

Contents

Preface	vii
Acknowledgments	viii
Workbook Format	ix
1 The International Phonetic Alphabet	1
2 Description of the IPA	5
3 Articulatory Aspects of Phonetics	13
4 Stop-Consonants	27
5 Consonants: Nasals and Syllabics	55
6 Consonants: Sibilants and Fricatives	71
7 Affricates	115
8 Oral Resonants	125
9 Articulation of Vowels	149
10 Front Vowels	151
11 Central Vowels	171
12 Back Vowels	191
13 Diphthongs	211
14 Word Stress	229
15 Dynamics of Connected Speech	231
16 Dialect Differences	237
Appendix A: The International Phonetic Alphabet	243
Appendix B: Answers to Exercises	247
Index	267
Flash Cards	271

CHAPTER

2

Description of the IPA

Studying this chapter will familiarize you with the symbols of the IPA and how to write them correctly. The only way to become comfortable with writing the unfamiliar symbols is to practice, practice, practice! In addition, exercises are provided for you to learn the distinction between the spelling of a word (orthography) and how the word *sounds*.

An important part of learning phonetics is the ability to identify the position of a phoneme in a word. Terms used to describe the position of a sound in a word vary. Words can be divided into syllables, with “V” indicating a vowel and “C” indicating a consonant. For example, the word “sold” is a one-syllable word with the CVCC classification. An example of a two-syllable word is “soda,” which would be identified as CVCV.

Consonants have been viewed as appearing in one of three positions in a word: at the beginning of a word (*initial position*) or the first sound heard, the middle of a word (*medial position*), and at the end of a word (*final position*) or the last sound heard. Another classification system identifies a consonant that occurs *before* a vowel as a *prevocalic* consonant, one that occurs *between* two vowels as an *intervocalic* consonant,

and a consonant that occurs *following* a vowel as a *postvocalic* consonant. Locate the /l/ phoneme in the words “look,” “alone” and “cool”:

Initial Position or Prevocalic: look

Medial Position or Intervocalic: alone

Final Position or Postvocalic: cool

The prevocalic and postvocalic classification system is useful in classifying position of consonant clusters. A *cluster*, also known as a *blend*, is two or more consonants within the same syllable. These can occur in prevocalic or postvocalic positions. Table 3–3 in the following chapter provides examples of consonant clusters.

Recently, consonant locations have been described in terms of their functions rather than their specific location in a word. Consonants can be viewed as performing only two functions, *releasing* vowels or *arresting* vowels. In the word “soap” the consonant /s/ releases the vowel /o/ while the consonant /p/ stops or arrests the vowel.

Bernthal and Bankson (1998) specify the *initial*, *medial*, *final* word position as the system used most often for sound-position descriptors. In this Workbook, an initial, medial and final identification exercise has

been provided for each IPA phoneme. The words in these exercises were selected to increase your listening ability and to reinforce the difference between the way a word is spelled and how it is pronounced. You will find that the specific phoneme may not always occur in the word examples. These exercises can be heard on the audio CDs. Students who are learning English as a second language should find these exercises particularly useful.

Utilizing the Phoneme Study Cards will also help you to learn the IPA sound/symbol association, which is the foundation for learning phonetics. See below for directions for Phoneme Study Card use.

Directions for Study Card Use

The Phoneme Study Cards that accompany this book are an essential tool in the mastery of the sound/symbol association of the International Phonetic Alphabet.

Each card is numbered. Corresponding numbers are cited in the Transcription Exercises to help you identify the phoneme. You can also listen to the Study Cards on CD 2, Tracks 42–88.

Here are some suggestions for using these cards:

- 1** Learn the *sound* of the IPA phoneme shown on the front of the card.
- 2** Memorize the phonetic description for each phoneme.
- 3** Become familiar with the word-position examples.
- 4** Create phonetically transcribed words by using the cards.
- 5** Challenge yourself to reduce the amount of time it takes to identify the sound of each phoneme.
- 6** Drill, drill, drill!

The “Familiar” IPA Consonants

It is *essential* that you write the symbols of the IPA correctly. If you do not write the symbols correctly, another professional will not be able to read your transcription (Figure 2–1). This is critical because all your referrals (a) to yourself during reassessment and treatment, (b) to your professional colleagues, and (c) to your supervisors must exactly reflect the same information.

“P/p” is written as	<u>p</u>
“B/b” is written as	<u>b</u>
“K/k” is written as	<u>k</u>
“G/g” is written as	<u>g</u>
“T/t” is written as	<u>t</u>
“D/d” is written as	<u>d</u>
“S/s” is written as	<u>s</u>
“Z/z” is written as	<u>z</u>
“W/w” is written as	<u>w</u>
“F/f” is written as	<u>f</u>
“V/v” is written as	<u>v</u>
“R/r” is written as	<u>r</u>
“J/j” is written as	<u>j</u>
“H/h” is written as	<u>h</u>
“L/l” is written as	<u>l</u>
“M/m” is written as	<u>m</u>
“N/n” is written as	<u>n</u>

Figure 2–1. Familiar IPA consonants.

The “Unfamiliar” IPA Consonants


These consonants may seem very strange, but you will become much more at ease with them as you continue your study of phonetics (see Figure 2–2).


The Vowels of the IPA


The vowels of the IPA may seem confusing at first, but practice will help (see Figure 2–3)! Remember: Do not be confused by spelling, but keep in mind the *sound* of the vowel.


How Do I Write the /ə/?


- 1 Write the schwa, starting at the top of the letter (Figure 2–4): /ə/ ə


“sh” a in “*ship*” is written as 

“zh” as in “*beige*” is written as 

“th” as in “*thin*” is written as 

“th” as in “*this*” is written as 

“ng” as in “*sing*” is written as 

“ch” as in “*church*” is written as 






“j” as in “*jam*” is written as 


Figure 2–2. Unfamiliar IPA consonants.


The short “i” as in “*zip*” is written as 


The long “e” as in “*keep*” is written as 


The short “e” as in “*bet*” is written as 


The short “a” as in “*cat*” is written as 


The long “a” as in “*ape*” is written as 


The “ah” sound as in “*sod*” is written as 


The “uh” sound as in “*cup*” is written as 


The schwa as in “*about*” is written as 

The “oo” as in “*soup*” is written as 

The “oo” as in “*cook*” is written as 

The “o” as in “*boat*” is written as 

The “aw” as in “*paw*” is written as 

The “er” as in “*herd*” is written as 


The “er” as in “*herder*” is written as 

Figure 2–3. Vowels of the IPA



1. ə  2. æ 


Figure 2–4. Writing the schwa.


- 2 Without lifting your pencil from the paper, continue writing the letter “e”:

The Diphthongs of the IPA

These will probably seem the strangest of all the IPA symbols, but they are necessary to correctly transcribe words. In addition, the diphthongs are written with a slur () underneath them (Figure 2–5).

“ie” as in “*pie*” is written as 

“ou” as in “*cow*” is written as 

“oy” as in “*boy*” is written as 


“u” as in “*view*” is written as 

Figure 2–5. Diphthongs of the IPA.

Transcription Exercise 2-1.**Track: (CD 1, Track 2)**

It is important that you develop the skill to determine the number of *sounds* contained in a word. Count how many sounds each word contains. Listen to CD 1, Track 2 to hear these words pronounced. The Examples section should be helpful to you.

Examples

noisy has 4 sounds: n ɔɪ z i**cough** has 3 sounds: k a f**together** has 6 sounds: t u g e ð ə**ship** has 3 sounds: ʃ ɪ p**knife** has 3 sounds: n aɪ f**giraffe** has 4 sounds: dʒ ɜː æ f**baked** has 4 sounds: b eɪ k t**phantom** has 6 sounds: f æ n t ə m**might** has 3 sounds: m aɪ t**anniversary** has 9 sounds: æ n ɪ v ɜː s ə r i**write** has 3 sounds: r aɪ t**long** has 3 sounds: l ɔ ŋ

Note: "ng" is transcribed: ŋ

whole has 3 sounds: h oʊ l**"x"** has 3 sounds: ɛ ks**measure** has 4 sounds: m ɛ ʒ ə**gnat** has 3 sounds: n æ t

Sounds		Transcription
_____	1. gnaw	[_____]
_____	2. shape	[_____]
_____	3. cousin	[_____]
_____	4. leisure	[_____]
_____	5. tongue	[_____]
_____	6. who	[_____]
_____	7. rather	[_____]
_____	8. tough	[_____]
_____	9. kneel	[_____]
_____	10. ax	[_____]
_____	11. cinnamon	[_____]
_____	12. wrap	[_____]
_____	13. raked	[_____]
_____	14. sight	[_____]
_____	15. phoneme	[_____]

Transcription Exercise 2–2.**Track: (CD 1, Track 3)****Phoneme Fill-In Exercise**

Directions: Using the IPA, write the first *sound* in each of the following words:

1. push _____
2. real _____
3. act _____
4. key _____
5. top _____
6. in _____
7. see _____
8. every _____
9. very _____
10. urge _____
11. easy _____
12. dog _____
13. able _____

Write the letters and see what they spell:

Transcription Exercise 2–3.**Track: (CD 1, Track 4)****Phoneme Identification Exercise**

This introductory exercise in phoneme identification is designed to fine-tune your listening abilities. Listen to each word and write the phoneme common to each group of words.

Remember—don't let spelling confuse you!

Consonants					Phoneme
1. chorus	Quaker	mannequin	Zachary	physique	/___/
2. tango	kangaroo	Hong Kong	mingle	rectangle	/___/
3. jumbo	effigy	geology	damage	fugitive	/___/
4. phrase	raffle	tough	factory	Ralph	/___/
5. yesterday	papaya	Johann	bayou	savior	/___/
6. misery	hose	adviser	weighs	resume	/___/
Vowels					
7. fruit	loop	tube	knew	zoos	/___/
8. eve	cease	free	quiche	beanie	/___/
9. coach	own	robe	beau	throw	/___/
10. birch	hermit	urge	myrtle	fur	/___/
11. bathe	lay	vein	gate	eighty	/___/
12. ah	jaunt	spa	palm	shock	/___/

YOUR FIRST EXERCISE—Transcribe Your Name!

Transcription Rules

Rule 1: Transcribe according to the way your name *sounds*, not how it is *spelled*.

Rule 2: No capital letters for your first, middle, or last name.

Rule 3: Put first, middle, and last names in one set of brackets: [].

Rule 4: No double phonetic symbols—remember, it is how your name sounds, not how many letters are used.

Helpful Hints

- Be sure to use the Study Cards to help you make the sound-symbol connection.
- Your phonetics instructor can review your transcription and make helpful suggestions.

JUST FOR FUN

Transcribe the names of family members, pets, favorite actors, and sports figures.

CHAPTER

4

Stop-Consonants

Stop-consonants, also known as plosives, require a stopping of the breathstream by a closure within the oral cavity. Production of a stop-consonant is a *manner* of articulation. Manner of articulation was discussed in Chapter 3. There are two phases involved in production of a stop-consonant: the air must be stopped and then it must be released. Stopping of the air is mandatory, as air must be held in the oral cavity. The plosive phase of the stop releases the impounded air. Stopping of the airstream can occur by lip closure, as in producing /b/, tongue elevation, as in production of /t/, or by adduction of the vocal folds for a glottal stop.

Release of the air, also known as aspiration, can occur in two ways. The air can be

released as a “puff” of air, similar to that of an *explosion*, when released into a vowel as in the word “pay” [p^he] or released without the explosion of air as in the phrase “at work.” The symbol [h] identifies aspiration of the impounded air and the [ʔ] denotes unreleased air.

The glottal stop is not considered a phoneme but is a dialectal or allophonic variation of /t/ and /k/. It is written as ʔ. The glottal stop is produced by the vocal folds when they *adduct* to hold air in the glottis and *abduct* to release the air. Transcription Exercise 4–7 will give you examples of a glottal stop and an opportunity for hearing the difference between the /t/ and the glottal stop.

/p/**Transcription Exercise 4-1****Track: (CD 1, Track 5)**

		I	M	F
1.	phone			
2.	split			
3.	hiccough			
4.	gopher			
5.	shopping			
6.	president			
7.	peppermint			
8.	pneumatic			
9.	append			
10.	pamphlet			

Transcription Exercise 4-2

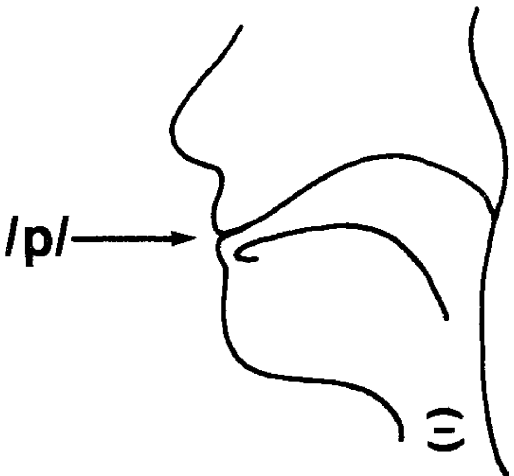
Consonant: /p/

**Track: (CD 1, Track 6)**

Refer to Study Card: 3

Phonetic Symbol	Target Word	Transcription
/p/	1. pine	
	2. deep	
	3. oppose	
	4. cape	
	5. paper	
	6. sip	
	7. place	
	8. help	
	9. pack	

/p/

Distinctive Features	Tongue Position
<p>Bilabial stop consonant</p> <p>Voiceless, front, labial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Not relevant for production of this phoneme. May be in position for following consonant or vowel.</p> <p>Lips are closed.</p> <p>Breath is held and compressed in oral cavity. Breathstream may or may not be released with aspiration; dependent upon surrounding consonants and syllable position.</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiceless—vocal folds <i>abduct</i>.</p> <p>VP port is closed.</p>	<p>Appears as /p/ in words</p> <p>Appears in clusters with /l/r/s/spl/spr/</p> <p>pp in medial position (<i>apply/oppose</i>) is transcribed with a single /p/</p> <p>This phoneme may be intruded in the following words if an unvoiced phoneme follows a nasal:</p> <p>warmth [wɔɹmpθ]</p> <p>comfort [kʌmpfə-t]</p> <p>dreamt [drempt]</p>
Word Position	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>Cognate of /b/</p>

/b/

Transcription Exercise 4-3



Track: (CD 1, Track 7)

		I	M	F
1.	humble			
2.	ribbon			
3.	belabor			
4.	public			
5.	Burbank			
6.	thumb			
7.	probe			
8.	halibut			
9.	broke			
10.	tombstone			

Transcription Exercise 4-4

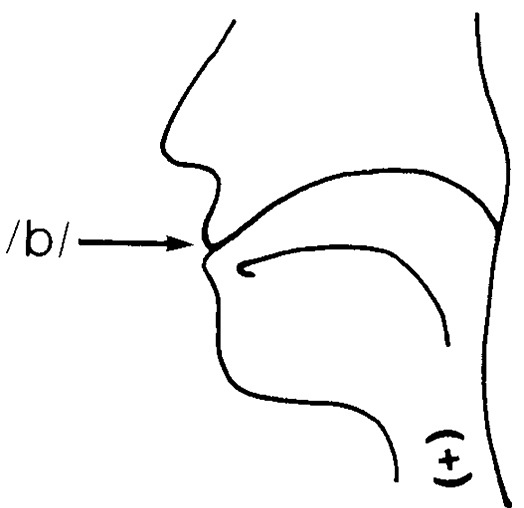
Consonant: /b/

**Track: (CD 1, Track 8)**

Refer to Study Card: 4

Phonetic Symbol	Target Word	Transcription
/b/	1. bad	
	2. tub	
	3. baby	
	4. bright	
	5. rabbit	
	6. nobody	
	7. bomb	
	8. cob	
	9. curb	

/b/

Distinctive Features	Tongue Position
<p>Bilabial stop consonant</p> <p>Voiced, front, labial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Irrelevant; tongue may be in position for following consonant or vowel.</p> <p>Lips are closed.</p> <p>Breath is held and compressed in oral cavity. Breathstream may or may not be released with aspiration; dependent upon surrounding consonants and syllable position.</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiced—Vocal folds <i>adduct</i>.</p> <p>VP port is closed.</p>	<p>bb in medial position (<i>hobby, rubber</i>) is transcribed with a single /b/</p> <p>pb occurs rarely as /b/ in <i>cupboard</i></p> <p>silent /b/ in <i>bomb</i></p>
Word Positions	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>Cognate of /p/</p>

BABYTIME

Word Search # 1

Answers in Appendix B

s ʃ r d aɪ p ɜ z d ɔ l t z r
 d ʒ ɚ k ʃ ə b p æ n d ə ð ʌ
 b a t ə l o r r i æ k n u d
 s tʃ i w b l u p m ɪ p z n kɹ
 h p ɛ t e v i b b e u l m p
 f a ʒ ŋ b ɛ ʌ ɔ k r ɪ p t s
 k p t θ i p z z t dʒ i b v n
 l a s l z ð w k m æ ʒ n æ p
 b ɛ f o ɪ ɛ r ʃ ɪ k o u r æ
 h b æ s ɪ n ɛ t r g l u f s
 n ɪ z ɛ g ɔ ɪ ʌ i d r s n ɪ
 s b e b ɪ b n z b ʌ n i g f
 p ɪ ŋ k w dʒ ð b e ʌ ɛ ɪ ʒ aɪ
 j f e ɪ w ə p r w ɜ g v z j
 l b l æ ŋ k ɛ t p t d i ɔ ɚ
 r g h p ks f m ɚ b g a r ə g

Directions: Find and circle the words listed below which contain the /p/ or /b/ phonemes.

papa	pacifier	bunny	bassinet
panda	bib	diapers	blanket
pink	bottle	blue	nap
baby			

/t/**Transcription Exercise 4-5****Track: (CD 1, Track 9)**

		I	M	F
1.	caught			
2.	whistle			
3.	tuition			
4.	thyme			
5.	tentative			
6.	tortilla			
7.	watched			
8.	chalet			
9.	territory			
10.	motion			

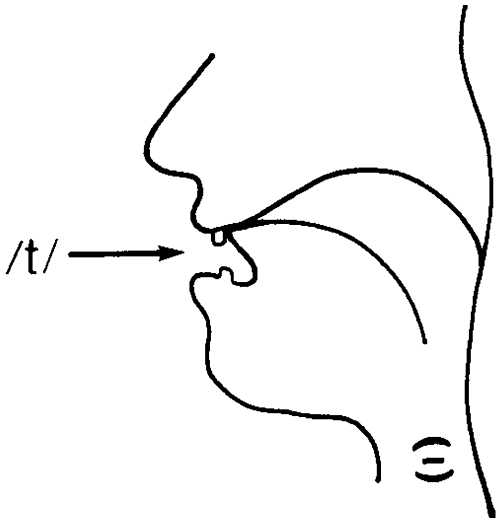
Transcription Exercise 4–6
 Consonant: /t/



Track: (CD 1, Track 10)
 Refer to Study Card: 5

Phonetic Symbol	Target Word	Transcription
/t/	1. tube	
	2. cut	
	3. into	
	4. until	
	5. twin	
	6. coat	
	7. rotate	
	8. time	
	9. nest	

/t/

Distinctive Features	Tongue Position
<p>Lingua-alveolar stop-consonant</p> <p>Voiceless, front, nonlabial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Tip of tongue contacts alveolar ridge with sides against upper molars.</p> <p>Breath is held in oral cavity; may be released with or without aspiration.</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiceless—vocal folds <i>abduct</i>.</p> <p>VP port is closed.</p>	<p>Usually occurs as /t/.</p> <p>tt transcribed as a single /t/ in medial position as in <i>little</i>.</p> <p>-ed following unvoiced consonants as in <i>wished, coughed, taped</i> is transcribed with a /t/, except following the /t/ as in <i>skated</i> or <i>waited</i>.</p> <p>th as in <i>Thomas, Theresa</i> transcribed as /t/.</p> <p>n()s results in an intruded /t/ sound, not included in spelling, between /n/ and /s/ as in <i>chance</i> [tʃæn^ts] or <i>tense</i> [tɛn^ts].</p> <p>t is silent in <i>soften, castle, whistle</i>.</p>
Word Position	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>Commonly replaced with the voiced /t/ or glottal stop</p> <p>Cognate of /d/</p>

The Glottal Stop

Transcription Exercise 4–7



Track: (CD 1, Track 11)

Remember these things about the glottal stop:

- 1** It is an allophonic variation of the /t/.
- 2** Do not confuse the glottal stop with a question mark. It is written as: ʔ
- 3** When followed by an “n” in the spelling of the word, a syllabic /ŋ/ is used.

Here is a transcription exercise to familiarize you with the glottal stop. Words in the first column are dictated with the /t/. The second column words are dictated with the glottal stop.

Word	/t/ transcription	Glottal stop transcription
1. Doolittle	_____	_____
2. mitten	_____	_____
3. fountain	_____	_____
4. patent	_____	_____
5. Hilton	_____	_____
6. button	_____	_____
7. Latin	_____	_____
8. cotton	_____	_____
9. bitten	_____	_____
10. molten	_____	_____

The Voiced /t/

Transcription Exercise 4–8



Track: (CD 1, Track 12)


Like the glottal stop, the voiced /t/ is an allophonic variation of the /t/. It is an alternative pronunciation. The voiced /t/ can result when voiced phonemes precede and follow the /t/. In the examples that follow, the /t/ in *intervocalic* (between two vowels), and the voiced sounds that surround the /t/ cause it to sound voiced.

Transcribe the following words. Words in the first column are dictated with the /t/. The second column words are dictated with the voiced /t/. Remember that the voiced /t/ sounds like the /d/. Here is a rule for using a voiced /t/: *If a word is spelled with a “t,” but you hear a “d,” use the “v” (for voicing) /t̤/.*

Word	/t/ transcription	Voiced /t/ transcription
1. better	_____	_____
2. hotter	_____	_____
3. battle	_____	_____
4. matter	_____	_____
5. atom	_____	_____
6. butter	_____	_____
7. cater	_____	_____
8. quota	_____	_____
9. cheated	_____	_____
10. duty	_____	_____

/d/

Transcription Exercise 4-9

 **Track: (CD 1, Track 13)**

		I	M	F
1.	hedge			
2.	handkerchief			
3.	mapped			
4.	deadened			
5.	decade			
6.	pointed			
7.	adding			
8.	medial			
9.	dread			
10.	demand			

Transcription Exercise 4–10

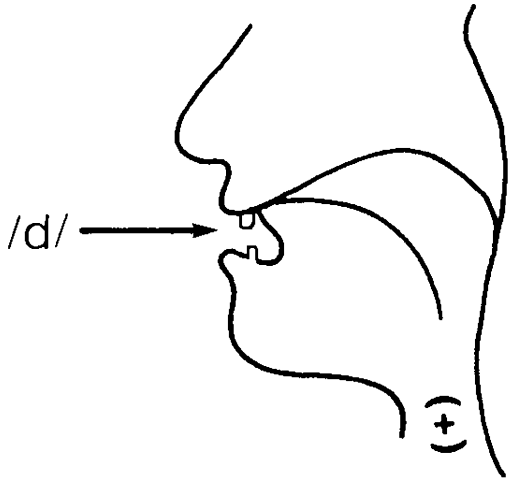
Consonant: /d/

**Track: (CD 1, Track 14)**

Refer to Study Card: 6

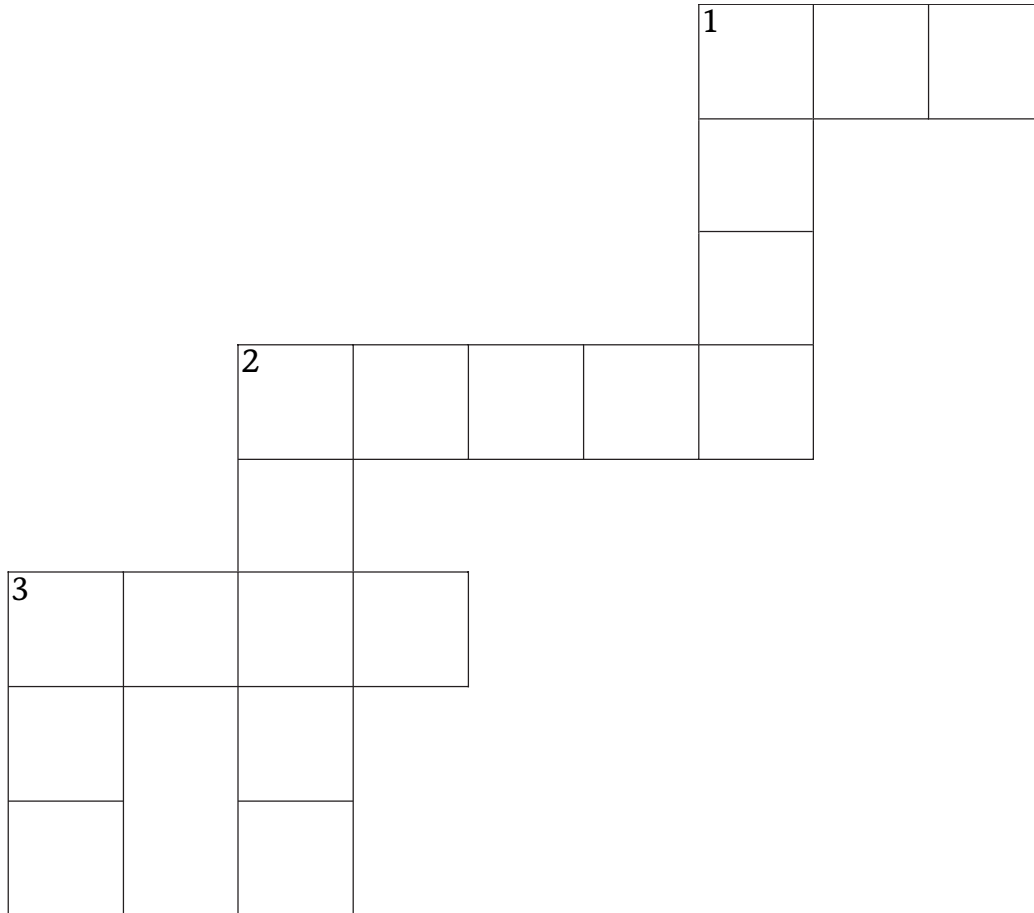
Phonetic Symbol	Target Word	Transcription
/d/	1. dough	
	2. condition	
	3. used	
	4. dish	
	5. meadow	
	6. sand	
	7. dwell	
	8. wonder	
	9. changed	

/d/

Distinctive Features	Tongue Position
<p>Lingua-alveolar stop-consonant</p> <p>Voiced front, nonlabial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Same as for the cognate /t/</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiced—vocal folds <i>adduct</i>.</p> <p>VP port is closed.</p>	<p>d is primary.</p> <p>dd is transcribed with a /d/ as in <i>add</i> or <i>sadder</i>.</p> <p>-ed has sound of /d/ following vowels as in <i>mowed</i> and <i>prayed</i> and voiced consonants as in <i>saved</i> or <i>opened</i>.</p> <p>ld occurs with silent /l/ in <i>could</i>, <i>should</i>.</p>
Word Position	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>Cognate of /t/</p>

Crossword Puzzle for /t/ and /d/

Answer in Appendix B



Directions: Transcribe the following words:

Across:


1. deaf
2. disease
3. data

Down:

1. dimes
2. detour
3. dot

/k/

Transcription Exercise 4-11

 **Track: (CD 1, Track 15)**

		I	M	F
1.	centimeter			
2.	pique			
3.	quartet			
4.	text			
5.	bronchitis			
6.	impeccable			
7.	critic			
8.	backache			
9.	knight			
10.	Tocqueville			

Transcription Exercise 4–12

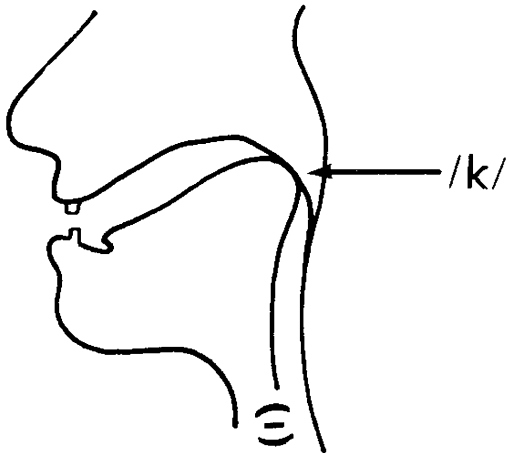
Consonant: /k/

**Track: (CD 1, Track 16)**

Refer to Study Card: 1

Phonetic Symbol	Target Word	Transcription
/k/	1. back	
	2. count	
	3. tick	
	4. basket	
	5. cake	
	6. cream	
	7. stocking	
	8. across	
	9. marquee	

/k/

Distinctive Features	Tongue Position
<p>Lingua-velar stop consonant</p> <p>Voiceless, back, nonlabial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Back of tongue elevates to touch velum.</p> <p>Air pressure builds up behind tongue/velum seal.</p> <p>Lips are apart and neutral.</p> <p>Air pressure is released when tongue moves from velum.</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiceless—vocal folds <i>abduct</i>.</p> <p>VP port is closed.</p>	<p>Numerous variations</p> <p>cc as in “occur” transcribed with a single /k/.</p> <p>ch as in <i>ache, chorus</i></p> <p>ck always has /k/ sounds as in <i>duck, tick</i></p> <p>que as in <i>technique</i></p> <p>kh as in <i>khaki</i></p> <p>ng () th results in an intruded /k/, not included in the spelling of the word, as in <i>length</i>. [lɛŋkθ]</p> <p>Cluster examples: kl, kr, sk, skw, skr</p>
Word Position	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>/t/ is often substituted for /k/ in young children.</p> <p>Cognate of /g/</p>

/g/

Transcription Exercise 4-13**Track: (CD 1, Track 17)**

		I	M	F
1.	gentle			
2.	garbage			
3.	gnat			
4.	eggnog			
5.	exist			
6.	gouge			
7.	laugh			
8.	Gertrude			
9.	linger			
10.	digit			

Transcription Exercise 4–14

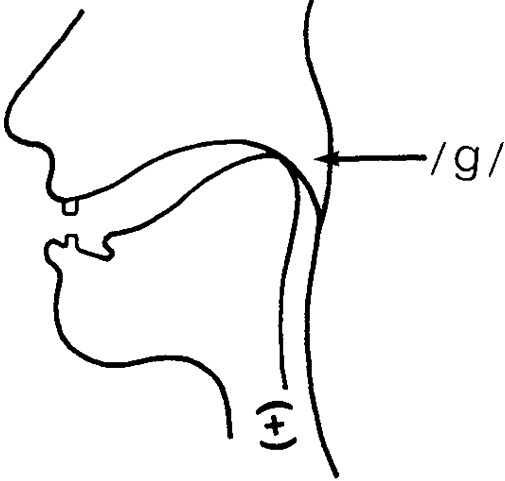
Consonant: /g/

**Track: (CD 1, Track 18)**

Refer to Study Card: 2

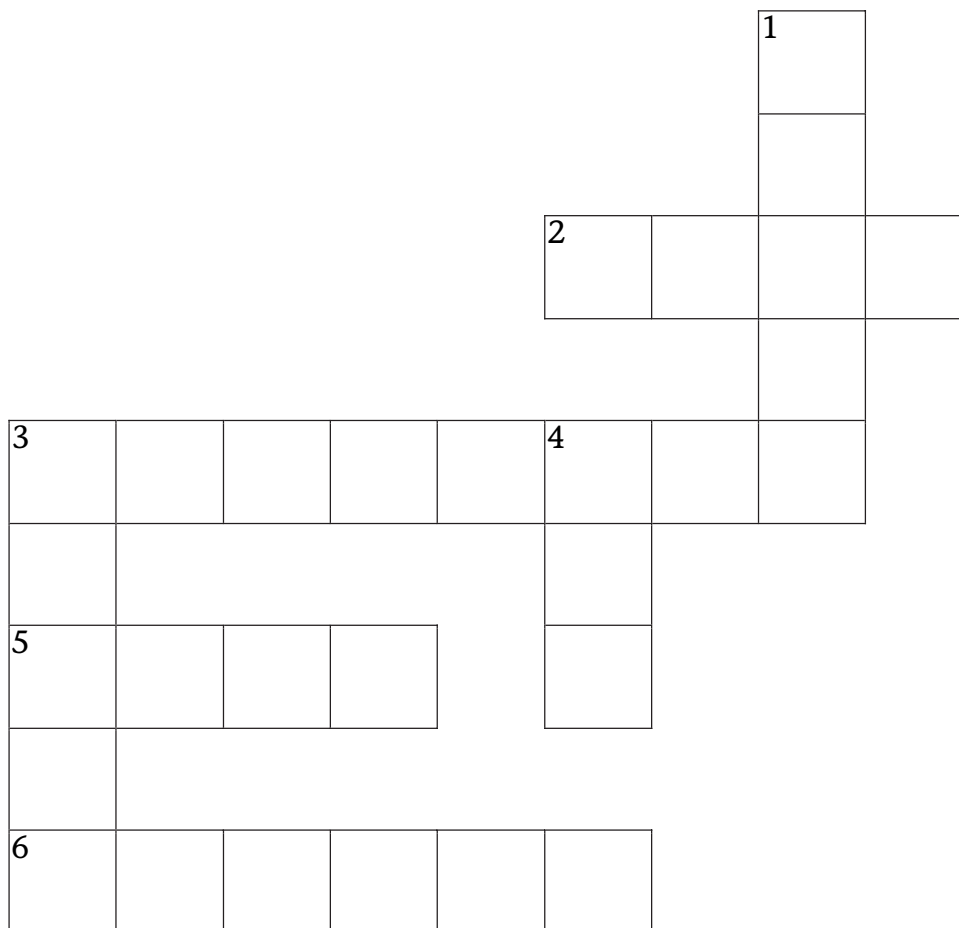
Phonetic Symbol	Target Word	Transcription
/g/	1. gone	
	2. wiggle	
	3. hungry	
	4. beg	
	5. dog	
	6. green	
	7. vague	
	8. glove	
	9. griddle	

/g/

Distinctive Features	Tongue Position
<p>Lingua-velar stop-consonant</p> <p>Voiced back, nonlabial, nonsonorant, noncontinuant, nonsibilant, non-nasal</p> 	<p>Same as for /k/</p>
Voicing/Velopharyngeal Port	Spelling Variations
<p>Voiced—vocal folds <i>adduct</i>.</p> <p>VP port is closed.</p>	<p>gg transcribed with single /g/ sound.</p> <p>Exception: <i>suggest</i> [sʌgdʒɛst]</p> <p>gue as in <i>vogue</i></p> <p>gu as in <i>guest, guard</i></p> <p>gh as in <i>ghost</i></p> <p>(e)x as in <i>exist</i> has the /gz/ sound [ɛgzɪst]</p>
Word Positions	Clinical Information
<p>Initial, medial, and final positions in SAE</p>	<p>Common articulatory substitution: d/g</p> <p>Cognate of /k/</p>

Crossword Puzzle for /k/ and /g/

Answers in Appendix B



Directions: Transcribe the following words:

Across:

2. sugar
3. breakfast
5. coffee
6. napkin

Down:

1. yogurt
3. bacon
4. eggs

SPICE UP YOUR LIFE

Word Search #2

Answers in Appendix B

g	u	o	t	aɪ	m	b	k	ʌ	v	l	ɛ	k	t
k	ɔ	v	i	r	n	ʌ	t	m	ɛ	g	n	g	d
e	ʌ	d	ð	ʒ	ʒ	w	z	s	f	j	ɔ	t	ʃ
p	k	ɛ	k	i	k	ju	m	ɪ	n	h	ʒ	ʒ	o
ə	w	s	ə	ʌ	æ	ə	ɔ	h	l	e	h	m	ɛ
z	i	o	l	t	k	f	u	d	o	ɛ	m	ə	ə
e	k	ɛ	r	o	w	e	r	ɪ	t	ð	ɪ	ɪ	ʌ
h	s	r	æ	r	k	d	k	l	p	p	o	k	θ
k	f	t	k	ɛ	ɛ	v	m	t	r	t	l	p	n
r	k	m	d	g	r	k	ɔ	r	i	æ	n	d	ə
g	ʒ	æ	v	ə	t	r	o	ŋ	h	ɪ	t	b	m
b	i	ð	r	n	θ	p	æ	p	r	i	k	ə	g
o	ɪ	ɛ	k	o	g	t	n	ð	e	ʒ	æ	v	r
w	n	k	l	o	v	z	h	e	v	d	ɛ	g	j
f	tʃ	z	i	u	n	t	ɛ	r	ə	g	a	n	ə
k	a	r	d	ə	m	ə	m	ɛ	n	æ	t	tʃ	t

Directions: Find and circle the words listed below which contain the /t/d/k/ or /g/ phonemes.

caraway	turmeric	cumin	dill
cardamom	capers	oregano	coriander
curry	paprika	nutmeg	tarragon
thyme	cloves		

Stop-Consonant

Transcription Exercise 4–15

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



Track: (CD 1, Track 19)

Phoneme Study Cards: 1–6

1. perpetrate _____
2. bucket _____
3. claypot _____
4. dropped _____
5. Pope _____
6. dot-to-dot _____
7. cupcake _____
8. babied _____
9. deadbolt _____
10. coat _____
11. pagoda _____
12. birdbeak _____
13. fixed _____
14. laptop _____
15. gabby _____
16. dogtag _____
17. backup _____
18. toga _____
19. pocketbook _____
20. kept _____