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جزوه درس: آواشناسی (سه شنبه ساعت ۴-۸؛ ۲ تیر) مربوط به هفته : سیزدهم ■
text: دارد ■ ندارد □ voice: دارد □ ندارد ■ power point: دارد □ ندارد ■
تلفن همراه مدیر گروه :
کلاس حضوری طبق برنامه دانشگاه برای رفع اشکال و تمرین تشکیل خواهد شد.

دانشجویان گرامی طبق آموزش های داده شده و آشنایی شما با *consonant* ها و *vowel* هایی که در زبان انگلیسی وجود دارند اما معادلی در زبان فارسی استاندارد ندارند، در چند جلسه آتی به تمرین شنیداری و تولیدی این واج های زبان انگلیسی بر اساس کتاب *pronunciation in use* خواهیم پرداخت. فایل صوتی هر چپتر هم ارائه شده است اما اگر کتاب را دارید می توانید از سی دی آن به فایل ها گوش داده و تمرین ها را حل کنید. در ابتدا با رجوع به توضیحات کتاب و توضیحات بنده در جلسات مجازی و جزوه های جلسات قبلی، واج ها را تمرین کنید و سپس به فایل های صوتی گوش دهید و تمرین ها را حل کنید. به صورت حضوری نیز در کلاس برای رفع اشکال در خدمت دانشجویان هستیم. در دو جلسه آتی بر روی *consonant* ها تمرکز می کنیم و در جلسه های بعدی بر روی *vowel* ها.

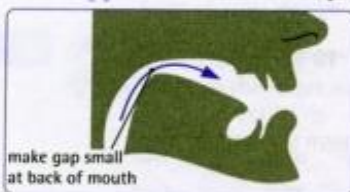


10

Hear, we're, year The sounds /h/, /w/ and /j/

The sounds /h/, /w/ and /j/ only happen before a vowel sound.

- A**
- A44a • Listen to the sound /h/. Look at the mouth diagram to see how to make this sound.
 - A44b • Listen to the target sound /h/ in the words below and compare it with the words on each side.
 - A44c • Then listen and repeat the examples of the target sound.



target /h/

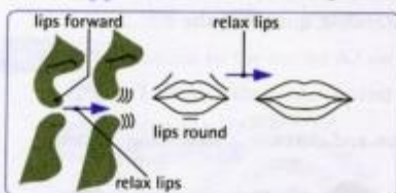
old	hold	old
art	heart	art
force	horse	force
sheet	heat	sheet

Examples
hair head who
ahead perhaps behave
"Harry had a habit of helping hitch-hikers."

Important for listening

Some speakers, e.g. in London, do not pronounce the H, so *hair* /heə/ sounds the same as *air* /eə/.

- B**
- A45a • Listen to the sound /w/. Look at the mouth diagram to see how to make this sound.
 - A45b • Listen to the target sound /w/ in the words below and compare it with the words on each side.
 - A45c • Then listen and repeat the examples of the target sound.

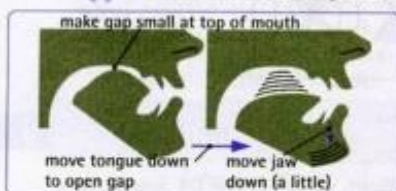


target /w/

vest	west	vest
of air	aware	of air
good	would	good
Gwyn	win	Gwyn

Examples
wage what one
language quick square
"Wendy went away twice a week."

- C**
- A46a • Listen to the sound /j/. Look at the mouth diagram to see how to make this sound.
 - A46b • Listen to the target sound /j/ in the words below and compare it with the words on each side.
 - A46c • Then listen and repeat the examples of the target sound.



target /j/

joke	yolk	joke
jaw	your	jaw
fool	fuel	fool
pleasure	player	pleasure

Examples
year used euro
few cure view
"We didn't use euros in Europe a few years ago."

Important for listening

In American, the /j/ is dropped from words like *new*, *student*, *tune*, so for example *newspaper* /'nju:spetəpə/ sounds like *noose paper* /'nu:spetəpə/.

D Spelling

	frequently	rarely	notes
/h/	H (<i>hill</i>)	WH (<i>who</i>)	H is often silent (<i>hour, honest</i>).
/w/	W (<i>will</i>), WH (<i>when</i>)	O (<i>one, once</i>)	The letters QU usually spell /kw/ (<i>quite</i>).
/j/	Y (<i>you</i>), I (<i>view</i>), E (<i>few</i>), U (<i>cute</i>)		



Exercises

- 10.1 Add one of these sounds to the start of these words to make other words: /h/, /j/, /w/.
Think of *sounds*, not spelling!

EXAMPLE air hair, where

1 earth _____	6 eyes _____	11 I'll _____
2 car _____	7 all _____	12 eat _____
3 or _____	8 aid _____	13 ache _____
4 in _____	9 ill _____	14 eye _____
5 eight _____	10 art _____	15 old _____

- 10.2 In these groups of words, three of the words begin with the same consonant sound and one of the words begins with a different sound. Circle the one with the different sound. You can use a dictionary.

EXAMPLE hour half home high

1 union used under university	4 year euro uniform untie
2 water whale whole window	5 how honest healthy happy
3 when who where which	6 one write world waste

- 10.3 Each sentence contains four or five examples of one of these sounds: /h/, /w/, /j/.
Write the phonemic letter under the sounds in the sentences.

EXAMPLE A fusion of Cuban and European music. /j/

j j j j

- Your uniform used to be yellow. /j/
- Haley's horse hurried ahead. /h/
- This is a quiz with twenty quick questions. /w/
- We went to work at quarter to twelve. /w/
- New York University student's union. /j/
- The hen hid behind the hen house. /h/
- Which language would you like to work in? /w/

- 10.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

- Art or heart? This is the *art* / *heart* of the country. (⇒sound pair 41)
- Hearing or earring? She's lost her *hearing* / *earring*. (⇒sound pair 41)
- West or vest? The *west* / *vest* is very warm. (⇒sound pair 38)
- Aware or of air? They weren't made *aware* / *of air*. (⇒sound pair 38)
- Use or juice? What's the *use* / *juice*? (⇒sound pair 42)
- Heat or sheet? I can't sleep in this *heat* / *sheet*. (⇒sound pair 43)

Follow up: Record yourself saying the sentences in 10.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 30

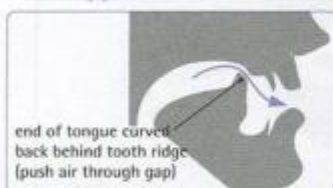


12

Sheep, jeep, cheap

The consonant sounds /ʃ/, /dʒ/ and /tʃ/

- A**
- A52a • Listen to the sound /ʃ/. Look at the mouth diagram to see how to make this consonant sound. Notice that there is no voice from the throat, and you can feel the air on your hand when you put it in front of your mouth. If you add voice from the throat, you get the sound /ʒ/, as in *television*, but this sound is not common in English.
 - A52b • Listen to the target sound /ʃ/ in the words below and compare it with the words on each side.
 - A52c • Then listen and repeat the examples.



target /ʃ/

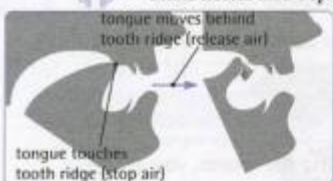
sort	short	sort
suit	shoot	suit
catch	cash	catch
choose	shoes	choose

Examples
 should shirt sugar
 fashion nation ocean
 wish push English

"Sharon shouldn't wash her shoes in the shower!"

- B**
- A53a • Listen to the sounds /dʒ/ and /tʃ/. Look at the mouth diagram in C below to see how to make these consonant sounds. With /tʃ/ there is no voice from the throat, with /dʒ/ there is. Notice that you can make the sound /ʃ/ into a continuous sound, but you cannot do this with /tʃ/ and /dʒ/.

- C**
- A53b • Now listen to the sound /dʒ/ on its own.
 - A53c • Listen to the target sound /dʒ/ in the words below and compare it with the words on each side.
 - A53d • Then listen and repeat the examples.



target /dʒ/

cheap	jeep	cheap
tune	June	tune
use	juice	use
draw	jaw	draw

Examples
 job general June
 danger agenda object
 edge age village

"Ginger spilt orange juice on George's jacket."

- D**
- A54a • Listen to the sound /tʃ/ on its own.
 - A54b • Listen to the target sound /tʃ/ in the words below and compare it with the words on each side.
 - A54c • Then listen and repeat the examples.

target /tʃ/

jeep	cheap	jeep
share	chair	share
trips	chips	trips
what's	watch	what's

Examples
 chair cheese chicken
 kitchen future question
 rich which March

"Which child put chalk on the teacher's chair?"

E Spelling

	beginning	middle	end
/ʃ/	SH (<i>shoe</i>), S (<i>sugar</i>)	SH (<i>fashion</i>), SS (<i>Russia</i>) TI (<i>nation</i>), C (<i>ocean</i>)	SH (<i>finish</i>)
/dʒ/	J (<i>jaw</i>), G (<i>general</i>)	G (<i>page</i>), J (<i>major</i>)	GE (<i>rage</i>), DGE (<i>ledge</i>)
/tʃ/	CH (<i>chair</i>)	CH (<i>teacher</i>), T (<i>future</i>)	TCH (<i>watch</i>)



Exercises

- 12.1 Write these nationality words in the correct column.
Belgian Welsh Dutch Russian Chinese German Japanese Polish French Chilean Turkish

contains /dʒ/	contains /ʃ/	contains /tʃ/
Belgian		

- 12.2 Complete this conversation using words from the box. Then listen and check.

A55

SID: It's fish and _____ for lunch, Joe!
 JOE: _____!? I can't eat _____, they're too big!
 SID: I said _____, you know, fried potatoes!
 JOE: Oh, I see, _____ with a CH, not _____ with an SH.
 SID: That's right. You're a genius, Joe!
 JOE: Was the fish expensive, Sid?
 SID: No, it was _____.
 JOE: _____!? You bought a _____?
 SID: No, _____, the opposite of expensive.
 JOE: Oh, I see, _____ with a CH, not _____ with a J!

ships chips
Jeep cheap



Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

- 12.3 If a word ends with a /dʒ/ or a /tʃ/, and the next word begins with the same sound, you say the sound twice. If you say *Dutch cheese* with only one /tʃ/, it sounds like *Dutch ease*. The speaker made this mistake in these sentences. Write what they meant to say.

EXAMPLE Does she tea Chinese in the school? teach Chinese

- I don't know which air to sit on. _____
- Everyone at the match ears when their team scores. _____
- I never what chat shows on the TV. _____
- The actor on stay joked with the audience. _____
- Foxes sometimes come to the farm and cat chickens. _____
- Do you want to chain jackets before we go out? _____

A56

Follow up: You will hear both the incorrect and correct pairs of words from the exercise. Repeat, making the difference clear.

- 12.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

A57

- Watch or wash? You'll have to *watch / wash* the baby. (⇒sound pair 44)
- Riches or ridges? You'll find *riches / ridges* like you've never seen! (⇒sound pair 45)
- Save or shave? He didn't *save / shave* at all last year. (⇒sound pair 32)
- Use or juice? What's the *use / juice*? (⇒sound pair 42)
- What's or watch? *What's / Watch* the time! / ? (⇒sound pair 46)
- Trees or cheese? I saw something in the *trees / cheese*! (⇒sound pair 47)

Now go to Unit 32