

Babylon University

**Errors in Juncture Made by Iraqi EFL
University Students**

By:

Ahmed Mohammed Ali Abdul-Ameer

Department of English,

College of Education

1 Introduction

If someone hears this sentence from a native speaker /kən aɪ hæv səm mɔːraɪs/, it means either *can I have some more ice?*, or *can I have some more rice?*. The problem is that these underlined words have the same phonemes, but they are different in juncture. Sometimes juncture causes difficulties to Iraqi EFL university students because there are a number of differences between the words when they are enunciated in isolation and in the context of connected speech. Misunderstanding may occur due to this phenomenon. Iraqi EFL university students have difficulty (most of the time) in telling where juncture occurs. Furthermore, the ambiguous context enhances the difficulty.

This study aims at:

- 1- Evaluating Iraqi EFL university students' achievement in recognizing and producing juncture.
- 2- Showing the points of difficulty which such students encounter in using this phenomenon.
- 3- Finding out the reasons behind their errors and the suitable solutions posited to deal with such errors.

In view of the preceding aims, it is hypothesized that:

- 1- Most Iraqi EFL university students do not recognize the position of juncture.
- 2- Most of them do not produce juncture in a correct way.
- 3- Their performance at the recognition level is anticipated to be better than their performance at the production one.

The researcher has adopted the following steps in order to achieve the objectives of this study.

- 1- Producing an explanation about juncture depending on the literature in this field.
- 2- Submitting a test to Iraqi EFL university students so as to find the difficulties they face in tackling this phenomenon.
- 3- Analyzing the results of the test, on the bases of which conclusions have been drawn.

This study is limited to a sample of seventy one Iraqi EFL university at their third year at the Department of English, College of Education, University of Babylon during the academic year (2006-2007), since they have studied this topic during the second year.

2 Juncture

“Juncture is the label given to a number of features which may occur at the boundary between two words in connected speech such that, even though the two words may be fully linked together, the boundary between them is nevertheless unambiguous and clear” (Underhill, 1994:68).

Roach (2000: 144) states that “this name refers to the relationship between one sound and the sounds that immediately precede and follow it, and it has been given some importance in phonological theory.”

There are three sorts of juncture.

- 1- Close juncture refers to “the continuity in the articulation of two successive sounds, as in the normal transition between sounds within a word” such as /s/ and /p/ in *spelling* (Crystal et al., 2008:2).
- 2- External open juncture refers to the silence that precedes or follows sounds. For instance, *might earn* /maɪt ɜ:n/ the sound /m/ is preceded by silence and the sound /n/ is followed by silence (Crystal, 2003a: 249).

3- Internal open juncture. Roach (2000: 144) mentions that in the example ‘*my turn*’ /maɪ tʒ:n/ the problem is between /aɪ/ and /t/, since we do not pause between words, there is no silence (or external open juncture) to indicate the word boundary and to justify the division left in the transcription. One might ask how we can differentiate between maɪ tʒ:n and maɪt ʒ:n. The answer is that the sound /t/ of the word ‘*turn*’ is aspirated, whereas the sound /t/ of the word ‘*might*’ is not. In addition, the /aɪ/ of the word ‘*might*’ is shorter than that of ‘*my*’.

Roach (2002: 42) gives the following examples: ‘*cart rack*’ and ‘*car track*’. It is clear that the vowel of the word ‘*cart*’ is short because it is followed by the sound /t/, whereas the same phoneme of the word ‘*car*’ is longer. Additionally, the /r/ in ‘*track*’ is devoiced because it closely follows /t/, whereas /r/ in ‘*rack*’ is fully voiced.

It seems natural to elucidate these relationships in terms of the placement of word boundaries. In modern phonetics and phonology, studies have been made of the effect of sentence and clause boundaries (ibid.).

Gimson (1989: 304-5) points out that the phonemic sequence /pi:stɔ:ks/ may mean either ‘*pea stalks*’ or ‘*peace talks*’ according to the situation of the word boundaries. In this case, if the boundary occurs between /s/ and /t/, the word ‘*peace*’ and ‘*talks*’ will be recognized. In this respect, the allophone /i:/ of the word ‘*peace*’ is reduced by a fortis consonant and the /t/ allophone is slightly aspirated carrying a secondary

accent. On the other hand, if the boundary occurs between /i:/ and /s/, the word ‘*pea*’ and ‘*stalk*’ will be recognized. This may be signaled by full length of /i:/ and by the unaspirated allophone of /t/. Such phonetic differentiation depends on the speaker’s consciousness of the word as an independent entity. The distinctive function of phonetic features in the continuum associated with the type of juncture (close or open) is also of value to distinguish between words’ boundary. Thus, in ‘*pea stalks*’ (i.e. as before a pause) juncture relates /i:/ to /s/ and close (i.e. as within a word) juncture relates /s/ to /t/, whereas in ‘*peace talks*’, close juncture relates /i:/ to /s/ and open juncture relates /s/ to /t/ with the relevant phonetic cues.

Underhill (1994: 68) shows that there are a number of differences between the words when they are enunciated in isolation and in connected speech.

Moreover, there are some articulatory features which enable us to distinguish between the words that have similar articulation.

- The shortening or lengthening of vowel sounds on either sides of the juncture;
- The delayed or advanced pronunciation of consonant sounds on either side;
- Variations in the degree of syllable stress on either side of the juncture;
- Other allophonic variations in the phonemes on either side of the boundary (ibid.).

Kelly (2000:112) confirms that context in which words occur plays an important role because it always makes it clear where the boundary comes.

Students may not have the necessary background knowledge needed in order to make the distinction.

3 Data Collection

A diagnostic test has been constructed so as to find out the difficulties which Iraqi EFL university students face in using juncture and to identify the reasons beyond such errors.

The test consists of two questions (see Appendix). The first question (henceforth Q.1) measures the subjects' responses at the recognition level, whereas the second question (henceforth Q.2) measures their responses at the production one. Q.1 includes ten items in which EFL learners are asked to listen to the recordings of a British native speaker and underline the words within which juncture occurs. Q.2 consists of ten items in which they are given phonetic transcriptions of ten sentences and they are asked to jot these sentences down in normal orthography paying particular attention to the words that are uttered with juncture.

Some items of the test have been taken from *How to Teach Pronunciation* by Gerald Kelly (2000), *English Phonetics and Phonology: A Practical Course* by Peter Roach (2000), *Sound Foundations* by Adrian Underhill (1994) and *An Introduction to the Pronunciation of English* by A.C. Gimson (1989). The subjects have studied this topic in the second year in Roach's book *English Phonetics and Phonology: A Practical Course* where the author devotes a section to this topic entitled "juncture".

Also, the test has been approved by a jury committee of five experienced university lecturers. *It includes:

*Asst. Prof. Al-Ameedi, Riyadh Tariq Kadhim (Ph.D. in Linguistics and Translation), College of Education / University of Babylon.

Asst. Prof. Darwish, Abbas Deggan (Ph.D. in Linguistics and Translation), College of Education / University of Babylon.

Asst. Prof. Hassoon, Hameed (Ph.D. in Linguistics and Translation), College of Education / University of Babylon.

Lecturer Rihan, Jassim. (Ph.D. in Methods of Teaching English as a Foreign Language), College of Basic Education / University of Babylon.

Lecturer Zbar, Aasim Abood. (Ph.D. in Methods of Teaching English as a Foreign Language), College of Basic Education / University of Babylon.

“A test is said to be valid if it measures accurately what it is intended to measure” (Hughes, 1996:22). To achieve the validity of the test, it must meet two criteria: *face validity* and *content validity*. Richards and Schmidt (2002: 196-7) state that face validity is the degree in which a test measures the knowledge and abilities that it is designed to measure, based on the subjective judgement of an observer. Content validity is “a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skill or behaviour it sets out to measure” (Mousavi, 1997: 21).

Content validation depends on the analysis of the language being tested and the objectives of a particular course (Heaton, 1988:160). Thus, the current test has been exposed to a jury of experts and they have stated that the test is valid to measure what it is designed to measure. Furthermore, their suggestions have been taken into consideration.

On the other hand, a test must be reliable. Richards and Schmidt (2002:454) state that reliability is “a measure of the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people.” Seliger and Shohamy (1989:185) assert that if two observers of the jury agree on the test, the test can be deemed reliable.

4 Data Analysis

This section is concerned with the analysis and discussion of the results of the test. Also, the errors of the students in juncture have been analyzed and shown statistically. In addition, these errors have been classified to form an idea about the nature of the difficulties that they have been encountered in this area.

In addition, this section produces the results of the subjects' performance at each question of the test in particular and at the whole test in general, with regard to the recognition and production levels. Furthermore, avoided responses are included within incorrect responses.

The following table shows the results of the subjects' performance at each item in the first question.

Table (1)

Subjects' Achievement of the First Question

No. of Item	No. of Correct Choices	%	No. of Incorrect Choices	%
1	6	8.5	65	91.5
2	38	53.5	33	46.5
3	33	46.5	38	53.5
4	45	63.4	26	36.6
5	23	32.4	48	67.6
6	33	46.5	38	53.5
7	45	63.4	26	36.6
8	37	52.1	34	47.9
9	26	36.6	45	63.4
10	37	52.1	34	47.9
Total	323	45.5	387	54.5

The results denote that the total number of the correct responses (323, 45.5%) is lower than that of the incorrect ones (387, 54.5%). It is obvious that some subjects do not recognize the position of juncture because they have difficulty to comprehend the recordings of the British native speaker, especially the words within which juncture occurs. This verifies the first

hypothesis which states: **Most Iraqi EFL university students do not recognize the position of juncture.**

Table (2) displays the subjects' responses to the items of the second question:

Table (2)

Subjects' Achievement of the Second Question

No. of Item	No. of Correct Items	%	No. of Wrong Items	%
1	37	52.1	34	47.9
2	20	28.2	51	71.8
3	15	21.1	56	78.9
4	6	8.5	65	91.5
5	2	2.8	69	97.2
6	11	15.5	60	84.5
7	7	9.9	64	90.1
8	10	14.1	61	85.9
9	13	18.3	58	81.7
10	7	9.9	64	90.1
Total	128	18.03	582	81.97

It is clear that most subjects have flunked to give the correct answers. Thus, the total number of their correct responses is (128, 18.03%), whereas that of their incorrect ones is (582, 81.97%). This denotes that the subjects have faced difficulty in producing juncture because they do not know how to produce it appropriately. This verifies the second hypothesis which reads: **Most of them do not produce juncture in a correct way.**

This part offers the results of the subjects' performance in the whole test. The table below presents the results at all levels. The subjects' total performance at the recognition and production levels can be summarized in the following table.

Table (3)

Subjects' Achievement at the Recognition and Production Levels

Level	No. of Correct Responses	%	No. of Incorrect Responses	%
Recognition	323	45.5	387	54.5
Production	128	18.03	582	81.97
Total	451	31.8	969	68.2

Here, the highest rate of their incorrect answers including avoided responses (969, 68.2%) is higher than that of their correct ones (451, 31.8%). This result indicates that Iraqi EFL university students have faced more difficulty at the production level, since the total number of their correct responses at this level (128, 18.03%) is lower than that of their correct ones at the recognition level (323, 45.5%).

These results can be verified by using certain measures such as mean, as the mean for the production level (9.01) is lower than that for the recognition one (22.7). This verifies the third hypothesis which reads: **Their performance at the recognition level is anticipated to be better than their performance at the production one.**

5 Sources of Errors

This section is concerned with error analysis and the sources of errors which are committed by Iraqi EFL learners in using juncture.

Traditionally, errors were deemed as the negative part of language learning and they had to be shunned or eradicated. Recently, errors are regarded as natural processes of language learning (Yule, 2006:166).

All learners commit errors at different stages of language learning. Errors are natural processes of language learning. Interference from the students' own language into the target language is not the only reason for making errors. There are other categories of errors which are called developmental errors like overgeneralization. The instructor must realize that all learners make errors. These errors enable them to learn something new about the language (Harmer, 2000:62).

In this study, errors are attributed to interlingual transfer, intralingual transfer, context of learning, and communication strategies.

5.1 Interlingual Transfer: This sort of error occurs due to the influence of the students' first language into the second or foreign one. The researcher thinks that the phenomenon of juncture is found in Arabic and we use it in our daily life. Moreover, it is used more densely in popular poetry.

Some of the subjects' wrong use of juncture in item (1) Q.1 and item (4) Q.2 can be attributed to interlingual transfer.

Item (1) *I'm 'A'*.

I may go.

There are twenty one students (29.5%) who have answered this item in this way: *I'm 'A'* and *I may go* instead of *I'm 'A'* and *I may go*.

Item (4) / wɒt də ju sei aɪstreɪn /

Twenty six students (36.6%) have answered this item in the following way: *What do you say? I strain* and *what do you say? Ice train* instead of *what do you say? Ice train* and *what do you say? Eye strain*.

The researcher has noticed that Iraqi EFL learners do not tend to use juncture, although it is found in their native language because they use this phenomenon unconsciously in connected speech and they do not feel its existence in their speech. Additionally, words are enunciated differently when they occur in connected speech.

The total number of errors that are possibly due to the interlingual transfer is (85, 8.77%).

5.2 Intralingual Transfer: This sort of error occurs due to faulty or partial learning of the target language. Such errors may be the result of the influence of one target language item upon another (Penny, 2001: 8-9).

Intralingual errors encompass the following:

Overgeneralization error: It refers to “a learner’s extension of a word meaning or grammatical rule beyond its normal use (men \Rightarrow mens)” (Crystal, 2003b: 466).

Ignorance of rule restriction i.e. “applying rules to contexts to which they do not apply” (Richards and Sampson, 1974: 70).

Incomplete application of the rules: These result “from failure to use certain target language structures because they are thought to be too difficult” (Richards and Schmidt, 2002:185) **false concepts hypothesized** that may derive from wrong comprehension of a distinction in the target language (Brown, 1987: 81-3 and Chanier et al., 1992: 134).

Intralingual errors are the most popular source of the subjects’ errors. The reason beyond the wrong use of juncture in item (9) Q.1 may be ascribed to overgeneralization.

Item (9) *This is all the time after today.*

That is all that I’m after today.

There are twelve students (16.9%) who have answered this item in the following way: *This is all the time after today* and *that is all that I'm after today* instead of *this is all the time after today* and *that is all that I'm after today*.

The researcher concludes that most of the students have envisaged that the phenomenon of juncture can occur with any words of a sentence even if they do not have the same phonemes. Most of them do not know that juncture occurs with the words that have the same phonemes. In other words, they generalize the rules.

The same thing can also be shown in item (5) Q.1. Such errors may also be attributed to **ignorance of rule restriction**.

Item (5) *The president talked about peace talks between Lebanon and Israel.*

I like pea stalks when they are grown up.

Twenty six students (36.6%) have answered this item in the following way: *The president talked about peace talks between Lebanon and Israel* and *I like pea stalks when they are grown up* instead of *the president talked about peace talks between Lebanon and Israel* and *I like pea stalks when they are grown up*.

Some of the errors in the second question may be attributed to **incomplete application of the rules**, as shown in item (6) Q.2:

Item (6) / ðə weɪtə kʌt ɪt /

Ten students (14.08%) have answered this item in the following way: *The waiter cut it* and they have ignored the other answer *the way to cut it*.

It is intelligible, from the item above, that some of Iraqi EFL university students think that the phonetic transcription stands for one sentence instead of two different sentences.

False concepts hypothesized and **ignorance of rule restriction** may also be the reason beyond some of the subjects' incorrect use of juncture to item (3) Q.1 and item (10) Q.2:

Item (3) *It's a great day.*

His name is found in grade 'A'.

Seven students (9.8%) have answered this item in the following way: *It's a great day* and *His name is found in grade 'A'* instead of *it's a great day* and *His name is found in grade 'A'*.

Item (10) / ði:z ə maɪspaɪz /

Seven students (9.8%) have answered this item in the following way: *These are my spies* and they have ignored the other answer *these are mice pies*.

From the items above, the researcher figures out that some students hypothesize that juncture stands for one sentence in stead of two different sentences in their attempt to recognize and produce the words within which juncture occurs. This attempt has led them to this type of error.

The total number of errors that are possibly due to the intralingual transfer is (454, 46.85%).

5.3 Context of Learning: Such type of errors can be seen in item (6) Q.1 and item (3) Q.2:

Item (6) *Christy wants ice-cream, please.*

I scream most of the time but no one can hear me.

Thirteen students (18.3%) have wrongly deemed that juncture occurs in the words *Christy wants* and *ice-cream* instead *I scream* and *ice-cream*.

Item (3) / ðeər ɪz əneɪm /

There are thirty nine students (54.9%) who have answered this item in this way: *There is a name* and they have ignored the other sentence *there is an aim*.

From the answers above the researcher concludes that some instructors do not attract learners' attention to this phenomenon.

In item (2) Q.2, the majority of the subjects do not know how to produce juncture.

Item (2) / ðɪs ɪz ə kɑ:pɪt /

Forty four students (61.9%) have answered this item in the following way: *this is a karpit* and *this is a car pait* instead of *this is a carpet* and *this is a car pit*.

There are two reasons behind such type of errors. First of all, some instructors envisage that juncture is not of significance because they can communicate effectively without using this phenomenon. Also, there are no rules that govern juncture so they do not pay attention to it. Secondly, they did not use the tape recorder to teach juncture because Iraqi EFL learners must listen to the recordings of British native speaker for this phenomenon so as to acquire and master it.

The number of errors that are possibly due to the context of learning is (125, 12.9%) of the total number of the subjects' errors.

5.4 Communication Strategies: In this section, we look at some of the communication strategies which the learners have been observed to use.

Avoidance: Learners sometimes eschew the items which they perceive to be difficult for them (Lightbown and Spada, 2003: 75). This strategy has been used by the subjects in item (7) Q.1 and item (8) Q.2.

Item (7) *This is my turn.*

Daniel might earn his living here.

Three students (4.2%) have left item (7).

Item (8) / ðə kɪd ki:pstɪkɪŋ /

Fourteen students (19.7%) have left this item.

Creating New Words or Coinage: The learner may construct or invent new words or phrases so as to express the desired idea (Faucette, 2001: 15).

Some of the errors in item (4) Q.2 may be attributed to this strategy.

Item (4) / wɒt də ju sei aɪstreɪn /

Thirty nine students (54.9%) have answered this item in the following ways:

What do you say I strane, what do you say I strain, what do you see a strain, what do you see as train, what do you see aestean?, what do you see I strean?, what do you say iestern, what do you use I, what do you use (A), what do you say astran, what do you say I streighn, what do you say east, what do you say? I sit, what do you say I stein. what do you say I sit rane, wot du setrein, what do joe say easteren, what do you sea is tran, what do you sasrein, wai you sei I strein or I striem, what do you sei as trein, what do you say astern, what do you sayastrain, what do you seisstern, what do you say a stren, what do you see a strain, seasttrain, wont do you see strein, won't did you saw strain, what do you see aestrein, what do you certain, what do you say stran, what do you see I strean, what do you see as trean, wotchesistrain, watch you seastrien, what do you see at strean, ice-tream, what do you say astreen, what do you see us streen, what do you say istrain, would you seatrane,

From the answers above, it is clear that Iraqi EFL university students have used this strategy because they face real difficulties to produce juncture.

Guessing: When the learners are in doubt about the correct answer, they begin to guess (Brown, 2001: 309). This strategy has been used in the subjects' answers, especially in item (10) Q.1.

Item (10) *The nitrate is not used in our products.*

This is the night rate.

There are six students (8.4%) who have answered this item in the following way: *The nitrate is not used in our products* and *this is the night rate* instead of *the nitrate is not used in our products* and *this is the night rate.*

The total number of errors that may be related to using such strategies is (305, 31.48%) of the total number of the subjects' errors.

6 Conclusions

In the light of the students' responses, it can be concluded that:

1. The majority of Iraqi EFL university students do not know where juncture occurs. In short, they think that juncture can occur with any words of a sentence. As such, the total number of their correct responses (323, 45.5%) is lower than that of the incorrect ones (387, 54.5%). This verifies the first hypothesis.
2. Most of them face difficulties in producing juncture. This can be confirmed by the low rate of their correct responses (128, 18.03%) in comparison with the total number of their incorrect ones (582, 81.97%). This proves the second hypothesis.
3. They encounter more difficulty at the production level. For this reason, the total number of their incorrect responses at the production level (582, 81.97%) is higher than that of the recognition one (387, 54.5%). This confirms the third hypothesis.

4. There are three sorts of errors committed by the sample of the study.

These errors can be summarized as follows:

- a- Wrong recognition of juncture.
- b- Incorrect production of juncture.
- c- Giving no answer.

5. The subjects' errors have been attributed to the following factors:

I. Interlingual transfer, whereby the subjects do not tend to use juncture although it is found in their native language. This type of error constitutes (8.77%).

II. Intralingual transfer, whereby the subjects use their prior knowledge of the target language. This type of error constitutes (46.85%).

III. Context of learning as little attention has been paid to juncture by the teachers. This type of error constitutes (12.9%).

IV. Communication strategies which are selected by the subjects to fill the gap of their knowledge. This type of error constitutes (31.48%).

Bibliography

- Brown, D. 1987. *Principles of Language Learning and Teaching*. 2nd ed. Englewood Cliffs: Prentice Hall, Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. San Francisco: Longman, Inc.
- Chanier, T.; Pengelly, M.; and Self, J. 1992. “*Conceptual Modelling in Error Analysis in Computer-Assisted Language Learning System*”.<http://www.kkhec.ac.ir/Linguistics20%articles%20index%20Conceptual%Modelling%20%in%20Error%20Analysis.htm>.
- Crystal, David. 2003a. *A Dictionary of Linguistics and Phonetics*. 5th ed. Oxford: Blackwell Publishers Ltd.
- Crystal, David. 2003b. *The Cambridge Encyclopedia of the English Language*. 2nd ed. Cambridge: Cambridge University Press.
- Crystal, David; Wales, Jimmy; and Sauger Larry. 2008. *Dictionary.com*. dictionary.reference.com/browse/juncture
- Faucette, Priscilla. 2001. *A Pedagogical Perspective on Communication Strategies: Benefits of Training and an Analysis of English Language Teaching Materials*.[www.hawaii.edu/sls/uhwpsel/19\(2\)/Faucette.pdf](http://www.hawaii.edu/sls/uhwpsel/19(2)/Faucette.pdf).
- Gimson, A.C. 1989. *An Introduction to the Pronunciation of English*. 4th ed. London: Edward Arnold.
- Harmer, Jeremy. 2000. *How to Teach English*. Essex: Longman.
- Heaton, J.B. 1988. *Writing English Language Tests*. London: Longman.

- Hughes, Arthur. 1996. *Testing for Language Teachers*. 8th ed. Cambridge: Cambridge University Press.
- Kelly, Gerald. 2000. *How to Teach Pronunciation*. London: Pearson Education Limited.
- Lightbown, Patsy M. and Spada, Nina. 2003. *How Languages are Learned*. Oxford: Oxford University Press.
- Mousavi, Abbas. 1997. *A Dictionary of Language Testing*. Tehran: Rahnama Publications.
- Penny, William Kevin. 2001. "An Analysis of Student Error Patterns in Written English: Suggested Teaching Procedures to Help". www.cels.bham.ac.uk/resources/essays/penny2.pdf.
- Richards, J.C. and Sampson, G.P. 1974. "The Study of Learner English". In Richards, J.C. (ed.) *Error Analysis. Perspectives on Second Language Acquisition*. London: Longman.
- Richards, Jack C. and Schmidt, Richard. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.
- Roach, Peter. 2000. *English Phonetics and Phonology: a Practical Course*. 3rd ed. Cambridge: Cambridge University Press.
- _____. 2002. *A Little Encyclopedia of Phonetics*. www.personal.rdg.ac.uk/~llroach/encyc.pdf.
- Seliger, Herbert W. and Shohamy, Elana. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.
- Underhill, Adrian. 1994. *Sound Foundations*. Oxford: Macmillan Publishers Limited.
- Yule, George. 2006. *The Study of Language*. 3rd ed. Cambridge: Cambridge University Press.

Appendix

Q.1/ Listen to the tape. Then, underline the words within which juncture occurs.

1- I'm 'A'.

I may go.

2- I am afraid of the great apes.

Kate bought the grey tapes.

3- It's a great day.

His name is found in grade 'A'.

4- Such a beautiful car rack.

Merriam didn't watch car track.

5- The president talked about peace talks between Lebanon and Israel.

I like pea stalks when they are grown up.

6- Christy wants ice-cream, please.

I scream most of the time but no one can hear me.

7- This is my turn.

Daniel might earn his living here.

8- Julia said that's tough.

That stuff is mine.

9- This is all the time after today.

That is all that I'm after today.

10- The nitrate is not used in our products.

This is the night rate.

Q.2/ Rewrite the following sentences in normal orthography paying particular attention to the words within which juncture occurs.

1- / kəd ju send ðemeɪd /

2- / ðɪs ɪz ə kɑ:pɪt /

3- / ðeər ɪz əneɪm /

4- / wɒt də ju sei aɪstreɪn /

5- / kən aɪ hæv səm mɔ:raɪs /

6- / ðə weɪtə klɪt ɪt /

7- / aɪ dɪdnt sei hi:ləɪz /

8- / ðə kɪd ki:pstɪkɪŋ /

9- /waɪtwɛɪn/

10- / ði:z ə maɪspaɪz /

