

:: STRUCTURE ::**14.0 Objectives****14.1 Introduction****14.2 Phonetics versus Phonology****14.3 Transcription (Theory)****14.4 Transcription (Practice)****14.5 Let's Sum Up****14.6 Key Words****14.7 Books Suggested****Answers**

14.0 OBJECTIVES

In this unit, we will:

- discuss the importance of pronunciation and phonetic transcription
- learn the IPA symbols

On completing the unit, you will be able to:

- read phonetic transcription of words
- transcribe words into IPA

14.1 INTRODUCTION

English is not phonetic. That means one cannot know how a word is pronounced just by looking at its spelling. For example, the letter “t” is pronounced differently in “tea”, “nation”, and “nature”. And the same letter can be silent too, as in the word “listen”. This feature of English causes problems for English language learners. To make the task easy, linguists and language teachers have developed a system of symbols called the International Phonetic Alphabet (IPA). It has letters and diacritics. Unlike the English alphabet, each letter of the IPA represents a fixed sound. And to give additional or precise information about how a sound is formed, some diacritics are added. The IPA is used by lexicographers to give pronunciations in dictionaries. Language teachers/learners can make use of the IPA to make their language teaching/learning task more effective.

14.2 PHONETICS VERSUS PHONOLOGY

Phonetics is the study of speech sounds. It deals with the production of speech sounds, the phones (articulatory phonetics), the hearing of speech sounds (auditory phonetics), and the study of the physical properties of sound waves (acoustic phonetics). Phonology, on the other hand, is the study of patterns of sounds in a language, and also across languages. It deals with the “phoneme”, a theoretical concept representing the smallest semantically important unit of a sound. It deals with how speech sounds are organised in the mind and how they convey meaning. A phoneme is like a mental image of a sound. It may be realised, i.e., pronounced in different ways in different words. For instance, the sound /m/ is spoken differently in “man” and “comfortable”, but in a dictionary they both will be represented as the phoneme /m/. Dictionaries usually give phonemic transcription, often called ‘broad transcription’, to give pronunciation of a word. Phonetic transcription, on the other hand, provide precise details on how the sounds are actually formed. This latter is often called ‘narrow transcription’. To represent this difference, two types of brackets are used: /slashes/ for phonemic, and [square brackets] for phonetic transcriptions.

Let’s study how to transcribe words phonemically using the IPA. We will cover all the 44 RP sounds (24 consonants and 20 vowels) and word stress.

Please note that for ease of study, we will use Received Pronunciation (RP) as a model. RP is a way of pronouncing British English, especially in the south of England, which is often considered standard.

14.3 TRANSCRIPTION (THEORY)

14.3.1 Sounds

Study the following IPA symbols for English sounds and their respective examples.

Consonants			Vowels		
No	Symbol	Examples	No	Symbol	Vowels
1	□□□	pen, copy, happy	1	□□□□	sea, machine, feel
2	□□□	back, baby, job	2	□□□	kit, bid, hymn, minute
3	□□□	tea, tight, butter	3	□e□	bed, head, many
4	□□□	day, ladder, odd	4	□□□	bad, action, perhaps
5	□□□	key, clock, school	5	□□□□	mark, far, article
6	□□□	get, globe, ghost	6	□□□	lot, odd, wash
7	□□□□	church, match, nature	7	□□□□	all, water, law, north
8	□□□□	judge, age, soldier	8	□□□	foot, good, put

9	□□□	fat, coffee, rough	9	□□□□	two, blue, group
10	□□□	vat, moving, five	10	□□□	love, blood, enough
11	□□□	thing, author, path	11	□□□	about, ago, police
12	□ð□	this, other, smooth	12	□□□□	nurse, learn, refer, sir
13	□s□	soon, cinema, less	13	□□□□	face, day, break
14	□z□	zebra, ways, music	14	□□□□	fight, cry, nine
15	□□□	ship, wash, nation	15	□□□□	choice, boy, oil
16	□□□	pleasure, vision	16	□□□□	near, period, serious
17	□□□	hot, whole, ahead	17	□□□□	chair, fair, various
18	□□□	more, hammer, sum	18	□□□□	poor, sure, cure
19	□□□	no, tuning, ban	19	□□□□	goat, show, no, home
20	□□□	English, ring, anger	20	□□□□	now, mouth, allow
21	□□□	light, valley, feel			
22	□□□	right, wrong, sorry			
23	□□□	yes, tube, young			
24	□w□	wet, one, when			

14.3.2 Primary And Secondary Word Stress

Word stress (or word accent) is an important feature of spoken English. To understand word stress, it is important to understand what a syllable is. A syllable is a single unit of speech that contains a vowel sound with or without one or more consonants. A syllable can be either a whole word on its own or one of the parts into which a word is separated when it is spoken. For instance, the word “set” has one syllable, “setting” two, and “upsetting” three.

In any word containing more than one syllable, not all the syllables are equally stressed. Some syllables are more prominent than the others. This prominence or greater emphasis on certain fixed syllable (or syllables) in a word is indicated by a change in the pitch of the voice or volume. In dictionaries, this prominence is indicated by stress marks.

There are two types of stress—primary and secondary. Primary stress, the most prominent part of a word, is indicated by a raised short vertical bar preceding the stressed syllable. On the other hand, secondary stress, the second most prominent part of a word, is indicated by a short vertical bar preceding and at the foot of the secondarily stressed syllable. For example, look at /,ɪnfə'meɪʃn/, the phonemic transcription of the word “information”. Here, you can see that the secondary stress is before the first syllable /ɪn/ and the primary stress is before the syllable /meɪ/.

14.3.3 Guidelines on Word Stress

English pronunciation is not always logical or uniform. Therefore, it is not possible to form a set of rules that can explain every instance of word stress. However, on the basis of a set of examples, we can often prepare guidelines. Using safely predict where the primary stress falls in a word, provided we know the context (the situation) and the co-text (words around the word in question). Let's study some such guidelines.

The function of some words in English decides their pronunciation, especially the primary stress. For instance, the word “import” takes the primary stress on the first syllable /'import/ when it is a noun whereas the primary stress shifts to the second syllable when it is a verb /ɪm'pɔ:t/. The same is the case with the words such as “subject”, and “present” and “convict”. However, it is worth noting that apart from primary stress, the vowel sound often changes depending on the function of a word. Study the following examples. The stressed syllable is capitalised for ease of practice.

Verbs	Nouns
1. <u>conDUCT</u> /kən'dʌkt/	• <u>CONduct</u> /'kɒn.dʌkt/
2. <u>preSENT</u> /prɪ'zɛnt/	• <u>PREsent</u> /'prez.ənt/
3. <u>subJECT</u> /səb'dʒɛkt/	• <u>SUBject</u> /'sʌb.dʒɛkt/
4. <u>conFLICT</u> /kən'flɪkt/	• <u>CONflict</u> /'kɒn.flɪkt/
5. <u>deCREASE</u> /dɪ'kri:s/	• <u>DEcrease</u> /'di:kri:s/
6. <u>proDUCE</u> /prə'dju:s/	• <u>PROduce</u> /'prɒd.ju:s/
7. <u>susPECT</u> /sə'spekt/	• <u>SUSpect</u> /'sʌs.pekt/
8. <u>reBEL</u> /rɪ'bel/	• <u>REbel</u> /'reb.əl/

One of the common rules of word stress is worth noting here. When a noun is formed from a verb with the suffix -tion, the primary stress falls on the syllable preceding the suffix. However, just like the set of words above, the vowel sound often changes along with the primary stress. Study the following examples.

Verbs	Nouns
1. <u>prePARE</u> /prɪ'peə/	• <u>prepaRAtion</u> /,prep.'reɪ.ʃn/
2. <u>deCLARE</u> /dɪ'kleə/	• <u>declaRAtion</u> /,dek.lə'reɪ.ʃn/
3. <u>reSERVE</u> /rɪ'zɜ:v/	• <u>reserVAtion</u> /,rez.ə'veɪ.ʃn/
4. <u>preSERVE</u> /prɪ'zɜ:v/	• <u>preserVAtion</u> /,prez.ə'veɪ.ʃn/
5. <u>eXAMine</u> /ɪg'zæm.ɪn/	• <u>examiNAtion</u> /ɪg.zæm.rɪ'neɪ.ʃn/
6. <u>introDUCE</u> /ɪn.trə'dju:s/	• <u>introDUction</u> /ɪn.trə'dʌk.ʃn/
7. <u>SIMplify</u> /'sɪm.plɪ.fai/	• <u>simplifiCAtion</u> /,sɪm.plɪ.frɪ'keɪ.ʃn/
8. <u>SATisfy</u> /'sæt.ɪs.fai/	• <u>satisFAction</u> /,sæt.ɪs'fæk.ʃn/

Some more guidelines are given below with a few examples for each. To make it easy to practise, the stressed syllable is capitalised. It is strongly recommended that you look up phonemic transcription of all the following words in an authentic dictionary.

1. Monosyllabic words: usually stressed time, rest, cheap, list, fix, right, mask, main, sky, globe, task, add
2. Most nouns containing two syllables: stress on the first syllable
Record, NAtion, PREsent, BABy, EXport, CHIna, TAbLe, FASHion

3. Most adjectives containing two syllables: stress on the first syllable
FLUFFy, HUNgry, PRESent, SLENDER, CLEver, HAPpy, DREAMy
4. Most verbs containing two syllables: stress on the second syllable
conNECT, beGIN, diVIDE, preSENT, exPORT, deCIDE, preTEND,
narRATE, deBATE, comPRISE, atTRACT, inJECT
5. Words ending in -ic, -ical, -ically, -ial, -ially, -ian: stress on the
second last syllable
systeMATIC, scienTIFIC, patriOTIC, GRAPhic, geoGRAPhic, speCIFIC,
apoloGETical, meMOrial, inDUStrial, presiDENTial, esSENTial,
liBRARIan, muSICian, poliTICian
6. Words ending in -sion and -tion: stress on the second last syllable
inforMATION, deCIssion, reVIssion, prepaRATION, reserVATION,
fasciNATION
7. Words ending in -cy, -ty, -phy, -gy, -al: stress on the third last syllable
comPLAcency, deMOcracy, curiOsity, aBility, elecTRicity,
dependaBility, demography phoTOgraphy, geOLOgy, graPHology,
CRITICAL, geoLOGical, geneROsity, acTivity
8. Compound nouns: stress on the first part
MATCHbox, BOOKshelf, BLACKbird, GREENhouse, BATHtub,
BACKbone
9. Compound adjectives: stress on the second part
bad-TEMPered, clean-SHAVen, light-HEADed, gold-PLATed, old-
FASHioned, like-MINDed
10. Compound verbs: stress is on the second part underSTAND,
overFLOW, overDO
11. Words with weak prefixes: stress on the root aRISE, aLOUD, adMIT,
aBOVE, beTWEEN, beLIEve, comPOSE, deVELOP, reDUCE
12. Prefixes with negative connotations: primary stress on the root,
secondary stress on the prefix inGRATitude, unNAMED, unNATUral,
unRIPE, inBORN
13. Two syllable verbs beginning with dis- : stress on the second syllable
disARM, disPLEASE, disCLOSE, disPEL, disCOUNT, disGRACE,
disTURB
14. Words ending in -ious, -eous: stress on the second last syllable
inJUrious, vicTORious, couRAgeous, sponTaneous
15. Words ending with -ain, -aire, -eer, -ental, -ential, -ese, -esce, -
escence, -escent, -esque, -ique, -itis, -ee, -ette, -ete, -ade: stress on the
suffix mainTAIN, exPLAIN, millioNAIRE, engiNEER,
fundaMENTAL, convaLESCE, pictuRESQUE,
payEE, perSUADE, presiDENTial, uNIQUE, japaNESE, adoLEscent,
arthRItis, deLETE

14.3.4 Tick the syllable that carries the primary stress.

- | | | |
|------------------------------------|-------------------------------|-----------------------------------|
| 1. in for ma tion
□ □ □ □ | 11. po si tion
□ □ □ | 21. ne go ti ate
□ □ □ □ |
| 2. spe ci fic
□ □ □ | 12. ex ter mi nate
□ □ □ □ | 22. rea li stic
□ □ □ |
| 3. de ve lop ment
□ □ □ □ | 13. ex pe ri ment
□ □ □ □ | 23. sig ni fi cant
□ □ □ □ |
| 4. en ter tain
□ □ □ | 14. ab sorp tion
□ □ □ | 24. acc u ra cy
□ □ □ □ |
| 5. sub stan tial
□ □ □ | 15. dis be lieve
□ □ □ | 25. e nor mous
□ □ □ |
| 6. jour na list
□ □ □ | 16. em ploy ment
□ □ □ | 26. bac te rial
□ □ □ |
| 7. sub se quent
□ □ □ | 17. de scen dant
□ □ □ | 27. sig ni fi
cance
□ □ □ □ |
| 8. o ffi cial
□ □ □ | 18. psy cho lo gy
□ □ □ □ | 28. how e ver
□ □ □ |
| 9. te rri to ri al
□ □ □ □ □ | 19. hy po the sis
□ □ □ □ | 28. en gi neer
□ □ □ |
| 10. func tio na li ty
□ □ □ □ □ | 20. o cca sional
□ □ □ | 30. con fi den tial
□ □ □ □ |

14.4 TRANSCRIPTION PRACTICE

14.4.1 Study the phonemic transcription given below. Listen to the pronunciation using some authentic online dictionary.

1.	academy	□□□□□□□□ □	16.	situation	□□□□□□□□ □□□□
2.	mirage	□□□□□□□□	17.	entrepreneurial	□□□□□□□□ □□□□□□□□ □
3.	possibility	□□□□□□□□ □□□□□	18.	incompatible	□□□□□□□□ □□□□□□□
4.	observation	□□□□□□□□ □□□□	19.	analytical	□□□□□□□□ □□□□
5.	leadership	□□□□□□□□ □□	20.	statistics	□□□□□□□□ □□□□
6.	passionate	□□□□□□□□	21.	astrological	□□□□□□□□ □□□□□□□
7.	psychological	□□□□□□□□ □□□□□□	22.	competitive	□□□□□□□□ □□□□
8.	harmonious	□□□□□□□□ □□□□	23.	photography	□□□□□□□□ □□□
9.	language	□□□□□□□□ □□	24.	devastation	□□□□□□□□ □□□□□
10.	procrastination	□□□□□□□□ □□□□□□□□ □	25.	melodious	□□□□□□□□ □□□
11.	executive	□□□□□□□□ □□□□	26.	pronunciation	□□□□□□□□ □□□□□□□
12.	ubiquitous	□□□□□□□□	27.	stupendous	□□□□□□□□

		□□□□□			□□□□□
13.	hypochondriac	□□□□□□□□□□ □□□□□□□□□□	28.	persuasive	□□□□□□□□□□ □□□
14.	onomatopoeic	□□□□□□□□□□ □□□□□□□□□□	29.	panacea	□□□□□□□□□□ □□□
15.	dilemma	□□□□□□□□□□ □	30.	supernatural	□□□□□□□□□□ □□□□□□□

14.4.2 Write the phonemic transcription for the underlined words.

1. A wise man doesn't rise. /...../, /...../
2. Did you say wrong or long? /...../, /...../
3. Don't sit on that seat. /...../, /...../
4. Don't tread on that thread. /...../, /...../
5. Don't try to measure the pleasure. /...../,
/...../
6. Have you caught it or bought it? /...../, /...../
7. He had to stoop to stop the car. /...../, /...../
8. He reached the lake very late. /...../, /...../
9. I met him at the meet. /...../, /...../
10. I think this bag is better for these shoes. /...../,
/...../
11. I took that book yesterday. /...../, /...../
12. I walk and work at the same time. /...../,
/...../
13. If you leave us, we'll live longer. /...../, /...../
14. Immediately pull him out of the pool. /...../,
/...../
15. It's a tale about a tile. /...../, /...../
16. My brain works better on a train. /...../, /...../
17. Please read that red book. /...../, /...../
18. Please sit in that seat. /...../, /...../
19. Put a comma after the word coma. /...../,
/...../
20. Sit in the chair and I'll cut your hair. /...../,
/...../
21. That bed is not bad. /...../, /...../
22. The cat is really fat. /...../, /...../
23. The crime rate may climb high. /...../, /...../
24. The goat has a coat. /...../, /...../

25. The judge did not budge an inch. /...../,
/...../
26. The last boy ran fast. /...../, /...../
27. To my mind, low and law are different. /...../,
/...../
28. Turn right and close it tight. /...../, /...../
29. Why don't you dip it deep? /...../, /...../
30. You must block that bloke from entering. /...../,
/...../

14.5 LET'S SUM UP

In this unit, you have learnt:

- the IPA symbols and their values,
- guidelines on word stress, and
- how to transcribe words phonemically

14.6 KEY WORDS

Phonetics	Phonetics is the study of speech sounds. It deals with the production of speech sounds (articulatory phonetics), the hearing of speech sounds (auditory phonetics) and the study of the physical properties of sound waves (acoustic phonetics).
Phonology	Phonology is the study of patterns of sounds in a language, and also across languages. It deals with how speech sounds are organised in the mind.
Word stress/accent	Word accent is relative prominence given to a particular syllable or syllables in a word by extra force or a change in the pitch of the voice.
Syllable	A syllable is a single unit of speech that contains a vowel sound with or without one or more consonants. A syllable can be either a whole word on its own or one of the parts into which a word is separated when it is spoken.
Narrow transcription	Narrow transcription provides precise details on how the sounds are actually formed while pronouncing a word.
Broad transcription	Broad transcription provides only semantically significant details of pronunciation of words.
Primary stress	Primary stress is the most prominent part of a word indicated by a raised short vertical bar preceding the stressed syllable.
Secondary stress	Secondary stress is the second most prominent part of a word indicated by a short vertical bar preceding and at the foot of the stressed syllable.

14.7 BOOKS SUGGESTED

1. Ladefoged, P. (2011) *A course in phonetics*. 6th ed. Boston, Mass: Wadsworth/Cengage Learning.
2. Roach, P. (2009) *English phonetics and phonology: a practical course*. 4th ed. Cambridge, UK: Cambridge University Press.
3. O'Connor, J. D. (1980) *Better English pronunciation*. Cambridge: Cambridge University Press.
4. Sethi, J., and Dhamija, P. V. (2004) *A Course in Phonetics and Spoken English*, 2nd ed. Delhi, India: PHI Learning Private Ltd.

❖ **Answers**

14.3.4 Tick the syllable that carries the primary stress.

1.	in for ma tion <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	3.	de ve lop ment <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5.	sub stan tial <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
2.	spe ci fic <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	4.	en ter tain <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	6.	jour na list <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.	sub se quent <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15.	dis be lieve <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	23.	sig ni fi cant <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.	o ffi cial <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	16.	em ploy ment <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	24.	acc u ra cy <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.	te rri to ri al <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17.	de scen dant <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	25.	e nor mous <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
10.	func tio na li ty <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	18.	psy cho lo gy <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	26.	bac te rial <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
11.	po si tion <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	19.	hy po the sis <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	27.	sig ni fi cance <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12.	ex ter mi nate <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	20.	o cca sional <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	28.	how e ver <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
13.	ex pe ri ment <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	21.	ne go ti ate <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	29.	en gi neer <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
14.	ab sorp tion <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	22.	rea li stic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30.	con fi den tial <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

14.4.2 Write the phonemic transcription for the underlined words.

1.	A <u>wise</u> man doesn't <u>rise</u> .	/waɪz/	/raɪz/
2.	Did you say <u>wrong</u> or <u>long</u> ?	/rɒŋ/	/lɒŋ/
3.	Don't <u>sit</u> on that <u>seat</u> .	/sɪt/	/si:t/
4.	Don't <u>tread</u> on that <u>thread</u> .	/tred/	/θred/
5.	Don't try to <u>measure</u> the <u>pleasure</u> .	/'meɜ:.ə/	/'pleɜ:.ə/
6.	Have you <u>caught</u> it or <u>bought</u> it?	/kɔ:t/	/bɔ:t/
7.	He had to <u>stoop</u> to <u>stop</u> the car.	/stu:p/	/stɒp/
8.	He reached the <u>lake</u> very <u>late</u> .	/leɪk/	/leɪt/
9.	I <u>met</u> him at the <u>meet</u> .	/met/	/mi:t/
10.	I think <u>this</u> bag is better for <u>these</u>	/ðɪs/	/ði:z/

	shoes.		
11.	I <u>took</u> that <u>book</u> yesterday.	/tɒk/	/bʊk/
12.	I <u>walk</u> and <u>work</u> at the same time.	/wɔ:k/	/wɜ:k/
13.	If you <u>leave</u> us, we'll <u>live</u> longer.	/li:v/	/lɪv/
14.	Immediately <u>pull</u> him out of the <u>pool</u> .	/pʊl/	/pu:l/
15.	It's a <u>tale</u> about a <u>tile</u> .	/teɪl/	/taɪl/
16.	My <u>brain</u> works better on a <u>train</u> .	/breɪn/	/treɪn/
17.	Please <u>read</u> that <u>red</u> book.	/ri:d/	/red/
18.	Please <u>sit</u> in that <u>seat</u> .	/sɪt/	/si:t/
19.	Put a <u>comma</u> after the word <u>coma</u> .	/'kɒmə/	/'kəʊmə/
20.	Sit in the <u>chair</u> and I'll cut your <u>hair</u> .	/tʃeə/	/heə/
21.	That <u>bed</u> is not <u>bad</u> .	/bed/	/bæd/
22.	The <u>cat</u> is really <u>fat</u> .	/kæt/	/fæt/
23.	The <u>crime</u> rate may <u>climb</u> high.	/kraɪm/	/klaɪm/
24.	The <u>goat</u> has a <u>coat</u> .	/gəʊt/	/kəʊt/
25.	The <u>judge</u> did not <u>budge</u> an inch.	/dʒʌdʒ/	/bʌdʒ/
26.	The <u>last</u> boy ran <u>fast</u> .	/lɑ:st/	/fɑ:st/
27.	To my mind, <u>low</u> and <u>law</u> are different.	/ləʊ/	/lɔ:/
28.	Turn <u>right</u> and close it <u>tight</u> .	/raɪt/	/taɪt/
29.	Why don't you <u>dip</u> it <u>deep</u> ?	/dɪp/	/di:p/
30.	You must <u>block</u> that <u>bloke</u> from entering.	/blɒk/	/bləʊk/