - canoeing

c. drop final mute / - e when / -y is added.

rose - rosy

babe - baby.

For reading sake, the / - e may be kept.

blue - bluey

hole - holey, not holy.

- d. keep final silent / -e when the suffix is / -ly or / -ness.

mute - muteness - mutely

remote - remoteness - remotely.

Exceptions : true - truly

due - duly

whole - wholly

- keep final mute e when the suffix is - / -ment.

encourage - encouragement

move - movement

arrange - arrangement.

Exceptions : argue - argument

In judge - judgement

abridge - abridgment

acknowledge - acknowledgment.

the mute e may be dropped.

4. A word ending in / -ll, drop one l when a suffix beginning with a consonant is added.

skill - skilful

thrall - thralldom

dull - dulness or dullness.

Exceptions :

illness

smallness

stillness

5. Plurals

- a. words ending in / -f or / -fe change the f

or fe into / -ves.

loaf - loaves

life - lifes

self - selves

wife - wives.

Exceptions :

roofs scarfs wharfs staffs chiefs

hoofs turfs griefs gulfs

strifes reefs proofs dwarfs

b. words ending in / -is, add / -es

iris - irises.

Exceptions :

bases crisis

oases theses.

c. words ending in / -i, add s.

ski - skis

alkali - alkalis.

d. words ending in / -o add / -es

potato - potatoes

hero - heroes

negro - negroes

Exceptions :

solos folios

pianos cantos

zeros igloos.

e. words ending / -s, / -ss, / -sh, / -ch, / -x,

add / -es

gas - gases

lass - lasses

church - churches

thrush - thrushes

fox - foxes.

f. words ending in / -um, ordinarily add s.

albums

aquariums.

but :

bacteria - bacteria

data - data

errata - errata

labium - labia.

g. words ending in / -us

Ordinarily add / -es in non scientific contexts.

focus - focuses

terminus - terminus.

In scientific contexts :

focus - foci

terminus - termini.

h. words ending in / -y change y into / -ies

when it follows a consonant

fly - flies

but : toy - toys

lady - ladies

but : play - plays

6. Possessive cases

1. Most singular and plural nouns or of indefinite -
pronouns not ending in s, add an apostrophe and an
s.

The boy's bike.

Someone's idea.

The women's clubs.

Bachelor's degree.

2. Singular nouns ending in s or the sound of s add
an apostrophe and an s in most instances.

The horse's tail

The bus's steering songs

Andy Williams's songs

Francis's examination

Note : To avoid an awkward or unpleasant sound or visual effect, add an apostrophe only.

For goodness's sake - for goodness's -
sake.

For old times's sake - for old times' -
sake.

Socrates's concepts - Socrates' con-
cepts.

3. To denote joint possession by two or more proper names, add the apostrophe and s to the last name only.

Japan and Germany's agreement

Hillary and Tenzing's expedition.

4. Individual ownership by two or more proper names, add the apostrophe and an s to both names.

John's and Mary's marbles

The king's and queen's families.

The exceptions to rules show that there is only a slight possibility to devise a clear and complete spelling rules. The letter - sound relationship of English requires more from the individual writer.

CHAPTER IV C

SOUND - LETTER RELATIONSHIP

The English Segmental Phonemes :

A. Vowels :

- | | |
|----------|----------|
| 1. / i / | 6. / ə / |
| 2. / e / | 7. / u / |
| 3. / æ / | 8. / o / |
| 4. / ɪ / | 9. / ɔ / |
| 5. / ə / | |

Some possible nuclei :

- | | | |
|-----------|-----------|------------|
| a. / iy / | e. / uw / | k. / ɔH / |
| b. / ey / | f. / ow / | l. / uH / |
| c. / ay / | g. / aw / | m. / ayH / |
| d. / ɔy / | h. / aH / | n. / auH / |
| | i. / iH / | o. / eyH / |
| | j. / æH / | p. / ɔyH / |

B. Semi vowels :

/ y / / w / / H /

C. Consonant :

/p/ /b/ /t/ /d/ /k/ /g/

/ç/ /ʃ/ /ɹ/ /v/ /θ/ /ð/

/s/ /z/ /ʃ/ /z/ /m/ /n/

/h/ /l/ /r/ /w/ /y/ /n/

A. Vowel phonemes

1. Vowel phoneme / i /.

/ i / is the short sound of the letters e or y :

engage

pity

apostrophe

symbol

relate

busy

However, the following spelling is also used :

1. i : in
nip
mist
2. ie : sieve
handkerchief
varieties
3. o : women
4. a : private
intimate
seperate
5. ay : Sunday
holiday
6. u : minute
busy
lettuce

2. Vowel phoneme / e /

/ e / is the short sound of the letter e :

egg
edge
plenty

However, the following spelling is also used :

1. ea : bread
spread
thread
2. ei : leisure
3. eo : leopard
jeopardy
4. a : any
ale
ate

- 5. ai : said
- 6. ie : friend
- 7. ue : guest
guess
- 8. ieu : lieutenant

3. Vowel phoneme /æ/

/æ/ is the short sound of the letter a :

cap
contact
stamp

/æ/ is also spelled :

ai : plaid
plait

4. Vowel phoneme /ɜ:/

/ɜ:/ is the sound of stressed er, ir, ur when final or folloed by a consonant :

observe	stir	fur
merciful	flirt	burnt
internal	third	disturb

The following spelling, however, is also used :

- 1. err : err
- 2. ear :
earl
learn
pearl
- 3. eur : amateur
chauffeur
connoisseur
- 4. o : colonel
- 5. or : word

worm

world

attorney

6. our : journey

courtesy

adjourn

7. urr : purr

5. Vowel phoneme / ə /

/ ə / is the short sound of the letter a :

alert

delicate

data

separate

sofa

intimate

However, / ə / is also spelt :

1. ar : forward

standard

particularly

2. e : the

legend

generation

3. er : sister

after

runner

4. i : horrible

tangible

5. io : nation

marchioness

6. o : polite

conclude

commit

7. or : actor

doctor

tailor

7. ear : cupboard

9. ou : generous

jealous

amorous

10. our : colour

odour

valour

11. ure : picture

future

measur

12. re : centre

theatre

sceptre

13. u : chorus

14. yr : martyr

6. Vowel phoneme / a /

/ a / is the short sound of the letter u :

up

uncle

much

The following spelling, however, is also used :

1. o : come

some

London

2. oe : does

3. ou : tough

touch

couple

4. oo : blood

flood

5. wo : two pence

7. Vowel phoneme / u /

/ u / is the short sound of the letter u :

put

butcher

pull

However, the following spelling is also used :

1. oo : when it is followed by d or k

good

shook

brook

2. o : bosom

wolf

woman

3. ou : would

should

could

8. Vowel phoneme / o /

/ o / is a short sound of the letter o :

knock

wrong

doll

However, the following spelling is also used :

1. ou : cough

trough

2. a : wash

wasp

what

3. au : because

laurel

cauliflower

4. ua : quaff

quality

quantity

9. Vowel phoneme / ɔ /

/ ɔ / is the regular sound of aw, au, or :

law Paul or

awe haul nor

straw saustic sword

However, the following spelling is also used :

1. a : water

wall

walk

2. ar : warn

warble

quart

3. augh: caught

taught

daughter

4. o : glorious

5. oar : oar

roar

6. our : mourning

7. ore : bore

wore

lore

8. oor : door

floor

9. ough: nought

bought

sought

Some possible nuclei.

a. Diphthong / iy /

/ iy / is the long sound of the letter e :

eve secrete

Eden complete

However, the following spelling is also used :

1. ea : eat leave

 heap clean

2. ee : eel free

 keep knee

3. ei : receive

 receipt

 ceiling

4. eo : people

5. ey : key

6. ae : Caesar

7. i : police

 machine

8. ie : relief

 belief

 retrieve

9. uay : quay

b. Diphthong / ey /

/ ey / is the long sound of the letter a :

 April

 parade

 amen

However, the following spelling is also used :

1. ai : aim
frail
paid
2. a + C + e : age
haste
male

Exception : have

3. au : gauge
4. ay : say
pay
tray

5. ea : great
break

6. ei : eight
freight
vein

7. ey : prey
grey
they

c. Diphthong / ay /

/ ay / : the long sound of the letters i and y.

However, the following spelling is also used :

1. i : sigh
knight
mild
2. i + C + e : time
line
side
3. ie : die

skies

plied

4. y : by

fry

syren

5. ye : bye

dye

6. ei : height

either

sleight

7. ai : aisle

8. o : choir

9. ui : guide

10. uy : buy

11. Exceptionally spelt word :

eye

d. Diphthong / ɔɪ /

/ ɔɪ / is written :

1. oi : oil

hoist

choice

2. oy : toy

boy

annoy

3. uoy : buoy

e. Diphthong / uɪ /

/ uɪ / is the long sound of the letter u :

rule

June

tube

However, the following spelling is also used :

1. oo : when it not followed by r or k.

noon	book	poor
goose	cook	door
kangaroo	took	moor

2. o : tomb

womb

move

3. ou : route

wound

soup

4. oe : shoe

canoe

5. our : armour

6. ough : through

7. ew : grew

screw

threw

8. eu : feud

queue

9. ue : flue

true

blue

10. ui : fruit

juice

bruise

f. Diphthong / ow /

/ ow / is the long sound of the letter o :

photo

post

only

However, the following spelling is used :

1. oe : toe

hoe

sloe

2. o + C + e (silent)

bone

nose

tose

3. oa : when it is not followed by r :

boat

board / ɔ /

groan

cupboard / ə /

soak

4. ow : glow

know

throw

5. oo : brooch

6. oh : oh

7. ew : sew

shew

8. eau : bureau

9. ought though

dough

g. Diphthong / aw /

/ aw / is the usual sound of ou :

out

found

house

However, the following spelling is also used :

1. ow : owl

crowd

town

2. ough: bough

plough

3. eo : MacLeod

h. Diphthong / aH /

/ aH / is the usual sound of ar when or followed
by a consonant :

car

arm

bar

bark

tar

part

Exception : when the preceding consonant is w :

war

warm

However, the following spelling is also used :

1. a : drama

vase

tomato

2. are : are

3. au : laugh

aunt

draught

4. al : palm

calm

psalm

5. ear : heart

hearth

6. er : sergeant

clerk

Derby

7. oir : memoir

reservoir

i. Diphthong / iH /

/ iH / is written :

1. eer : deer
cheer
sneer
2. ere : here
sphere
interfere
3. ear : ear
beard
cleared
4. eir : weir
weird
5. ier : bier
Fierce
6. ior : interior
superior
inferior
7. e : series
cereal
sere
8. ea : idea
real
cereal
9. iou : delirious
conscious
mysterious
10. ie : experience
11. iu : Julius
12. ia : Asia

India

serial

j. Diphthong / eɪ /

/eɪ/ is the regular sound of the group letter air :

air

dairy

flair

However, the following spelling is also used :

1. eir : heir

their

2. ere : where

there

are

3. e'er : e'er

4. ear : tear

wear

pear

5. are : hare

fare

scare

6. ae : aeroplane

7. ay : mayor

8. a : vary

chary

k. Diphthong / oʊ /

/oʊ/ is written :

1. ore : more

tore

score

2. our : four

pour

course

3. oar : roar

boar

coarse

4. oor : door

floor

5. aw : saw

paw

flaw

1. Diphthong / uH /

/ uH / is written :

1. ure : sure

endure

mature

2. oor : poor

moor

3. ur : jury

duration

security

4. our : lour

dour

gourd

5. ua : dual

manual

individual

6. ue : fuel

duel

influence

7. ewe : jewel

8. uer : truer
 bluer

m. Triphthong / ayH /

/ ayH / is written :

1. ire : fire spire
 entire wire
 empire hire

2. ir : iron

3. ie : fiery
 piety

4. io : violin
 lion
 prior

5. ia : giant
 dial

6. y : byre
 tyrant
 Byron

n. Triphthong / auH /

/ auH / is written :

1. ower : flower shower
 power dower
 tower cower

2. our : our sour
 flour lour
 devour hour

3. owe : towel
 bowels
 trowel

o. Triphthong / eyH /

/ eyH / is written :

1. ey : eyot
2. ae : aerate

aerological

p. Triphthong / oyH /

/ oyH / is written :

1. oy : royal
loyal
2. aw : lawyer

sawyer



B. Semi Vowels

a. / y / is the consonantal sound of the letter \bar{y} :

yard

yes

vineyard

/ y / is written :

1. i when the following sound is / ə / :

onion

familiar

2. e when the following sound is / ə / :

simultaneous

/ y / is not written but pronounced :

- in words spelled with u, ue, ui, ew, eu,
representing / uw /, preceded by /p,t,d,k,m,
n,f,v,h/ :

pew

tune

due

mutiny

human

neutral

view

puerility tuition Teutonic

puissance feudal

- between a stressed vowel sound and / ɪ / :

deluge aluminium

value

- between / l, s, z, θ / and / uɪ / :

lute presume

suit enthusiasm

b. / w / is the consonantal sound of the letter w :

way twelf

wolf

/ w / is written :

u : - when preceded by q :

quality

quite

question

- when preceded by g in unstressed syl-

lable :

language guano

guave

Exceptional words :

one choir

once suite

c. / ɪ /

The semi vowel / ɪ / occurs with the nine vowel phonemes.

/ ɪ / is usually heard before / r / and / l /.

here meal

pierce eel

more annual

See : Section on Some Possible Nuclei

C. Consonant phonemes

a. Consonant phoneme / p / and clusters

/ p / is the regular sound of the letter p :

pen

hop

topmost

/ p / is also spelled :

1. pp : usually in intervocalic position

supper

copper

hopper

2. pe : when in final position

hope

escape

lope

/ pl / is written :

1. pl : initially used

plane

plumber

pleasure

2. ple : - when final :

simple

couple

ample

3. pple: - when final :

apple

supple

ripple

Points 2 and 3. See Notes IIb no 1.

/ pr / is written :

pr : prison
 prpduct
 April

b. Consonant phoneme / b / and clusters

/ b / is the usual sound of the letter b :

big
 cab
 barber

/ b / is also spelt :

1. bb : ebb

robber
 dubbed

2. be : when in final position

robe
 tube
 cube

/ bl / is written :

1. bl : black

blue
 blaze

2. ble : table

stable
 trouble

3. bble: bubble

gobble
 hobble

Points 2 and 3. See Notes Iib no 1.

/ br / is written :

br : bright

bride

abroad

c. Consonant phoneme / t / and clusters

/ t / is the sound of letter t :

ten

pet

part

However, the following spelling is used :

1. th : Thames

Thomas

Thyme

2. tt : attact

butt

attitude

3. te : when in final position preceded by a long vowel sound.

route

note

rote

4. bt : debt

doubt

5. pt : ptarmigan

6. tw : two

7. ed : used as a suffix of past tenses and past participle of verbs ending ⁱⁿ voiceless consonant other than / t /.

smoked

attempted

hoped

noted

launched

doubted

ed sound /id/

8. ght : night

sight

bright

/ tɪ / is written :

1. tain : certain

curtain

2. tton : button /

mutton

cotton

See Notes II a1 and 3.

/ tɪ / is written :

1. tal : dental

mental

vital

2. tol : pistol

3. tle : subtle

4. ttle : cattle

little

bottle

/ tɪ / : See Notes IIb.

/ tr / is written :

tr : trip

true

retreat

/ ts / is written :

ts : tsetse

d. Consonant phoneme / d / and clusters

/ d / is the regular sound of the letter d :

end

den

edition

The following is also used :

1. dd : add

ladder

hidden

2. de : when / d / is heard finally and preceded
by a long vowel sound :

decide made

hide code

rude

3. ed : in the past tense and past participle of
verbs ending in voiced sound and / t / :

closed mended wanted -ed sound /id/

cleaned tended shouted

neight added mounted

4. ld : would

should

could

/ dr / is written :

1. dr : dream

dress

hundred

2. ddr : address

/ dw / is written :

dw : dwell

dwarf

dwindle

/ dn / See Notes IIa no. 2.

/ dn / is written :

dden : hidden

sudden

trodden

/ dl / is written :

1. dle : candle

handle

bundle

2. ddle : riddle

middle

waddle

3. dal : pedal

medal

tidal

/ dl / : See Notes IIb no. 1 and 3 .

e. Consonant phoneme / k / and clusters

/ k / is the regular sound of the letter k.

kitten

book

break

However, the following spelling is also used :

1. ke : when it is in final position

take poke

brake woke

bike strike

2. c : - when it is in final position

panic tactic

atomic sac

magic

- when a vowel sound other than / iy /, / i /

and / ay / or a consonant sound immedia-

ately follows.

can cold cut cradle

car cot cushion clad

		cat	cost	cup	clean
3.	ce :	according		accuse	
		hiccup			
4.	ch :	chaos		chemist	chorus
		character		cheque	choir
		chameleon		chemic	choleric

5. che : ache

6. ck : lick

sick

back

7. lk : chalk

walk

talk

8. que : antique

boutique

conquer

9. x : except

exceed

excel

/ kr / is written :

1. cr : cry

cruel

crown

2. chr : Christmas

chronologic

Christian

Chrysanthemum

chronic

/ ki / is written :

1. cl : clue

clean

clay

/ kl / is written :

1. cle : uncle
bicycle
2. ckle : pickle
cackle
tackle
3. kle : twinkle
ankle
winkle
4. cal : vertical
logical
historical

See Notes IIb.

/ kw / is written :

1. qu : quite
quack
queen
2. ch : choir

f. Consonant phoneme / g / and clusters.

/ g / is the usual sound of the letter g :

gas	big
goat	zigzag
gutter	tag

Sometimes it is spelt :

1. gue : plague
vague
2. gg : egg
beggar
trigger
3. gh : ghost

aghast

/ gr / is written :

gr : grace

grow

grumble

/ gl / is written :

gl : glue

glass

glove

/ gw / is written :

g : sanguine

/ gl / is written :

1. ggle : goggle

smuggle

struggle

2. gle : eagle

gurgle

bugle

3. ngle : angle

single

strangle

/ gl / See Notes IIb.

g. Consonant phoneme / [∨]c /

/ [∨]c / is the usual sound of the group letters ch :

chin

much

merchant

chap

inch

purchase

churn

church

teacher

/ [∨]c / is sometimes spelled :

1. tch : catch

witch

butcher

2. - ture : when it is finally heard and unstressed.

capture

adventure

picture

Exceptions : overture

aperture

3. - ti - : when / s / precedes :

question

christian

4. - te - : in the word :

righteous

h. Consonant phoneme / ʃ /

/ ʃ / is the usual sound of the letter j :

jam unjust

just ajsr

jingle enjoy

/ ʃ / is also spelled :

1. g : gem

giant

energy

2. ge : barge

George

marriage

3. d : soldier

grandeur

4. dg : badger

judgement

porridge

5. dj : adjoin

adjourn

adjudge

i. Consonant phoneme / f /

/ f / is the regular sound of f and ph :

1. f : fat

first

loaf

2. ph : pharmacy triumphant

philosopher trophy

However, / f / is also spelt :

1. ff : off

staff

effort

2. fe : when it is finally heard and preceded by a long

vowel :

knife

safe

life

3. gh : rough

enough

laugh

4. lf : half

calf

5. ft : soften

/ fr / is written :

1. fr : fry

afraid

frighten

2. phr : phrase

phreatic

/ fl / is written :

fl : flame

flight

flew

Exceptionally spelt : lieutenant /leftənənt/

j. Consonant phoneme /v/ :

/v/ is the usual sound of v :

van

vice

/v/ is also spelt :

1. ve : when /v/ is finally heard and preceded by
along vowel.

drive love

grave sieve

grove

2. ph : nephew

3. f : of

k. Consonant phoneme /θ/ and clusters

/θ/ is the regular sound of th :

thirst anthem bath

thumb arithmetic sixth

three panther wealth

/θr/ is written :

thr : thrill

throw

thrift

l. Consonant phoneme /ð/

/ð/ is the sound of the letter th or the :

th : the father

though whether

therefore northern

the : bathe

wreathe

scythe

m. Consonant phoneme / s / and clusters

/ s / is the regular sound of the letter s :

sit person

atlas despair

However, the following spelling is also used :

1. se : when it is finally heard and preceded by
along vowel.
ease
a use
purchase
2. ss : ass
mass
missile
3. sc : scent sycamore
science
scissors
4. sch : schism
5. c : circle cycle cell
cesse cinema cypher
6. ce : practice fence
niece police
7. sp : rasp - berry
8. st : letter t is silent
listen chestnut
fasten Christmas
9. sw : letter w is silent
sword
10. ps : letter p is silent
psalm

psychology

/ sw / is written :

1. sw : sweet
swallow
swoop

2. sph : sphere
sphinx

/ sl / is written :

- sl : sleep
slender
slide

/ sk / is written :

1. sk : skill
sky
skull
2. sc : scale
sculptor
3. sch : school
scheme
scholar

/ skr / is written :

- scr : scratch
scribe
screech

/ skw / is written :

- squ : squash
squadron

/ sm / is written :

- | | | | |
|----|---|-------|---------|
| sm | : | smart | prism |
| | : | smoke | atheism |

/ sn / is written :

sn : snake

snore

snuff

/ st/ is written :

st : stale

most

stimulate

typist

/ str / is written :

str : street

restrain

straight

structure

/ sp / is written :

sp : speak

sparrow

split

/ spl / is written :

spl : splash

splendid

/ spr / is written :

spr : spray

spring

n. Consonant phoneme / z / and clusters

/ z / is the regular sound of z and s

crazy

buzz

lazy

zoo

See no. 2.

Sometimes it is spelt :

1. ze : when it is finally heard and preceded by a long vowel.

blaze

amaze

prize

2. s or es : for plural, third person singular

and 's,s' of possessive forms :

cars	buses	leaves	man's	boys'
things	matches	minds	mother's	pigs'
plays	wishes	goes	Jim's	witches'

Exceptions : when the preceding sound is / p // t /
or / k /.

s : when it is preceded by a pronounced e / i /
species

aborigines

3. se : prise phrase

to use please

4. ss : possess scissors

dessert dissolve

6. Consonant phoneme / \check{s} / and clusters

/ \check{s} / is the regular sound of the group letters

sh :

ash march

sheep fashion

shirt cashier

However, the following spelling is also used :

1. ch : machine

champagne

chemise

2. che : moustache

3. - si -)

- sci-)

- ci -)

- ti -)

followed by an unstressed or syllabic
consonant.

mansion special conscious nation

Asia musician partial

pension precious nation

/ sr / is written :

shr : shriek

shrimp

shrub

p. Consonant phoneme / z /

/ z / is written :

1. s ure : pleasure treasure

 measure leisure

2. z + ure : azure

3. s : usual

 casual

4. si : vision occasion

 decision precision

5. ge : when it is final

 garage massage

 prestige camonlage

q. Consonant phoneme / m /

/ m / is the regular sound of the letter m :

man

may

groom

Sometimes it is spelled :

1. me : when / m / is in final position

lame

time

come

2. mm : in a stressed syllable and when it
is intervocalic.

immense

mammal

- immediately
3. mb : comb
bomb
climb
4. lm : balm
calm
salmon

r. Consonant phoneme / n /

/ n / is the regular sound of the letter n :

next a
action
none

Sometimes it is spelled :

1. ne : when it is in final position

gone dine alone tune
done mine tone dune
none nine bone

2. nn :

inn
annoy
innocent

3. kn :

knot
knight
unknown

4. gn :

gnat
gnaw
gnome

5. pn :

pneumonia
pneumatic

6. mn :

mnemonic

7. - on, - en - :

mutton sudden

cotton hidden

button

See Notes IIa no. 1 and 2.

s. Consonant phoneme / ɱ /

/ ɱ / is the sound of the group letter ng :

ng : it is never heard initially

song

wing

thing

/ ɱ / is also spelt :

1. ngue : tongue

2. n followed by / k /

anchor

uncle

handkerchief

/ ɱ k / is written :

nk : ink

bank

monk

/ ɱ l / is written :

-ngle : single

tangle

wrangle

See Notes IIb no. 1.

t. Consonant phoneme / l /

/ l / is the regular sound of the letter l :

let alone

left holes

natural annuals

/ l / is also spelled :

ll : ball allow

	wall	silly
	cell	willing
le :	simple	able
	ankle	middle
	bottle	eagle

See Notes IIb no.1.

u. Consonant phoneme / r /

/ r / is the regular sound of the letter r :

rat
rush
arise

/ r / is also spelled :

1. rr : err
arrow
terror
2. wr : letter w is silent
wrap
wren
wreck
3. rh : letter h is silent
rhetoric
rhapsody
rhyme

v. Consonant phoneme / w /

/ w / is the usual sound of the letter w :

wax twelve
wolf sweet

Sometimes the following spelling is also used :

1. wh : wheat
whisper
when

2. o : one
once
3. u : when / -w / is preceded by / k /
quick
queen
quite
quack

Exceptional words : choir
suite

w. Consonant sound / y /

/ y / is the sound of the letter y :

yes yesterday
young canyon

/ y / is also spelt :

1. i) when the following sound is
2. e) / ə /

onion simultaneous
million spontaneous
familiar

/ yu / is written :

u : use

unit

music

eu : Europe

ui : suit

ew : dew

new

ewer

ue : due

argue

value

x. Consonant sound / h /

/ h / is the regular sound of the letter h :

hat

behave

ahoy

However, the following is also frequently used :

wh : letter w is silent :

whole wholly

who

Notes :

I . Homophones

English writing system uses different spelling for words of the same sound e.g. :

/ rayt / : rite right

write wright

/ rowz / : rows row's roe's

rose roes

/ ayl / : isle

aisle

I'll

/ siy / : see

sea

/ nyuw / : new

gnu

knew

/ sow / : sow

sow

sew

II. Syllabic Consonants

a. Syllabic consonant / n /

Syllabic / n / is written :

- | | | | |
|------------|---|---------|-----------|
| 1. - on | : | button | mission |
| | | cotton | vision |
| | | bacon | condition |
| | | caution | cushion |
| 2. - en - | : | fatten | taken |
| | | rotten | listen |
| | | bitten | dozen |
| | | sudden | hasten |
| 3. - ain - | : | certain | |
| | | curtain | |

b. Syllabic Consonant / l /

Syllabic / l / is written :

- | | | | |
|-------|---|-------------|------------|
| 1. le | : | eagle | possible |
| | | candle | struggle |
| | | bubble | participle |
| | | sttle | angle |
| 2. el | : | vessel | gunnel |
| | | colonel | tunnel |
| 3. al | : | fraternal | dental |
| | | dimensional | vital |
| | | national | mental |

c. Syllabic Consonant / m /

Syllabic / m / is written m : let'm

d. Syllabic Consonant / s /

Syllabic / s / is written :

let's

it's

boy's

Syllabic Consonants will add another problem to English spelling and pronunciation. Syllables of the same sounds are spelt differently. — le, el, al, and on, en, ain, — while syllables of the same spelling are not syllabic. e.g. : mountain, captain, social, special, partial etc.



CHAPTER IV D

SUPRASEGMENTAL FEATURES

Though in a somewhat complete scale than the segmental features, the English suprasegmental phonemes are also represented by some writing symbols. These symbols include those that represent junctures and some types of sentence intonation. They are known as punctuation marks and form a subsystem in the written language.

In spite of the existence of punctuation marks it is not easy to read written material aloud so that it sounds like a natural speech. The punctuation marks do not sufficiently represent the existing suprasegmental features, and besides, suprasegmental features are something very lucid but hard to describe with precision.

In addition to punctuation marks, there are some other symbols that are used to represent some other features. They include capitalization, italics or underlining.

A. Punctuation marks

Punctuation marks include :

I. The three end marks : $\langle . \rangle$, $\langle ? \rangle$, $\langle ! \rangle$

a. $\langle . \rangle$ Full stop

It is used to indicate :

1. a sentence comes to an end, especially statement or imperative sentence :

The children are playing in the garden.

Do the sum on the blackboard.

2. an indirect question comes to an end :

Tell him where you saw his car.

He promised that he will do his best.

In the sentences given the use of a full stop is associated

with the fading junctures of speech.

The children are playing in the garden.

/ > /.

Tell him where you saw his car. / > /.

3. a word is abbreviated. The mark has nothing to do with fading junctures.

Examples : p.m = post meridiem.

B.C = before Christ.

b. <?> Question mark.

It is used to indicate:

1. That a sentence, phrase or clause asks a question :

What is the use of wasting your time ?

Where shall we go ? To the movies ? To the Restaurant ?

"Do you the answer ?" the teacher asked.

In ordinary question - word - questions a fading juncture is heard at the final.

Who do you laugh at ? / > /

How can you say that ? / > /

In yes - no questions a rising juncture is heard.

Do you know her address ? / > /

Are you satisfied with his answer ?

/ > /

The question mark can be associated with the two kinds of junctures. The choice depends on the form the sentence belongs to.

2. Uncertainty : He earns £ 2000 ? a year.

c. <!> Exclamation mark.

It is used to indicate a sentence, clause or

phrase showing strong feeling or emotion :

Leave me alone

Away with you

What a funny story it is

II. The two morphological marks : <'>, <-> .

a. <'> . The apostrophe.

It is used to indicate :

1. that letters or numerals are omitted :

I'm. The war of '14.

Couldn't. The spirit of '66.

2. The possessive case of nouns with or without the ending - s :

The girl's hair. Jones's mansion.

Someone's car. The bus's light.

For goodness' sake. The judges' opinions.

3. That letters or figures are pluralized.

V.I.P.'s. 33 r.p.m.'s.

G.I!'s. 1900's.

The apostrophe marks the occurrence of a morpheme, the possessive case of nouns or pluralization.

b. <-> The Hyphen.

It is used to indicate :

1. Compound words.

Teacher - counselor.

Coat - of - arms.

Good - looking.

2. Compound modifiers when used before the noun modified :

A hand - to - hand combat.

A face - to - face meeting.

A well - known doctor.

When the modifiers follow the noun the hyphen is not used.

3. Prefixes and suffixes joined to the main word of a compound :

Co - education. President - election

Self - correction. Un - English.

4. That a word is divided into syllables :

Sport - man - ship.

Un - use - ful - ness.

5. That a word is spelled out :

s - p - o - r - t.

B - e - l - i - e - v - e - r - s.

6. A mechanical device at the end of line indicating that the word is to be completed on the following line : Multiply the numerator and the denominator by the same number.

7. A less common pronunciation :

Re - cover the bed. - to recover from illness.

Re - creation of a scene - recreation hall.

III. The four internal marks : < , > , < : > , < ; > , < -- > .

a. < , > . The comma.

It is used :

1. To separate a series of words, phrases or clauses of three or more items :

Sweets, chocolates, bubblegums and popcorns

are mostly liked by children.

You may choose either to look after the house, to go to the market, to bring your sister to school or to go to the laundry.

When I was small, I was about five years old, no sister nor brother was born, my parents brought me to Paris.

2. To separate independent clauses joined by a coordinating conjunction :

He knows that he has done wrong, but he refuses to apologize.

She did not like music, nor she likes cooking.

3. To set off words of direct address, interjection, or words used to introduce a sentence :

John, why did you beat your dog ?

Oh, I do not expect him to do such thing.

Well, you may object my plan.

4. To set off non restrictive sentence :

My parents, whom I stay with, like to take a walk every morning.

The toy, which I bought three months ago, is broken now.

5. After an introductory modifier :

Hurt, she left the room quickly.

Being hungry, he rushed to the kitchen.

6. To mark off an apposition :

Today, May the 26th, is a holiday.

Our teacher, Mr. Robinson, will retire next month.

7. To mark off parenthetical words or phrases:

You can, if you like, ask for two days off.

He said, at the end, that he was lost.

8. To indicate an omitted word or words in a parallel construction within the sentence :

Mary is having her breakfast. John, his milk.

9. To set off dates, titles, elements in addresses, the salutation and the closing in a letter :

He was born on May 10, 1952, just before his sister's marriage.

Mr. Smith, Director.

52 Fifth Avenue, New York, N.Y.

Dear Susy,

With love,

Comma can be associated with rising or sustained juncture, although the reverse is not true.

He bought butter, milk, sweets and chocolates.

Mary is having her breakfast, John, his milk.

Mr. Smith, the Director, went for a walk.

Well, you may object my plan.

b. <: >. The colon.

It is used :

1. To introduce a series of items :

The committees are : captain, secretary, treasurer.

He wrote almost everything : novels, essays, articles, short stories etc.

2. To indicate that a long quotation, question or statement is following.

Once I read : War must continue and we must be satisfied only with victory.

My objection is : Can we get satisfaction on others' sufferings.

The conclusion is : Satisfaction won't be achieved from endless enmity.

3. To set off words spoken by an actor in a play.

Hamlet : To be or not to be that is the question.

4. To indicate that an initial clause in a sentence will be further explained by the material following the colon.

His problem is a complex one : his papers are not complete, the witness does not tell the truth, the police cannot prove it.

5. To separate parts of a citation :

Genesis 3 : 2 - 4.

St. John 4 : 17 - 21.

- c. < ; >. The semi colon.

It is used :

1. To set off independent clauses not joined by

a conjunction.

His problem is a complex one ; his papers are not in order.

She goes to a college ; her brother learns painting.

2. To set off independent clauses which are joined by a conjunctive adverb.

The school has no disciplines ; hence, no good result can be expected.

He rents a house in town ; however, no one likes to stay there.

3. To separate long items in a series, particularly when commas have been used.

The new staff consists of Jim Smith , chairman ; Mary Jones secretary ; Peter Stevenson, treasurer.

4. To precede a word that introduces an explanatory statement.

You can reach that place easily ; for example, by bus, the night train or hiring a taxi.

Semi colon can be associated with a fading intonation.

His problem is a complex one ; his papers are not in order.

She goes to college ; her brother learns painting.

- d. <-->. The Dash.

It is used.

1. to indicate a hesitant speech.

" Well --- er --- ah --- it is heard
to explain ".

2. to indicate that a sentence is interrupted.

" Don't drink that ---". But it was too
late.

3. to indicate that an offensive word is omitted.

Where is that son of a --- ?

Go to --- with you.

4. to give more emphasis to parenthetical
material.

His behaviour --- his self discipline
and strong will --- must be imitated.

Compared to a hyphen, the dash causes a break
while the hyphen joins words.

A man --- eating tiger --- is unbeliev-
able.

A man --- eating tiger is dangerous.

Generally the internal marks fall at points where
pauses come in speech, though not all pauses are marked in
this way. The real function of these marks is to indicate
division of written material into immediate constituents.
In speech constituent - division is indicated by stress,
pitch and juncture. The marks, therefore, more or less
substitute these devices. Punctuation system was not keyed
directly to the speech system and so a writer cannot rely
wholly on his hearing to guide him in punctuation.

IV. The two special marks : < () >, < " " >.

a. < () >. The brackets.

They are used :

1. to enclose material distinct from the rest.

The books he advised to read (other than books on "Language) can be obtained at the library.

2. to enclose part of a sentence :

The books he advised to read (book one and three) are allowed to be brought home.

3. to enclose numbers or letters in a series :

A novel should have :

- (1) a theme
- (2) setting
- (3) characters
- etc.

The party was good :

- (a) the food
- (b) the lighting
- (c) the entertainment

- b. < " " >. The quotation marks

They are used :

1. to indicate a direct speech :

"God and see your friend", mother said.

She shouted : "Help, help."

2. to indicate that words, paragraph or sentences are quoted from the original :

Pope wrote "To err is human to forgive divine".

3. to enclose names and titles :

I read about Vietnam in the "Guardian".

There was also an article on Keat's

"Ode to a Nightingale".

4. to emphasize a word under discussion :

The word "human" and "manly" are not synonymous.

Do not pronounce the "e" in final position.

B.1. Capitalization

A. capital letter is used :

1. at the beginning of a sentence or word regarded as a sentence :

To - day is Monday.

Hurrah ! No school !

2. for the first letter of every proper noun or proper adjective :

John White

The city of London.

The river Thames.

The Indian Mutiny.

The German tribes.

3. for the personal pronoun I and the interjection O :

He asked me whether I can come to -
morrow.

Come , O Saviour !

4. for the names of days, months, seasons and titles :

Tuesday is the second day of the week.

He was born in March.

In winter snow falls.

The king of England at that time was
King George.

5. for the first letter of every line in poetry :

Jack and Jill went up the hill.

To feth a pail of water

But Jack fell down

6. for the first letter of the names of the Deity ,
their, personal attributes and words that refer
to sacred writings :

God The Almighty. Listen to His words.

Lord The Messiah. The Ten Commandments.

7. for the first letter of a quotation put in inverted
commas :

"The man's name" he said "was not
mentioned"

8. for all personifications :

Come, gentle Spring.

The Happy Wind soothed him.

2. Italics.

They are used :

- 1 . to emphasize a particular word, phrase or statement.

The word ^{human} human is not synonymous with
^{manly} manly!

Do not say a ^{a good-looking} good looking girl but
a ^{pretty girl} pretty girl.

2. for foreign words used in English texts :

^{Viva Britanica}
The crowds shouted Viva Britanica.

3. quotation marks are sometime used instead of italics

Do not say "a good - looking girl" but
a pretty girl".

The suprasegmental marks have a different function from
the suprasegmental phonemes. The marks do not indicate
shades of meaning but redundancy. Being going on the same
time as the segmental graphemes, they show a sort of supra-

segmental feature.

C. The suprasegmental features not indicated

If junctures show some relationship with punctuation marks, stress and pitch have no corresponding graphemes. Stress which indicates shades of meaning cannot be learnt by rules. The right stress of a word, compound words or sentences entirely on the context the word is in. Stress mastery, therefore, is difficult to achieve.

The suprasegmental features not indicated in writing are as follows :

- I. Word Stress.
- II. Sentence Stress.
- III. More detailed sentence intonation.

I. Word stress.

A. Simple words :

'export	---	ex'port	animate
'present	---	pre'sent	invalid
un'usual	---	'una'countable	-
		table.	
'object	---	o'bject	compact
'alternate	--	al'ternate	
Export	:	first syllable stressed	: noun
		second syllable stressed	: verb
present	:	first syllable stressed	: adjective
		second syllable stressed	: verb
Un'usual	}	prefix un- gets different stress	
'una'countable			
object	:	first syllable stressed	: noun

- second syllable stressed : verb.
- alternate : first syllable stressed : verb
 second syllable stressed : adjective
- 'animate : first syllable stressed : adjective,
 ending in / ət /.
 first syllable stressed : verb,
 ending in / eyt /.
- invalid : first syllable stressed : noun and
 adjective.
 second syllable stressed : adjective
 (not valid).
 third syllable stressed : verb
- undress : first syllable stressed : adjective
 first and second syllables get level
 stress : verb.
- compact : first syllable stressed : noun
 second syllable stressed : verb and
 adjective

B. Compound words.

--- Stress falls on the first word.

'midnight

'pickpocket

--- Stress falls on the second word

ə singing'bird

a dancing'girl

--- Stress falls on both words

'good - 'looking

'first - 'class

--- Different stress given to the same compound
 word

a singing'bird --- a 'singing bird
 a blue'bottle --- a 'blue bottle
 a man'eating tiger - a'man eating tiger.

II. Sentence stress.

Though as a rule the most important words - noun, adjective, verb, adverb, demonstrative and interrogative pronouns - are stressed, there are various possibilities in giving stress.

The 'relative' stress of the words in group depends on their 'relative importance.

'These'book is 'interesting to'read.

'Has he gone to 'town this morning ?

Good'morning, Mr.Smith.

He'asked what the'time was

} certain
 } words only
 } are stressed.

'John can go

John'can go

John can'go

} different stress is given to the
 } same sentences.

III. More detailed sentence intonation

No graphemic symbol represents the intonations of the following sentences :

- a. The yes-no questions. The regular intonation is rising :

Did it happen yesterday ?

Is there anything to be done ?

He won'tt ?

You do not like chocolates ?

However, falling intonation sometimes occurs, for example ; when the sentence implies incredulity, invitation

or confirmation.

Did it happen yesterday ? (I do not believe what You've said).

Is there anything to be done ? (it will be good idea to have everything ready).

Will he come and dine with us ? (I invite him to come and dine with us).

You do not like chocolates ?

b. Alternative question are said with two different intonations, rising and falling.

Did you read or recite it ? = the normal intonation.

Did you read or recite it ? = the question implies uncertainty.

Shall we go on or stop ?

Shall we go on or stop ? = It will be a good idea if we stop.

You like eggs or bacon ?

You like eggs or bacon ? = The question implies doubt.

The question mark indicates that the sentence is a question. It has nothing to do with the kind of intonation the sentence has.

c. The question -word-question. The regular intonation is falling :

Who came to dinner ?

What's the matter ?

How did you get there ?

The rising intonation is sometimes used, for instance to express incredulity, anger or repetition.

Which one do you like ? (Say once more which one you want).

What did you say ? (implies incredulity or anger).

How did you get there ? (implies incredulity).

d. Statements with implication

It is not bad. (in fact it's rather good)

It is not bad. (an ordinary statement) .

You may tray one. (if you really can) .

You may try one. (ordinary statement) .

e. Statements expressing reservation

It is a very good thing on the whole.

I'll find one if you like.

It's impossible I think.

As a rule statements have a falling intonation which in writing is associated with a full stop.

f. Request. The normal intonation is rising :

Do come and see him ! Do come and see him !

Take it away ! Take it away !

come on ! Come on !

However, falling intonation sometimes occurs : e.g. to express encouragement.

g. Commands and invitation. The ordinary intonation is falling :

Come and bring the book !

Take it away !

Do it at once !

Rising intonation, however, is sometimes heard : e.g. to express anger.

Come and bring the book !

Take it away !

Do it at once !

From the illustrations English stress and intonation are very important, yet difficult to master. They cannot be learnt by means of rules as there ^{are} various possibilities.

CHAPTER V

ENGLISH SPELLING IN INDONESIA

The description of the English fit in the preceding chapter shows that written English is not an easy thing to master. The fairly inconsistent fit between the English spoken and written forms brings problems when one has to transfer from one form to the other - from writing to reading or vice versa.

Strangely enough that the problems are are faced by the English people, too. Many books say that English writing system is troublesome indeed and there are moves to reform it (though they fail.) To encourage young children to make efforts to gain spelling and reading mastery , special classes are devoted to it. Phonics, dictation, visual aids such as flash cards are among the various means to improve students' ability to spell.

It cannot be denied, therefore, that English writing system is and will remain a serious problem for our Indonesian pupils, particularly those who do not know any language related to the English language. The main reason is that Indonesian and English belong to different language families -- West Malayo Polynesian and West Teutonic. The different system of phonology introduces sounds which are quite new for the pupils such as follows :

1. long vowels.
2. the various diphthongs and triphthongs.

(there are only three diphthongs in Bahasa Indonesia : / ay /, / aw /, and / oy /.

3. cluster sounds :

/ lm / / sp / / st /
/ lk / / spl / / sm / etc.

Our pupils tend to insert / ə / in between .

4. / š /, / ž /, / č /, / θ /

5. / z / in final position.

The worst thing is that there are many possibilities to represent each phoneme of the language of the language. This is the source of our pupils' spelling problems. They are used to a very consistent fit of the Indonesian writing system (nearly 90%). It won't be surprising when they always tend to associate the English written form with Indonesian sounds.

Hardly any reading or writing problem arises in the Indonesian writing system. Once a child learns how a sound - be it a consonant, a vowel or a diphthong - is represented, he will be able to read or spell new words. Unlike the English System every letter in a word is read out leaving no silent letter or weak forms. Reading and writing in Indonesian do not make a burden for the pupils. For them arithmetic is a more difficult problem than reading or writing.

Being used to the good fit of the Indonesian writing system, Indonesian pupils must make efforts to learn the "Strange" representation of English sounds. Certain hindrances in the mastery of the English writing system the pupils have to face are worth to mention here.

1. a single letter can represent various sounds :

e.g. the letter a represents the sounds :

/ ey /, / æ /, / ə /, / ɔ /, / ɔH /, / aH /.

see chapter IV A, I A, no. 1.

letter c represents the sounds :

/ k /, / s /, / š /, / ky /.

see chapter IV A, II, II.

2. Various letters represent only one sound :

e.g. : i, ie, e, o.
a, ay, u, ui, y } represent the sound /i/.

see chapter IV B, A, 1.

k, ke, c, cc, ch
che, ck, lk, que, x } represent the sound
 / k /.

see chapter IV B, C, e.

3. a group of letters represents one sound and not a group of sounds : e.g. :

sch represent (s) or /s/.

see chapter IV A, II, XV, m and n.

que represent / k /

see chapter IV A, II, XIII, d.

4. There are letters representing sound which is different from the normally expected sound :

e.g. : gh represent / f /.

see chapter IVA, II, V, f.

eo represent / æ /.

see chapter IV A, I B, 2, e.

o represents / wa /

see chapter IV A, I A, 4, i.

5. homophonous words represented differently.

e.g. : / rayt / represented by : right, write, wright.

/ rowz / represented by : rose, rows, roes, row's, roe's.

/ sow / represented by : so, sow, sew.

/ ail / represented by : isle, aisle, I'll.

see chapter IV C, notes I.

In Indonesian homophones are similarly represented. e.g. :

/bulan/ is represented 'bulan' month.

'bulan' moon .

6. The same sequence of letters representing different sounds.

ough : enough / inaf /.

bough / baw / .

dough / dow / .

through / θ ruw /.

thorough / θ ar ə /.

7. The use of syllabic consonants.

That a consonant sound can form a syllable by itself and is represented by various groups of letters make the problem worst.

In Indonesian syllabic consonant does not exist.

see chapter IV C, notes II.

8. The application of "silent" or mute letters.

Unlike Indonesian, certain letters in the English writing system are not pronounced.

e.g. : e : see chapter IVA, IA, 2, g, h, i.

b : see chapter IVA, II, I, d.

gh : see chapter IVA, II, V, g, h, i.

h : see chapter IVA, II, VI, d.

9. The suprasegmentals

As these phonemes are not represented, difficulties arise in reading an English text. The importance of these phonemes forces the pupils to pay special attention, particularly when they are reading a text for others.

- 10 The smooth flow of the English speech, which

makes use of weak forms and connected words, hands out errors in writing down spoken sentences.

Suggestions

The difficulties in the mastery of the correlation between spoken and written English raise the questions :

- I. How we can bring our pupils master English spelling problems.
- II. When we must begin with the teaching of English spelling ?.

Before we try to answer the questions, we want to remind that the aim of English teaching in secondary schools in Indonesian is passive mastery and the time provided is not more than four periods a week. We, therefore, do not take pronunciation and intonation mastery into account.

In fact spelling mastery is of minor importance from the point of view of the school aim. The pupils are not expected to write much in the new language. Yet the writer is of the opinion that spelling mastery must be encouraged since the beginning of the study so that at the end of the secondary school the pupils know how to write what they read though imperfectly. It will be a good basis for their future study when they choose to major in English. Even they prefer to major in another subject, knowing how to write is a benefit.

Spelling mastery will be a pride for our young pupils. It can be imagined how proud they become if they ^{are} able to write English sentences. Psychologically it is a valuable element for the pupils' progress.

- I. How can we bring our pupils to English spelling mastery?

The answer to the problem can be distinguished into two parts :

- A. From the material point of view.
- B. From the technique point of view.

A. The Material. Spelling material given to a certain class must be graded. We should start from :

1. words which have been studied or read. Unknown words can spoil the teacher's plan to teach spelling.
2. words that are somewhat consistently represented. Such words are encouraging to begin with, for they can be used as a stepping stone to the inconsistent ones.

Besides, consistent words show some similarity with the consistent system of the Indonesian writing the pupils used to. Examples :

sister	give
help	ask

3. words of high frequency

Although words of high frequency can be very inconsistent as far as the spelling goes, they are advisable to teach first. Our pupils will frequently find them in their reading or writing, so it is necessary for them to know the spelling.

Some examples :

mountain	enough
house	teacher
beautiful	chalk

When they have learnt how to write words of types (1), (2), (3) above the pupils can be taught to write words which have difficult spelling and of less high frequency .

B. How do we carry out the teaching of spelling ?

We are of the opinion that due to the inconsistency and the little help of spelling rules the safest way

to avoid spelling errors is to let the pupils memorize how a word is correctly spelled. Yet, it is the hardest means to accomplish as good memory is required.

The memorization can be done

1. by spelling out the letters a word is represented.

e.g. : sister --- s-i-s-t-e-r
 house --- h-o-u-s-e
 mountain --- m-o-u-n-t-a-i-n.
 teacher --- t-e-a-c-h-e-r

2. by applying the spelling rules

e.g. : / yu / is the sound of the letter u + C + e
 (silent).

/ kyuwt / --- kute

/ myuwt / --- mute

/ debyuwt / --- deubute.

/ hyuwz / --- huge

/ aɪ / is the sound of the letter i + C + e

/ bayt / --- bite

/ sayd / --- side

/ rayt / --- rite

/ kayt / --- kite etc.



The pupils should always be alert every time they have to spell a word.

It will be very important to remind them not to relate any single sounds to their corresponding letters in the alphabet, students must keep an eye to spelling rules.

An aural - to - writing approach will encourage the pupils to correct writing. We let them hear the sounds first before they see how they are spelled. This step goes in the same way as learning of speech, from hearing to pronunciation. Thus pupils will have heard the sound at least once

before they are told to reproduce it correctly in the form of writing.

A reverse approach may frighten the pupils. They have to face written words which are read into sounds quite different from the normally expected ones in Indonesian system. There is always a danger for them to associate the letters with the sounds as usually done in their mother tongue. This approach is much more of a burden a burden than a help.

Rewriting words particularly words with difficult spelling or homophonous e.g. : picture, house, teacher, see, sea, can be very useful. The exercises will be good for the memory, though they may be boring. By rewriting, we hope no errors will be repeated.

Seeing a word over and over again may help to improve writing. Much reading gives opportunities to see the written forms of words and widen the pupils' knowledge. The reading material as it has been mentioned before must be graded.

Words of the same sound but different in spelling can be pointed out during the lesson. The teacher then shows on the blackboard the different representations. e.g. :

meat ----- meet
see ----- sea etc.

A better step to teach such words is by starting with the fit and proceeds to the different possibilities of spelling.

For examples :

1. / iy / - is usually represented by double letter e :

meet, see, week, peel.

but / iy / is also spelt ea :

meat, sea, weak, peal.

2. / ow / - is the sound of the letter o :

so, rose, nose.

but it can be spelt :

sew, row, noes.

Words of the same spelling but of different pronunciation will cause difficulties in reading. Keys to these problems can be pointed by the teacher e.g.

tense, context etc.

He read a book yesterday.

The time of the event shows that the verb must be pronounced / red / and not / riyd /.

The captain heaved the lead after he found the depth of the river.

The context suggests that the word "lead" must be pronounced / led / and not / liyd /.

Words of the same sound of different spelling require special attention. We begin with the fit then to the different possibilities of spelling.

For examples :

1. the long vowel / iy / is usually represented by double letter e :

meet, see, peel

but the following spelling is also used :

meat, sea, peal.

2. / ow / is the sound of letter o :

rose, nose, so.

but is sometimes written as the following :

rows, noes, sew.


Concerning the use of punctuation marks we don't think students will have any serious trouble. English punctuation marks is similar to Indonesian punctuation mark. However, it is necessary to teach that e.g. :


semi colon is usedsee chapter.IV D,
III C.

exclamation mark is usedsee chapter.IV D,
I C, etc.

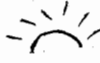
To see whether our pupils have gained a certain - standard of spelling mastery the teacher can test them by the following techniques :

1. for elementary stage a list of pictures is given to be identified, The pictures must be in the scope of pupils' language mastery and clear enough for the pupils to catch the idea being represented. Indeed, this step may test structure and recognition at the sametime, but the stress must be given to the spelling of the tested words. When structure is taken into account, it will be better to put the pictures in sentences.

For examples : This is  (duck).

The  are on the table.

(cups).

The  in the east everyday.

(sun rises).

The short coming of this test is that the organisation of relevant and unambiguous pictures is not an easy matter. The test is limited to the spelling of individual picturable words. Misspelling may arise when the words are dictated in sentences.

2. Give a list of misspelt words to correct.

It can be an advantage for the pupils to test their memory. For a better result the words are arranged in sentences as context Δ will give class to correct writing.

For examples : a cupbard between
 alweis chack
 enogh clas-room

The clas-room is wides enogh

The cupbards alway look clen

The danger is that the wrong spelling stick to the pupils' mind. For a change, this step can be applied.

3. Spelling test of individual words dictated by the teacher. Generally pupils of the elementary stage like this technique. It encourages them to have a sort of competition, particularly when a strict mark is given.

4. Dictation of sentences.

Especially in the advanced stage a simple paragraph can be read out to the pupils to write down. The type of sentences, phrases and words to be dictated should be those already known by the students.

The sentences are read with normal speed while the pupils must listen first not writing anything on the paper. Then the reading is repeated in breath groups rather slow for the pupils to write down. No interruption is permitted as it will disturb the class. When the text is finished, a repetition of the whole thing is

advisable, with normal speed sentences by sentence with a break after each sentence to give opportunities to check and make corrections.

It is advisable to do so because the pupils might miss some words or get confused when they write the words. Particular with suffixes e.g. : plural, third person singular, possessive case, weak forms and connected words, repeated reading will be useful.

e.g. : hats puts boy's a lot of
 sisters ends boys' in and out
 rows rows mouse's out of it

The discipline during dictation test must be maintained during the tests in points 1, 2, and 3.

Correction

It would be better if the pupils check the work themselves after the correct spelling is given by the teacher or taken from a book. So they will see directly their mistakes and correct them immediately. When the teacher does it, the mistakes are not fresh anymore ! (as usually the work is returned after some days). There is a danger that the pupils do not look at their mistakes nor trying to correct them. An objective result, however, is hard to achieve. To get one the teacher himself has to check the work, but he has to return it as soon as possible to keep the pupils' attention focussed on the lesson. Otherwise, the test will be of little use for the pupils.

II. When do we start with spelling lesson ?.

One should start giving a lesson in spelling only with words

already learned orally by the students. It may be good not to pay too serious attention on active and correct spelling ability, at least in the beginning. So as lessons progress, it is enough if the teacher shows how this word or that word is represented or tells the pupils to write down the spelling of some words now and then.

For the advanced classes it is as a rule not necessary to devote a special class for spelling lesson. Let the pupils learn the spelling of words themselves, though the teacher's warning on confusing or difficult words is always expected. Dictation test can be given once a month to check the pupils writing mastery. In practice, however, it is more a test on hearing than spelling as the greater part of the spelling of the words are known then.

Like in other branches of education the role of the teacher is very important as the success of the teaching depends on him. He has young boys and girls who are still full of energy to learn new things. As English is the only foreign language they learn at school, it can be guaranteed that it will become one of the pupils' favourite subjects.

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