**SEDAT ERDOĞAN**

**Ses, Dil, Edebiyat, Öğrenim...**

TEMEL

İNGİLİZCE

**Ses dilin temelidir, özüdür... Türkiye’de ses öğrenimi olmadığından dil öğrenimi zayıftır, kötüdür...**

**PRONUNCIATION HINTS**

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| **\*/a/ vowel sound is between /ʌ/ and /ɑː/.** |
| **\*/ɑː/ before /æ/, /ʌ/ and /a/.** |
| **\*/aɪ/ = Start with /a/ and glide to /ɪ/.** |
| **\*/ɔː/ before /ɒ/.** |
| **\*/d/, /b/, /g/ are voiced (unaspirated) sounds.** |
| **\*/dʒ/ = Stop the air stream with /d/, then release it into /ʒ/.** |
| **\*/dʒ/ = voiced palato-alveolar affricate.** |
| **\*/ɜː/ before /ə/.** |
| **\*/eə/ = Start with /e/ and glide to /ə/.** |
| **\*/eə/ is often reduced to /eː/.** |
| **\*/əʊ/= Start with /ə/ and glide to /ʊ/.** |
| **\*/iː/ before /ɪ/ and /e/.** |
| **\*/j/ = voiced palatal semi-vowel.** |
| **\*/j/ is close to /ɪ/.** |
| **\*/r/ = The Tip of the Tongue moves back over the Palate.** |
| **\*/r/ is not pronounced when it comes before a consonant sound.** |
| **\*/r/ is pronounced when it comes before a vowel sound.** |
| **\*/r/, /w/, and /y/ sounds link vowels to vowels in rhythm groups.** |
| **\*/t/, /p/, /k/ are voiceless (aspirated) sounds.** |
| **\*/tʃ/ = Stop the air stream with /t/, then release it into /ʃ/.** |
| **\*/tʃ/ = voiceless palato-alveolar affricate.** |
| **\*/tʃ/, /dʒ/ = Pressure and Release = Affricates = more Fricative.** |
| **\*/tʃ/, /dʒ/ sounds happen almost at the same time, ‘NO GLIDING’** |
| **\*/uː/ before /ʊ/.** |
| **\*/ʊə/ is often reduced to /ɔː/.** |
| **\*/w/ is a very short duration of /ʊ/.** |
| **\*/w/ is close to /ʊ/.** |
| **\*70 per cent of English words take suffixes that do not shift stress.** |
| **\*A diph-thong is one syllable.** |
| **\*A syllable is a beat in a word.** |
| **\*About 70 percent of English words are one-syllable words.** |
| **\*About 75 percent of the 2-syllable verbs have second-syllable stress.** |
| **\*Adjectives and adverbs are stressed.** |
| **\*Affirmative and negative commands have rising/falling intonation.** |
| **\*Affirmative and negative statements have rising/falling intonation.** |
| **\*Affirmative and negative wh-questions have rising/falling intonation.** |
| **\*Affirmative and negative yes/no questions have rising intonation.** |
| **\*All stop consonants at the end of words are short and quiet.** |
| **\*Almost 84 percent of English words are phonetically regular.** |
| **\*Alveolars = /t/, /d/, /s/, /z/, /n/, /l/.** |
| **\*American speakers usually pronounce all the syllables in long words.** |
| **\*Amerikan, Irish and Scottish speakers usually use sounded /r/.** |
| **\*Assimilation = /ɪm bed/** |
| **\*Assimilation = Changing sounds.** |
| **\*Bilabial, Dental, Alveolar, Palato-Alveolar, Palatal, Velar, Glottal.** |
| **\*Bilabials = /p/, /b/, /m/, /w/.** |
| **\*Blend consonant to consonant in rhythm groups, ‘one consonant’.** |
| **\*Blend same consonant sounds together ‘like one long consonant’.** |
| **\*Both Lips = /p/, /b/, /m/, /w/.** |
| **\*Casual, rapid pronunciation /nd+z/ = /nz/ = /frenz, senz, spenz.../** |
| **\*Casual, rapid pronunciation /sk+s/ = /sː/ = /desː, ɑːsː .../** |
| **\*Centring Diph-thongs = /ɪə/, /ʊə/, /eə/.** |
| **\*Classroom and bus driver are compound nouns.** |
| **\*Compound nouns have stress on the first part.** |
| **\*Conjunctions are not stressed.** |
| **\*Connected Speech = Careful Speech (Formal-BBC), Rapid Speech.** |
| **\*Demonstrative pronouns are stressed.** |
| **\*Dentals = /θ/, /ð/.** |
| **\*Diph-thongs combine two vowel sounds.** |
| **\*Don’t give syllables equal stress in English.** |
| **\*Don’t link words between rhythm groups.** |
| **\*Duration (length) of the Vowel = short, long.** |
| **\*Elision = /neks steɪʃn/** |
| **\*Elision = Losing or disappearing sounds.** |
| **\*Elision = Omission of /t/ and /d/.** |
| **\*Endings help you find the correct word stress.** |
| **\*English Back Vowels: /uː/, /ɔː/, /ɒ/.** |
| **\*English Central Vowels = /ɪ/, /ʌ/, /ə/, /ɜː/, /ɑː/, /ʊ/.** |
| **\*English Front Vowels = /iː/, /e/, /æ/.** |
| **\*English High Monoph-thongs / Vowels = /iː/, /ɪ/, /ʊ/, /uː/.** |
| **\*English is a stress-timed language.** |
| **\*English is called a stress timed language.** |
| **\*English is considered to be a stress timed language.** |
| **\*English is timed by the** [**syllables**](http://en.wikipedia.org/wiki/Syllable) **we** [**stress**](http://en.wikipedia.org/wiki/Stress_%28linguistics%29)**.** |
| **\*English learners pronounce the ‘t’ letter, like /d/ for –ty words.** |
| **\*English long vowels are tense sounds.** |
| **\*English long vowels equal Turkish short vowels in duration / length.** |
| **\*English Low Monoph-thongs / Vowels = /æ/, /ʌ/, /ɑː/, /ɒ/.** |
| **\*English Mid Monoph-thongs / Vowels = /e/, /ə/, /ɜː/, /ɔː/.** |
| **\*English short vowels are lax sounds.** |
| **\***[**English**](http://en.wikipedia.org/wiki/English_language)**,** [**German**](http://en.wikipedia.org/wiki/German_language)**,** [**Danish**](http://en.wikipedia.org/wiki/Danish_language)**,** [**Swedish**](http://en.wikipedia.org/wiki/Swedish_language)**,** [**Norwegian**](http://en.wikipedia.org/wiki/Norwegian_language)**,** [**Portuguese**](http://en.wikipedia.org/wiki/Portuguese_language)**,** [**Dutch**](http://en.wikipedia.org/wiki/Dutch_language)**...** |
| **\***[**English**](http://en.wikipedia.org/wiki/English_language)**,** [**German**](http://en.wikipedia.org/wiki/German_language)**,** [**Danish**](http://en.wikipedia.org/wiki/Danish_language)**,** [**Swedish**](http://en.wikipedia.org/wiki/Swedish_language)**,** [**Portuguese**](http://en.wikipedia.org/wiki/Portuguese_language)**... are stress-timed.** |
| **\*First, Secondary Stress and then ‘Primary Stress’ in British English.** |
| **\*Focus on the tonic/stressed syllables and words in English.** |
| **\*Function words are reduced or weakened. ‘asked them’ /ɑsːk təm/** |
| **\*Function words are reduced or weakened. ‘date of birth’ /deɪtə bɜːθ/** |
| **\*Function words have only one syllable.** |
| **\*Glides = /w/, /j/.** |
| **\*Helping (auxiliary) verbs are not stressed.** |
| **\*Helping verbs are not stressed. ‘Would, Can...’ are helping verbs.** |
| **\*High, long, loud syllables in English have tense vowel sounds.** |
| **\*Horizontal Tongue Position = Front, Central, Back.** |
| **\*I send you some flowers. /aɪ ˈsen dʒə səm ˌflaʊəz/** |
| **\*I sent you some flowers. /aɪ ˈsen tʃə səm ˌflaʊəz/** |
| **\*If a verb ends in a voiced consonant sound or a vowel sound, the final ‘-ed’ is pronounced /d/.** |
| **\*If a verb ends in a voiceless consonant sound, the final ‘-ed’ is pronounced /t/.** |
| **\*If a verb itself ends in a /t/ or a /d/ sound, the final ‘-ed’ is pronounced /ɪd/.** |
| **\*If your intonation is flat, you will sound bored...** |
| **\*In American English ‘z’ is pronounced /ziː/.** |
| **\*In American English, /r/ is always pronounced.** |
| **\*In British English ‘z’ is pronounced /zed/.** |
| **\*In British English, /r/ is sometimes pronounced and sometimes not pronounced.** |
| **\*In British English, the main stress comes after the secondary stress.** |
| **\*In British English, the main stress second, the secondary stress first.** |
| **\*In compound nouns, the first part has stress.** |
| **\*In Diph-thongs, the first sound is longer and more stressed.** |
| **\*In English, some words and syllables are strong and others are weak.** |
| **\*In four-syllable verbs ending in –ate, stress the second syllable.** |
| **\*In long sentences, syllables and words are in rhythm groups.** |
| **\*In most verbs ending in two consonant, stress the last syllable.** |
| **\*In phrasal verbs, the second part has stress.** |
| **\*In RP, the letter ‘r’ is not pronounced unless it is followed by a vowel.** |
| **\*In three-syllable verbs ending in –ate, stress the first syllable.** |
| **\*In three-syllable words ending in –y, stress the first syllable.** |
| **\*In Turkish, every syllable has more or less equal emphasis.** |
| **\*In two-word proper nouns, the second part has stress.** |
| **\*In verbs ending in –ish, the syllable before –ish has stress.** |
| **\*In words ending in -ive, the syllable before –ive has stress.** |
| **\*Intonation = The ways of saying things / the way you say it.** |
| **\*Intrusion = Adding or extra sounds.** |
| **\*Intrusive /j/ = /ɪ/, /iː/.** |
| **\*Intrusive /j/ = ‘she (y) is’.** |
| **\*Intrusive /r/ = /ə/, /ɔː/.** |
| **\*Intrusive /r/ = ‘America (r) and Asia.** |
| **\*Intrusive /w/ = /ʊ/, /uː/.** |
| **\*Intrusive /w/ = ‘go (w) off’.** |
| **\*Intrusive Sounds = /r/, /w/, and /j/.** |
| **\*Jaw is fairly closed = /iː/, /ɪ/, /ʊ/, /uː/.** |
| **\*Jaw is neutral = /e/, /ə/, /ɜː/, /ɔː/.** |
| **\*Jaw is open = /æ/, /ʌ/, /ɑː/, /ɒ/.** |
| **\*Juncture = ‘ice cream’/ ‘I scream’.** |
| **\*Juncture = Linking or joining sounds.** |
| **\*Labio-Dentals = /f/, /v/.** |
| **\*Labio-velar = A speech sound made using the lips and soft palate.** |
| **\*Labio-velar sound = /w/ in what, where, which...** |
| **\*Learners whose first language is syllable-timed have some problems.** |
| **\*Lexical words=Content words / Grammatical words=Function words.** |
| **\*Liaison = Linking or joining sounds.** |
| **\*Liaison = Linking or joining together of words in rhythm groups.** |
| **\*Link words in the same rhythm groups in long sentences.** |
| **\*Linking /r/ = ‘your English’, ‘you(r) name’, ‘far away’.** |
| **\*Linking consonants to vowels makes the speech fluent...** |
| **\*Linking means to ‘pronounce two words together’.** |
| **\*Linking vowel to vowel, use the sounds /r/, /w/, and /y/.** |
| **\*Lip Position = Spread, Neutral, Rounded.** |
| **\*Liquids = /l/, /r/.** |
| **\*Lower Lip - Upper Teeth = /f/, /v/.** |
| **\*Manner of Articulation = How the Sound is Produced.** |
| **\*Many students have some problems with /ə/ sound.** |
| **\*Most –ed endings are sounds, not syllables.** |
| **\*Most low, short, quiet syllables in English have /ə/ or /ɪ/.** |
| **\*Most –s endings are sounds, not syllables.** |
| **\*Most unstressed syllables, words in sentences have the /ə/ or /ɪ/.** |
| **\*Multiple interrogative sentences have rising/falling intonation.** |
| **\*Nasals = /m/, /n/, /ŋ/.** |
| **\*Nearly % 30 of the sounds you make when you speak English are /ə/.** |
| **\*Nearly 16 percent of English words are phonetically ir-regular.** |
| **\*Nearly 90 percent of the 2-syllable nouns have first-syllable stress.** |
| **\*Negative words are stressed.** |
| **\*Nouns and verbs are stressed.** |
| **\*Numbers ending with –ty have stress on the first syllable.** |
| **\*Numbers with –teen have the /t/ sound.** |
| **\*Numbers with –ty have the /t/ sound like /d/. (flap /t/)** |
| **\*Palatal = /j/.** |
| **\*Palato-Alveolars = /ʃ/, /ʒ/, /tʃ/, /dʒ/.** |
| **\*People from Australia and Wales use rising intonation for statements.** |
| **\*People from Ireland use /t/ or /d/ for ‘th’.** |
| **\*Place of Articulation = Where the Sound is Produced.** |
| **\*Post-Alveolar = A little behind the alveolar position = /r/.** |
| **\*Prepositions, articles, and pronouns are not stressed.** |
| **\*Pronounce /θ/ and /ð/ correctly means ‘Real English’.** |
| **\*Pronounce unstressed vowel sounds like /ə/ or /ɪ/.** |
| **\*Pronunciation of –s and –ed endings is very important.** |
| **\*Put a very short /ɪ/ in place of /j/.** |
| **\*Put a very short /ʊ/ in place of /w/.** |
| **\*Put the main stress on the last word of compound adverbs.** |
| **\*Put the primary stress on the first noun in compound nouns.** |
| **\*Question tags (certanity) have falling intonation.** |
| **\*Question tags (uncertanity) have rising intonation.** |
| **\*Rapid, casual speech /kt+s/ = /ks/ = /fæks, æks.../** |
| **\*Rapid, casual speech /lɪsː, tesː, əkˈseps.../** |
| **\*Regular stresses make rhythm in English.** |
| **\*Rhotic Accent = The letter ‘r’ in the spelling is always pronounced.** |
| **\*Rising/Falling intonation is in statements, commands, wh-questions.** |
| **\*Sentence stress, rhythm groups and linking make the speech faster...** |
| **\*Seven lax (short) vowels, Five tense (long) vowels in English.** |
| **\*Some English dialects are characterized by a syllable-timed rhythm.** |
| **\*Standard British English speakers often use silent /r/.** |
| **\*Stress and unstress make rhythm in English sentences.** |
| **\*Stress both words in adjective-noun phrases, ‘HARD WORK’.** |
| **\*Stress in Diph-thongs = Stress the first sound /element.** |
| **\*Stress in Diph-thongs = Unstress the second sound / element.** |
| **\*Stress the syllable before ‘–ion’ ending in English.** |
| **\*Stress the syllable -before words ending in ‘–ial, -ical, -ity’.** |
| **\*Stress the syllable -before words ending in ‘–ion, -ic, -ics’.** |
| **\*Stress timed = Having a regular rhythm of primary stresses.** |
| **\*Stress timing = English words and sentences take shorter to say.** |
| **\*Stress timing versus syllable timing means Real English.** |
| **\*Stressed syllables are longer and clearer than unstressed ones.** |
| **\*Strong = Unvoiced consonants / Weak = Voiced consonants.** |
| **\*Syllabification = Syllabication = The division of words into syllables.** |
| **\*Syllable timed = Having a regular rhythm of syllables.** |
| **\*Syllable timing = Turkish words and sentences take longer to say.** |
| **\*T o make the sound /r/, your tongue should be curled back.** |
| **\*The /ɒ/ and /ɪ/ sounds combine to form the diphthong /ɔɪ/.** |
| **\*The /æ/ and /ɪ/ sounds combine to form the diphthong /aɪ/.** |
| **\*The /æ/ and /ʊ/ sounds combine to form the diphthong /aʊ/.** |
| **\*The /ɔɪ/, /aɪ/ and /aʊ/ diph-thongs are wide sounds.** |
| **\*The /eɪ/ and /oʊ/ diph-thongs are tense sounds.** |
| **\*The /tʃ/ and /dʒ/ are short sounds.** |
| **\*The /w/ is a short form of the sound /uː/.** |
| **\*The ‘-ed’ forms are pronounced in three different ways.** |
| **\*The –ate suffix is unstressed in English. ‘DEmonstrate, INdicate...’** |
| **\*The central vowel /ə/ is a special sound in English.** |
| **\*The final spelling ‘r’ of a word may be pronounced or not.** |
| **\*The intonation of ‘question tags’ goes down at the end to check the information. (You already know the answer)** |
| **\*The intonation of Wh-questions normally goes down at the end.** |
| **\*The letter ‘e’ at the end of a word is not pronounced. (magic ‘e’)** |
| **\*The letter ‘r’ is not sounded as the following sound is a consonant.** |
| **\*The letter ‘u’ is sometimes pronounced /juː/.** |
| **\*The lips are neither spread nor rounded for central vowels.** |
| **\*The pronunciation of the –ed adjective endings /t/, /d/, /ɪd/.** |
| **\*The pronunciation of the –s and –es verb endings /s/, /z/, /ɪz/.** |
| **\*The schwa = shwa /ə/ sound is the most common vowel in English.** |
| **\*The smallest or weakest English vowel sound is /ə/ schwa = shwa.** |
| **\*The sound /aʊ/ is a double vowel. First say a long /æ/ sound and add a short /ʊ/ sound at the end.** |
| **\*The sound /ð/ is voiced. (Vocal cords are moving)** |
| **\*The sound /ɜː/ is a long schwa = shwa.** |
| **\*The sound /əʊ/ is a double vowel, or diph-thong.** |
| **\*The sound /ŋ/ always comes in the middle or at the end of a syllable or word.** |
| **\*The sound /θ/ is voiceless. (Vocal cords are not moving)** |
| **\*The sound of the –d and –ed verb endings /t/, /d/, /ɪd/.** |
| **\*The sound of the –s and –es plural endings /s/, /z/, /ɪz/.** |
| **\*The sound schwa /ə/ can be represented by any vowel.** |
| **\*The stressed words are long, loud and high.** |
| **\*The tonic syllable = The stressed syllable.** |
| **\*The two same consonants are ‘not pronounced two times’.** |
| **\*The unstressed syllables are low, short, and quiet.** |
| **\*The voiced /ð/ occurs in function words and family relation ones.** |
| **\*The voiceless /θ/ occurs in content words.** |
| **\*The vowel sounds are before /b/, /d/, and /g/ long, at the end.** |
| **\*The vowel sounds are before /p/, /t/, and /k/ short, at the end.** |
| **\*The vowel sounds in bus / ago are similar. The first one is ‘stressed’.** |
| **\*There are about fifty function words (unstress, weak) in English.** |
| **\*There are many standards and varieties of English.** |
| **\*There are very short pauses between rhythm groups.** |
| **\*This, that, these, and those are stressed.** |
| **\*Thought groups are meaningful groups of words.** |
| **\*Thousands of words in English end in –ion.** |
| **\*Three diph-thongs gliding to /ə/ = /ɪə/, /ʊə/, /eə/.** |
| **\*Three diph-thongs gliding to /ɪ/ = /eɪ/, /ɔɪ/, /aɪ/.** |
| **\*Throat = /h/.** |
| **\*To make the sound /h/, you push a lot of air out of your mouth.** |
| **\*To make the sound /ŋ/, put your tongue in position to pronounce /k/ and try to say /n/.** |
| **\*To make the sound /ŋ/, the air comes out through your nose.** |
| **\*To make the sound /ŋ/, your tongue is further back in your mouth.** |
| **\*To make the sound /uː/, your lips should be very round.** |
| **\*To make the sound /ʌ/, your mouth should be less open.** |
| **\*To make the sound /v/, your top teeth touch your bottom lip.** |
| **\*To make the sound /w/, your top teeth don’t touch your bottom lip.** |
| **\*To make the sounds /θ/, /ð/; your tongue touch the back of your teeth.** |
| **\*Tongue - Gum Ridge = /t/, /d/, /s/, /z/, /n/, /l/.** |
| **\*Tongue - Hard Palate = /ʃ/, /ʒ/, /tʃ/, /dʒ/, /r/, /j/.** |
| **\*Tongue - Soft Palate = /k/, /g/, /ŋ/.** |
| **\*Tongue - Teeth = /θ/, /ð/.** |
| **\*Turkish is a syllable-timed language.** |
| **\*Turkish is called a syllable timed language.** |
| **\*Turkish is timed by the** [**syllables**](http://en.wikipedia.org/wiki/Syllable) **we give equal** [**stress**](http://en.wikipedia.org/wiki/Stress_%28linguistics%29)**.** |
| **\*Turkish learners tend to give English syllables equal stress.** |
| **\*Turkish learners tend to speak English with a syllable-timed rhythm.** |
| **\*Turkish,** [**French**](http://en.wikipedia.org/wiki/French_language)**,** [**Italian**](http://en.wikipedia.org/wiki/Italian_language)**, Spanish,** [**Finnish**](http://en.wikipedia.org/wiki/Finnish_language)**... are syllable-timed.** |
| **\*Two diph-thongs gliding to /ʊ/ = /əʊ/, /aʊ/.** |
| **\*Unstressed syllables often contain the schwa vowel sound.** |
| **\*Unstressed syllables often have the weak schwa vowel sound /ə/.** |
| **\*Use clear consonants ‘cu(tt)ing, co(nn)ect...’** |
| **\*Velars = /k/, /g/, /ŋ/.** |
| **\*Vertical Tongue Position = High, Mid, Low.** |
| **\*Vowel Reduction = /ɪ/, /ə/, /ʊ/.** |
| **\*Vowel Reduction = Changing sounds.** |
| **\*We often don’t pronounce a final /t/ or /d/ when it is followed by a consonant in fast speech.** |
| **\*We often pronounce a final /r/, /w/, or /j/ when it is followed by a vowel in fast speech.** |
| **\*We pronounce the /r/ sound to link it with the next word.** |
| **\*When a word ends in /d/, the next word begins with /y/ = /dʒ/.** |
| **\*When a word ends in /t/, the next word begins with /y/ = /tʃ/.** |
| **\*When auxiliary verbs stand alone without a main verb, the pronunciation is always strong. (Yes, she was)** |
| **\*When positive auxiliary verbs are in full sentences with a main verb, the pronunciation is usually weak. (She was sleeping)** |
| **\*When the word ‘for’ comes in the middle of a phrase or sentence, it is pronounced /fə/ or /fər/.** |
| **\*When two vowels go walking, the first one does the talking.** |
| **\*Wh-question words (what, which, how...) are stressed.** |
| **\*With back vowels, the lips are more or less rounded.** |
| **\*With central vowels, the lips are in a neutral position.** |
| **\*With front vowels, the lips are spread.** |
| **\*Words ending in /t/ or /d/, ‘-ed’ endings are pronounced /ɪd/.** |
| **\*Words ending in –er, -or, -ly doesn’t change the stressed syllable.** |
| **\*Words ending in –ion have the stressed syllable ‘before –ion’.** |
| **\*Words ending in noisy consonants, ‘-s’ endings are pronounced /ɪz/.** |
| **\*Words ending in voiced sounds, ‘-ed’ endings are pronounced /d/.** |
| **\*Words ending in voiced sounds, ‘-s’ endings are pronounced /z/.** |
| **\*Words ending in voiceless sounds, ‘-ed’ endings are pronounced /t/.** |
| **\*Words ending in voiceless sounds, ‘-s’ endings are pronounced /s/.** |
| **\*Working on sound/spelling relationships is very important.** |
| **\*Working on syllabification and word stress makes the speech fluent...** |
| **\*You don’t use your voice for the sound /θ/.** |
| **\*You make the sound /g/ at the back of your mouth.** |
| **\*You make the sound /w/ at the front of your mouth.** |
| **\*You pronounce the letter ‘t’, like /t/ or like /d/.** |
| **\*You use your voice for the sound /ð/.** |

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