

PRONONCIATION & ACCENTUATION

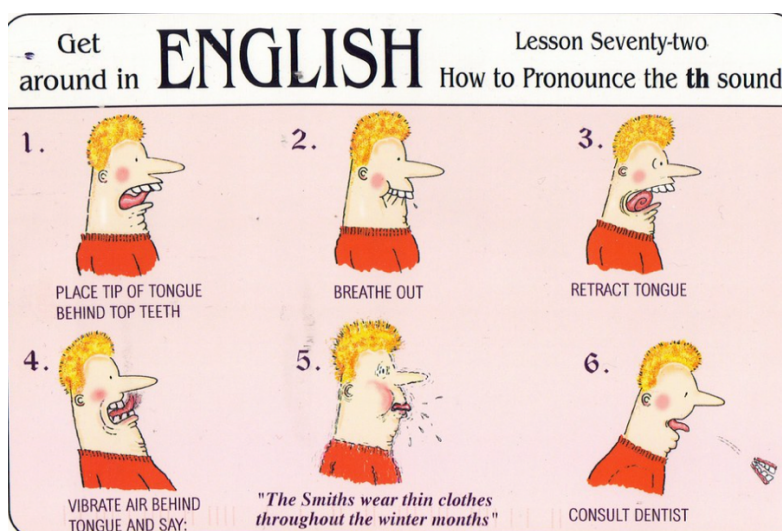
A- PRONONCIATION

1. LES SONS DE L'ANGLAIS ¹

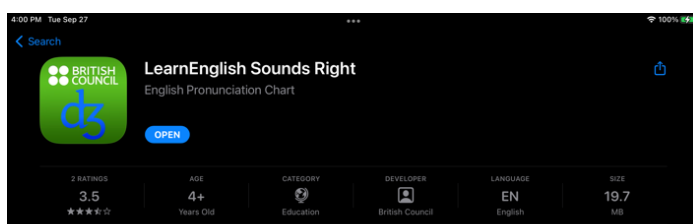
2. PRACTICE

- a. the TH sound
- b. Les voyelles

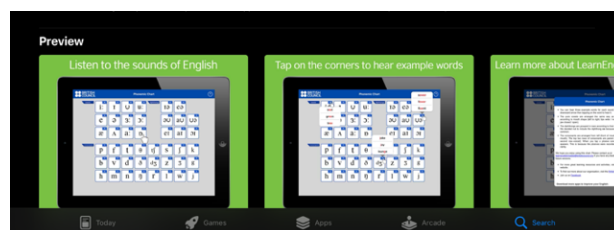
3. BLACKLIST – Mistakes you cannot afford to make.



 I suggest you download this app:



Google Play



App store

¹  = audio files are available on the Padlet / Cahier de Prépa

LES SONS DE L'ANGLAIS²

(anglais britannique)

Lorsqu'on utilise un dictionnaire unilingue ou bilingue, il faut systématiquement vérifier la prononciation du mot anglais. Celle-ci est donnée entre [...] et transcrite en alphabet phonétique international. Il est indispensable de savoir lire cet alphabet.

Les sons ou **phonèmes** d'une langue sont des unités **distinctives**, c'est-à-dire qu'en passant d'un phonème à un autre, on change la signification du mot.

ex: ten [ten] et pen [pen], full [fʊl] et pull [pʊl], walk [wɔ:k] et work [wɜ:k]

Voici la liste des différents phonèmes et des symboles et signes utilisés.

I. Les voyelles

[ɪ]	kid, kit, live, ship
[i:]	leaf, leave, sheep
[e]	net, shed, red, Thames, said
[æ]	mad, cat, mat, sat
[ɑ:]	car, card, cart, heart, laugh
[ɒ]	ox, box, boss, sausage, because
[ɔ:]	or, port, cord, walk
[ʊ]	full, wool, bull, look
[u:]	pool, moon, soon
[ʌ]	buzz, bus, mud, cut, mother, cousin, son, front
[ə]	the, Leicester ['lestə], Oxford ['ɒksfəd], Africa ['æfrɪkə]
[ɜ:]	bird, learn, term, firm

II. Les diphtongues et les triphthongues

Il s'agit de voyelles doubles ou triples prononcées d'une seule émission de voix.

a. Les diphtongues centrales: le deuxième élément de la diphtongue vise le [ə] central.

[ɪə]	beer, beard
[eə]	bear, rare
[ʊə]	moor [US mʊər / GB mɔ:(r)], cure [kjʊə(r)]

b. Les diphtongues fermantes: le deuxième élément tend vers les voyelles fermées [i] et [u].

[aɪ]	tie, kite, my
[eɪ]	say, May, mail
[ɔɪ]	toy, boy, enjoy
[aʊ]	house, mouth, now
[əʊ]	road, Dover, no

² Les enregistrements de tous les mots figurant sur cette fiche sont disponibles sur le padlet / cahier de prépa

c. Les triphthongues: ce sont trois voyelles prononcées en bloc. En fait, il s'agit d'une diphthongue avec un appendice qui n'est autre que le [ə] central.

[eɪə] player
 [aɪə] fire, tyre
 [ɔɪə] employer
 [aʊə] tower, sour, flower
 [əʊə] mower, sower

III. Les consonnes

a. Les consonnes sourdes et les consonnes sonores:

sourdes:	p	t	k	f	s	ʃ	tʃ	θ
sonores:	b	d	g	v	z	ʒ	dʒ	ð
	pear	tin	card	fine	rice	ship	rich	bath [bɑ:θ, US bæθ]
	bear	din	guard	vine	rise	pleasure	ridge	bathe [beɪð]
						['pleɪʒə(r)]		

Remarque: les trois consonnes [p] [t] [k] sont suivies d'un souffle à l'initiale: pill, till, kill. La présence d'un -s initial change la prononciation de ces consonnes: le souffle disparaît et [p] [t] [k] se prononcent comme en français, sans expiration d'air: spill, still, skill.

b. Les trois consonnes nasales [m] [n] [ŋ]: swim, sin, sing
 Le son [ŋ] n'existe pas dans notre système. Il faut veiller à ne pas prononcer la consonne [g] aussi bien dans sing que dans singer ou singing (alors que finger se prononce ['fɪŋgə(r)]).

c. La liquide [l]
 Ce phonème comporte deux variétés phonétiquement éloignées:

- un [l] clair, comme en français: light, London.
- un [l] sombre, prononcé à l'arrière de la cavité buccale, comme dans: sell, bell, build, field, Sheffield. Dans little, on a les deux variétés de [l].

d. Le [r] anglais est une consonne qui s'articule à l'avant de la bouche. C'est pourquoi il est conseillé de s'entraîner à le prononcer d'abord précédé d'un [t] comme dans "train", pour rester dans une articulation antérieure.

trade, tram, trail, rail, road, bridge, bring

Attention: lorsque la lettre *r* se trouve avant un *e* à la fin d'un mot, elle ne se prononce pas en anglais britannique.

tired ['taɪəd], sure [ʃʊ:(r), US ʃʊər], more [mɔ:(r)], empire ['empaɪə(r)]

e. Les semi-consonnes:

[j] yoke, yacht [jɒt]
 [w] water, wedding, twist

PRACTICE

a. The TH sound

i. θ / s

/θ/ = Make contact between your tongue and your teeth. The easiest way to do so is to place your tongue between your teeth, so as not to stop the airstream.

Compare :

- sought / thought
- seem / theme
- sick / thick
- pass / path
- force / forth

ii. ð / z

/ð/ = You need to make contact between your tongue and your teeth too, but /ð/ is voiced whereas /θ/ is voiceless.

Compare :

- bays / bathe
- whizz / with
- breeze / breathe
- booze / booth

- It's closing time / it's clothing time
- Their eyes are green or blue / They're either green or blue

iii. θ or ð ?

- Those three thugs think that they threw those things there.

iv. θ, ð, s, or z ?

- Some say that the method in arithmetic stems from that of mathematics.
- Sue says that if you want a healthy skin, you mustn't use worthless soap in your bath.
- There are seventy-three thousand feathers on a thrush's throat.

b. Les voyelles

i. i: / ɪ

/i:/ = voyelle longue. Prononcer /i:/ et ne pas hésiter à la faire un peu trop longue pour bien marquer la différence avec /ɪ/

/ɪ/ = voyelle brève. Elle sera plutôt à **rapprocher du [é] français** (ex: "sénat" [sena] et "sinner" [sɪnə] sont relativement proches). En prononçant *thé* à l'envers, sans modifier le son de la voyelle, on produit le [ɪ] de *sit* ou *it is*.

Exercices

- least / list
- read / rid
- bean / bin
- They are simple people
- This is a busy city
- George would like this field / George would like this filled.
- She says this green is awful / She says this grin is awful.

ii. i: / ɪə

/ɪə/ commence par un son proche de /ɪ/ et évolue en direction du son "neutre" /ə/.

Exercices

- fee / fear
- be / beer
- knee / near
- ID / idea
- I'm sure you can be free / I'm sure you can be freer
- "Cheese!" he said to the waiter. / "Cheers!" he said to the waiter.

iii. ɔ: / əʊ

/əʊ/ part du son neutre /ə/ en direction de /ʊ/ par un léger arrondissement labial.

Une erreur fréquente (et grave) est de remplacer /ɔ:/ par la diphtongue /əʊ/

Exercices

- gore / go
- so / saw
- law / low
- lore/low
- pork / poke
- He couldn't find the ball / He couldn't find the bowl
- I found that maul in the hole / I found that mole in the hole

- Joe called his daughter and walked to the door.
- I saw a tall old oak that was growing on the shore.
- She was awed by his odd ode.
- He's bought a boat;
- These hawks played a hoax on him.

RAPPEL

En anglais **comme en français**, la graphie – au – n'est jamais diphtonguée (ni /aʊ / ni /əʊ/).

La graphie – aw – n'est jamais diphtonguée non plus

iv. aʊ / əʊ

/aʊ/ : le point de départ est pratiquement le /a/ français

Exercices

- a boat / about
- dose / douse
- low / to allow
- We phoned him at home / We found him at home
- You found that comb.
- I noticed a narrow road going down around the holy town.
- I drove slowly round the town for about one hour.

v. ʌ / ɜ:

/ʌ/ ne doit pas être associé au son français de "beurre" mais se rapproche plus de la voyelle de "dame" (l'anglais "dumb" et le français "dame " sont très proches)

/ɜ:/ = à mi-chemin entre "le cœur" et "le feu"

Exercices

- hut / hurt
- but / Bert
- blood / blurred
- tuck / Turk
- They said it wasn't Sutton / They said it wasn't certain
- They were watching the gulls on the beach. / They were watching the girls on the beach.
- He must work for another couple of hours.
- The firm I work for is in London : I love it

Words you cannot afford to mispronounce

The 15 or so most frequently mispronounced words:

an idea = [aɪ'diə]

to de'velop = [di'veləp]

law [lɔ:] / **cause** [kɔ:z] / **August** = [ɔ:'gʌst]

A.I. [eɪ'aɪ]

this = [ðɪs] / **these** = [ði:z]

now = [naʊ]

because = [bi'kɒz]

power = ['paʊə] / **powerful** = ['paʊəfl]

country = ['kʌntri]

climate = ['klaɪmɪt] / **private** = ['praɪvɪt]

eco'nomie crisis = [i:kə'nɒmɪk'kraɪsɪs]

'government = ['gʌvənmənt]

important = [ɪm'pɔ:tnt]

'interesting = ['ɪntrəstɪŋ]

to focus = ['fəʊkəs]

foreign = ['fɒrən]

said = [sed] / **says** = [sez]

put [pʊt] (same sound as in “foot”) ≠ **cut** [kʌt] (same sound as in “nut”)

2- A few easy rules to follow:

- **'image** ['ɪmɪdʒ] / **ad'vantage** [əd'vɑ:ntɪdʒ] / **'passage** / **'village** / **'cottage** / **'courage** etc.
→ don't stress the suffix (never pronounce it [~~ɪdʒ~~], pronounce it [**ɪdʒ**])
- **Knowledge** ['nɒlɪdʒ] / **college** ['kɒlɪdʒ]
- **'Valuable** / **a'cceptable** / **'probable** / **a'daptable** / **'profitable** / **re'newable** [rɪ'nju:əbl] / **'vegetable** etc.
→ never ever stress the suffix (never pronounce it [~~əbl~~]), pronounce it [**əbl**])
- **'capitalism** / **'terrorism** / **'criticism** / **'racism** ['reɪsɪzəm] etc. → the suffix will be pronounced [ɪzəm]

- **-AL:** Ethical ['eθɪkl] / Several ['sevrəl] / Special ['speʃl] / Liberal ['lɪbərəl] / Governmental [gʌvən'mentl] / International [ɪntə'næʃnəl] / Journal ['dʒɜ:nl]
legal / illegal = ['li:gl] / [ɪ'li:gl]
- **-SIS :** crisis = ['kraɪsɪs] (~~['krazɪs]~~) / analysis = [ə'nælɪsɪs] / emphasis = ['emfəsɪs]
(≠ to analyze = ['ænəlaɪz] / to 'emphasize ['emfəsaɪz])

3- Other (too) frequently mispronounced words:

Use <https://howjsay.com/> to practice saying them

A'merica

area = ['eəriə]

be'ginning

blood = [blʌd]

'Canada

catastrophe = [kə'tæstrəfi]

certain = ['sɜ:tn]

to 'comment

'commentary = ['kɒməntɪ]

culture = ['kʌltʃə]

to cut = [kʌt]

de'mocracy

demo'cratic

devil = ['devəl]

difference = ['dɪfrəns]

diversity = [daɪ'vɜ:səti]

doubt = [daʊt]

environment = [ɪn'vaɪərənmənt]

Europe = ['jʊərəp]

European = [jʊərə'piən]

e'vent

to e'xamine = [ɪg'zæmɪn]

'finally ['fainəli]

France = [frɑ:ns]

future = ['fju:tʃə]

global warming = ['gləʊbl 'wɔ:mnɪŋ]

globalization = [gləʊbəlaɪ'zeɪʃən]

Great-'Britain = [greɪt 'brɪtən] (rime avec 'written ['rɪtən])

the Guardian = ['gɑ:diən]

half = [hɑ:f]

to hope = [həʊp] (≠ **to hop** = [hɒp])

how = [haʊ]

however = [haʊ'evə]

to live = [lɪv] (≠ **to leave** [li:v])

measure = ['meʒə]

minority = [maɪ'nɒrəti]

'necessary = ['nesəsəri]

to notice = ['nəʊtɪs]

none = [nʌn]

obesity = [əʊ'bi:səti]

practice = ['præktɪs]

problem = ['prɒbləm]

promise = ['prɒmɪs]

psychological = [saɪkə'lɒdʒɪkl]

a psychiatrist = [saɪ'kaɪətrɪst]

to put = [pʊt]

to push = [pʊʃ]

To raise = [reɪz]

To rise = [raɪz]

serious = ['sɪəriəs]

should = [ʃʊd]

to talk = [tɔ:k]

'television = ['telɪvɪʒn]

though = [ðəʊ]

threat = [θret]

what = [wɒt]

who = [hʊ:]

women = ['wɪmɪn]

word = [wɜ:d] (rime avec “bird”)

world war = [ˌwɜ:ld'wɔ:]

would = [wʊd]

written = ['rɪtən]

young = [jʌŋ]

4- Words that YOU tend to systematically mispronounce (based on the feedback you got during your oral tests) - Use <https://howjsay.com/> to practice saying them.

B- ACCENTUATION

1. STRESS AND REDUCTION

2. L'ACCENT TONIQUE 🗣️

3. WORD STRESS

4. CONTRASTIVE STRESS

5. LINKING

🗣️ = audio files are available on the Padlet / Cahier de Prépa



"SLEEPING bag" or "sleeping BAG" ?

1. Stress & reduction

Dropped syllables

In each of the following words, a syllable may be dropped. Put a line through the letter for the vowel that is not pronounced.

a- chocolate

b- aspirin

c- favorite

d- vegetables

e- interested

f- awfully

g- physically

h- Catholic

i- camera

j- evening

k- practically

l- temperature

m- family

n- average

o- Wednesday

p- basically

L'ACCENT TONIQUE³

1. L'accent de mot

- Tout mot anglais de plus d'une syllabe pose le problème de la **place** de l'accent tonique. Il faut savoir quelle sera la syllabe qui sera prononcée **plus fort** que les autres (le français, qui est une langue syllabique, ne connaît pas l'accent d'intensité: toutes les syllabes se prononcent avec la même force, la dernière bénéficiant d'un accent de **longueur**).

- La place de l'accent tonique détermine la prononciation d'un mot polysyllabique: les voyelles inaccentuées deviennent régulièrement [ə], parfois [ɪ].

- Le signe ['] placé avant la syllabe indique que celle-ci est accentuée. Lorsqu'un mot polysyllabique comporte deux accents toniques, il peut y avoir un accent principal ['] et un accent secondaire [,]: ex. consideration [kən,sɪdə'reɪʃn].

Entraînez-vous à prononcer:

Oxford	['ɒksfəd]	culture	['kʌltʃə(r)]
doctor	['dɒktə(r)]	China	['tʃaɪnə]
a certificate (N)	[sə'tɪfɪkət]	to certificate (V)	[sə'tɪfɪkət]
Leicester	['lestə(r)]	Leicestershire	['lestəʃə(r)]
Gloucester	['glɒstə(r)]	Gloucestershire	['glɒstəʃə(r)]
Worcester	['wɒstə(r)]	Worcestershire	['wɒstəʃə(r)]
Canada	['kænədə]	Canadian	[kə'neɪdɪən]

- **L'accentuation des mots n'est pas le fait du hasard.** Dans la plupart des cas, des indices clairement identifiables permettent de déterminer la syllabe qui sera frappée plus fort, donc prononcée de façon pleine. On trouvera ci-dessous les principaux points de repère pour une accentuation réussie des mots anglais (il s'agit d'un minimum).

- les préfixes et les suffixes ne sont pas accentués

Règle n°1 (règle de -ic):

L'accent tonique précède le groupe -ic (-ics, -ical).

traffic	electronics	pac ific	mathem atics	physics
gigantic	Atlantic	scient ific	electric	linguistic
econom ic	econom ical	musical	physical	political
exceptions: Catholic , politics , Arabic				

Règle n°2 (règle de -ia, -io):

L'accent tonique précède le groupe -ia, -io, -ie (-ian, -ious, eous, ior, ...).

nation	Italian	dictionary	religious	convention
gramm arian	excep tional	uncon scious	convers ation	phys ician
intern ational	spont aneous	revolu tion	music ian	delic ious
contin uous	pronu nciation	veget arian	advant ageous	patient
radio	Califor nia	infer ior	famili ar	special

³ Les enregistrements de tous les mots figurant sur cette fiche sont disponibles sur le padlet / cahier de prépa

Règle n°3 (règle de –ee, –eer, –ese, –ette, –oo (n)):

L'accent tonique tombe sur les finales.

employee	engineer	Chinese	cigarette	kangaroo
volunteer	referee	Japanese	usherette	cartoon
refugee	mountaineer	Burmese	kitchenette	taboo

Règle n°4 (règle de –ity, –graphy, –logy):

L'accent tonique précède les suffixes –ity, –graphy, –logy.

community	feasibility	photography	biology	ability	biography
cartography	archaeologist	necessity	geography	apology	gynaecologist

Règle n°5 (règle de –ism)

L'accent frappe l'antépénultième, c'est-à-dire la syllabe qui précède l'avant-dernière syllabe.

socialism	criticism	eroticism	classicism	catholicism	romanticism
exceptions: 'protestantism, 'capitalism					

Dérivation et accentuation

C'est le suffixe qui décide de la place de l'accent.

library	→	librarian	democrat	→	democracy
national	→	nationality	democracy	→	democratic
agriculture	→	agricultural	photograph	→	photographer
superior	→	superiority	photographer	→	photographical
(to) hesitate	→	hesitation	miracle	→	miraculous
colony	→	colonial	courage	→	courageous
economy	→	economic	ceremony	→	ceremonious

2. L'accent de phrase et les formes faibles

Dans une phrase, ce sont les noms, les verbes, les adjectifs et les adverbes qui reçoivent l'accent.

Les mots de relation comme les conjonctions, les prépositions, les modaux et les opérateurs (auxiliaires) **be** et **have**, sauf en position forte, ne sont pas accentués. On **ne les entend presque pas tant leur prononciation est faible** (on parle de formes faibles ou réduites, **weak forms**).

Tout le secret de l'anglais oral est là!

Our **neighbour** has **bought** a **new flat**.

o O o O o O O

I **baked** some **cakes** for the **children**.

o O o O o o O

There are some **books** for you in the **bag**.

o o o O o o o o O

O syllabes accentuées

o syllabes inaccentuées (faibles)

Si vous avez des problèmes d'accent ou d'intonation, exercez-vous à haute voix et apprenez toujours le lexique en prononçant les mots à haute voix.

3- WORD STRESS

- a. Underline the content words in the following sentences, and then practice saying them.

- a- Jim bought his wife a new car.
- b- I was trying to teach him how those things work.
- c- Working at a big company has many benefits.
- d- Sara and John live in that huge house on the hill.
- e- Because tomorrow is Saturday, we can finally get some rest.

b. Stress practice

Read the following sentences aloud. Make sure you keep the same beat

LOOK at THAT

We LOOK at THAT

We're LOOKing at THAT

We'll be LOOKing at THAT

We can be LOOKing at THAT

DOGS	CHASE	CATS
The DOGS	CHASE	the CATS
The DOGS are	CHASING	the CATS
The DOGS have been	CHASING	the CATS
The DOGS should have been	CHASING	the CATS

4- CONTRASTIVE STRESS

Work with your partner. Take turns to read the sentences in the left column aloud (don't forget to emphasize the underlined words) and find what their implied meaning is. Connect each sentence to its implied meaning. Then, find which words, if any, should be emphasized in the "implied meaning" sentence.

Sentence	Implied meaning
MODEL: I did not cheat on the test today a- I did <u>not</u> cheat on the test today. b- I did not <u>cheat</u> on the test today. c- I did not cheat on the <u>test</u> today. d- I did not cheat on the test <u>today</u>.	1- You're accusing me of cheating, but I swear this isn't true! 2- Maybe I asked my neighbor to help me, but I thought it was a pair activity. 3- I did cheat on the homework, though. 4- But I did last week.
EXERCISE: I did not say you stole my red hat. a- I did not say you <u>stole</u> my red hat. b- <u>I</u> did not say you stole my red hat. c- I did not say you stole my <u>red</u> hat. d- I did not say you stole my red <u>hat</u>.	1- But I'm sure you're the one who stole my green hat. 2- I was talking about my red (baseball) bat. 3- John said you stole my red hat, I didn't. 4- I said you took it from me without asking and I'd like you to return it to me.
The teacher did not tell us to do the homework yesterday a- The <u>teacher</u> did not tell us to do the homework yesterday b- The teacher did not tell us to do the homework <u>yesterday</u> c- The teacher did not tell <u>us</u> to do the homework yesterday d- The teacher did not tell us to do the <u>homework</u> yesterday	1- He did it last week 2- He was talking about classwork, actually. 3- He said that to his other class 4- I'm sure it's somebody else who did.

- **I wasn't asked by the teacher to get out of the room**

- a- I wasn't asked by the teacher to get out of the classroom.
- b- I wasn't asked by the teacher to get out of the classroom.
- c- I wasn't asked by the teacher to get out of the classroom.
- d- I wasn't asked by the teacher to get out of the classroom.

- **I didn't say we should kill him!**

- a- I didn't say we should kill him.
- b- I didn't say we should kill him
- c- I didn't say we should kill him
- d- I didn't say we should kill him

- 1- Actually, he yelled at me and ordered me to leave.
- 2- This never happened, why are you lying?
- 3- I was outside and he actually asked me to come in.
- 4- He actually asked me to get out of the staffroom.

- 1- But we could hire a hitman.
- 2- I said we should teach him a lesson.
- 3- I just said we might consider that possibility.
- 4- It was Paul's idea!

5- LINKING

Put the word "the" before each word and pronounce it as [ði]. Remember to link with /j/.

- | | |
|-------------|--------------------|
| 1. artist | 6. aggravation |
| 2. elevator | 7. unimportance |
| 3. engineer | 8. air conditioner |
| 4. office | 9. isolation |
| 5. internet | 10. action |

You and I

Place "you" and then "I" in front of each verb and make sure to link with /j/ or /w/

- | | |
|-------------|------------|
| 1. act | 6. invent |
| 2. organize | 7. eat |
| 3. ate | 8. ooze |
| 4. attempt | 9. outlast |
| 5. oil | 10. own |

Insert /j/ or /w/ in the appropriate place

Example: g o w i n g r e j a l i z e

h i g h e r	s e e u s	y o u a r e
s u i n g	g o o v e r	l o w n o n e
h e i s	p r o n u n c i a t i o n	t i e u p
b l o g y	t r i a n g l e	t h r o u g h o u t
d e a c t i v a t e	t w o o f u s	n o a n s w e r

Linking and spelling

p - e - n	b - o - i - l	t - o - e - s
d - u - e - l	q - u - e - e - n	c - o - i - n

Practice reading the following sentences without pausing

1. I sat around the house at eight o'clock.
2. I ate at noon and did it again at eleven.
3. I owed a lot of money to Tim.
4. It's time to take it out of here.
5. Tell me about it at our meeting.