

A Textbook of

English

Grade

12

Free From Government
NOT FOR SALE



Khyber Pakhtunkhwa Textbook Board, Peshawar.

**All rights reserved with the
Leading Books Publishers, Peshawar**

Approved by: Directorate of Curriculum and Teachers Education, Abbottabad,
according to the National curriculum 2006.

NOC No. 2610-12/G-04/CTR/Eng-XII_LBP

Dated: 30-04-2021

Authors:

Ali Akbar, Jaffar Ali Khan Nurar

Review Supervision:

Gohar Ali Khan, Director Curriculum and Teachers Education
Khyber Pakhtunkhwa, Abbottabad.

Focal Person:

Zulifqar Khan, Additional Director, Curriculum and Textbook Review, DCTE
Abbottabad.

Re-reviewers:

Mubashir Atif, Associate Professor, GPGC No.2, Mandian, Abbottabad.
Barber Ayaz, Associate Professor, GPGC No.1, Abbottabad.
Muhammad Abeer Aslam, Subject Specialist (English), GHSS Baffa, Mansehra.
Waheedullah Khan, Subject Specialist (English), Khyber Pakhtunkhwa Textbook
Board, Peshawar.
Inamullah Khattak, Desk Officer, DCTE, Abbottabad.

Editor:

Waheedullah Khan, Subject Specialist (English), Khyber Pakhtunkhwa Textbook
Board, Peshawar.

Printing Supervision:

Rashid Khan Paindakhel, Chairman
Saeedur Rehman, Member (E & P)
Khyber Pakhtunkhwa Textbook Board, Peshawar

Academic Year: 2021-22
Website: www.kptbb.gov.pk
Email: memberbb@yahoo.com
Telephone: 091-9217159-160

Foreword

English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

This revised **Textbook of English for Grade XII** aims to provide holistic opportunities to the students for language development and to equip them with competencies in using the English language for communication in academic and social contexts, while enabling them to be autonomous and lifelong learners to better adapt to the ever changing local and world society, and to knowledge advancement.

The present Textbook of English for Grades XII has been developed after detailed deliberations with relevant stakeholders including selected language experts from DCTE, Abbottabad, Khyber Pakhtunkhwa Textbook Board and working teachers, teaching at higher secondary level with the objective to align it with Standards for Textbooks included in the Minimum National Standards for Quality Education in Pakistan. Efforts have been made to make it an emblematic textbook of National Curriculum 2006: in content, organization, presentation, lay out, design, pedagogy, assessments and elimination of social, religious, cultural, gender and sectarian biases.

This current edition of the textbook is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school. Therefore, it is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, and language functions and skills. Emphasis is placed on developing competency in all areas of the language. Skills and micro skills related to a particular standard are identified and developed through various processes and strategies.

The content and the process of learning are structured and integrated in such a way so as to realize the standards for key competencies through spiral progression with a major focus on development of language skills rather than on content. Functional, mass media, literary and every day texts provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure that work in speaking, listening, reading and writing is integrated. Students learn to acquire information and ideas through reading and listening, and to effectively communicate their ideas through writing and speaking.

In this edition, the following competencies in the English language are focused.

Reading and Thinking Skills

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be increased through strategies suitable for the purpose of reading and the type of text being read. It

is, therefore, essential to sensitize the students to the fact that good reading does not mean reading aloud or learning all the new words in the reading text and answering all the comprehension questions. Better readers are the ones who are equipped with the skills of purposeful reading. These skills can be developed through awareness raising and practice activities. The aim should be to use the texts to teach reading, and not reading to teach texts. Written texts that deal with common human experiences, contemporary information and issues are proposed as the context for the learning of processes, skills and strategies, but the approach of the curriculum goes beyond reading. In fact, the reading component serves as a spring board for the development of integrated language skills, and for enhancing cognitive and affective domains, enabling the students to think critically and creatively. One important medium to get the feel for a language and its idiom is its literature; in order to provide this learning experience literary texts are included. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts. The learners will, hence, be provided opportunities for understanding expressive and narrative texts, and once initiated into this process they would be able to seek enjoyment through extensive reading on their own. The chosen material should be contemporary and should reflect the specified themes. All reading material in the text book should require learners to work at a level slightly above their receptive ability, only then will they be stimulated enough to stretch themselves cognitively. The reading texts will comprise a variety of text types e.g., interpersonal and transactional, expository, descriptive, narrative, argumentative and literary texts.

Writing Skills

Writing is a complex communicative activity; at the time one is searching for vocabulary to express one's thought, his or her mind might race ahead to another idea and the new insight may contradict the original ideas. It is, therefore, essential that the final writing is focused, coherent and cohesive, with a clear overall progression. It should take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well written text, it is essential, therefore, that students view writing as a process; and are taught to approach their writing deliberately in three stages. In pre-writing stage, a topic / text is chosen, narrowed down, ideas generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its style.

Oral Communication Skills

Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to ask for information or any other. Therefore, it is essential to use those appropriate language expressions which are best suited for the communicative purpose. The expression i.e. the form of language that is used is determined by the level of formality of a situation, the type of message which is to be communicated, as well as, the relationship of the addresser and addressee. It is essential that the students are sensitized to the correct conventions of expression in different settings so that they use language appropriately, according to the occasion and audience.

Formal and Lexical Aspects of Language

Formal aspects of a language i.e. the sound system and grammar are the tool for oral and written communication. This tool would be ineffective if it is not supported by sufficient vocabulary to aid expression. Grammatical and phonetic exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, equally important.

Appropriate Ethical and Social Development

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal world view. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society.

The National Curriculum 2006 aims to provide language learning and teaching experiences within national and cultural bounds while encouraging the learners to be autonomous and lifelong learners.

To summarize, the National Curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.

It is hoped that this textbook will serve as a point of reference for all involved in the process of teaching and learning of English in Pakistan.

In any development process, there is always a room for improvement, and on this account suggestions for improvement, pointing any structural, syntactic errors and valuable feedback from teachers community and other stakeholders will be welcomed. For this purpose, a feedback form has been provided at end of this textbook.

Editor

Table of Contents

Acknowledgment

Developing a textbook under the touchstone of a prescribed curriculum is harder than writing at free will. This becomes specifically laborious when one is to organise and arrange material according to the SLOs, Standards and Benchmarks. We have endeavoured to the best of our level to develop a textbook that will, hopefully satiate the needs of the students in the light of the National Education curriculum. We are grateful to those writers, websites and authentic sources whose copyright materials have been freely utilised in the compilation of this textbook. Our thanks are due to Mr Waheed ullah Khan(Subject Specialist English, KP Textbook board) whose technical advice helped us in cognitively arranging exercises relating to formal and lexical aspect of language and for identifying certain literary content and non-fictional material as per the demands of the Curriculum.

Jaffar Ali Khan,
Ali Akbar

No	Title	Theme	Outcomes	Page
1	Seerat-e-Tayyiba and the Muslim Youth	Character building	Reading, Writing, Oral Communication, Vocabulary and Grammar	1
2	Jinnah's Vision of Pakistan	Tolerance, humanism, equality between groups and nation	Reading, Writing, Oral Communication, Vocabulary and Grammar	16
3	Solitary Reaper (Poem)	Appreciation and preservation of nature	Reading, Writing, Oral Communication, Vocabulary and Grammar	26
4	Truck Art	Respect for all professions. (Valuing disparity and equality among professions)	Reading, Writing, Oral Communication, Vocabulary and Grammar	32
5	The Last Leaf	Humanism	Reading, Writing, Oral Communication, Vocabulary and Grammar	42
6	If (Poem)	Character building	Reading, Writing, Oral Communication, Vocabulary and Grammar	53
7	Hubble	Technology and society of future	Reading, Writing, Oral Communication, Vocabulary and Grammar	61

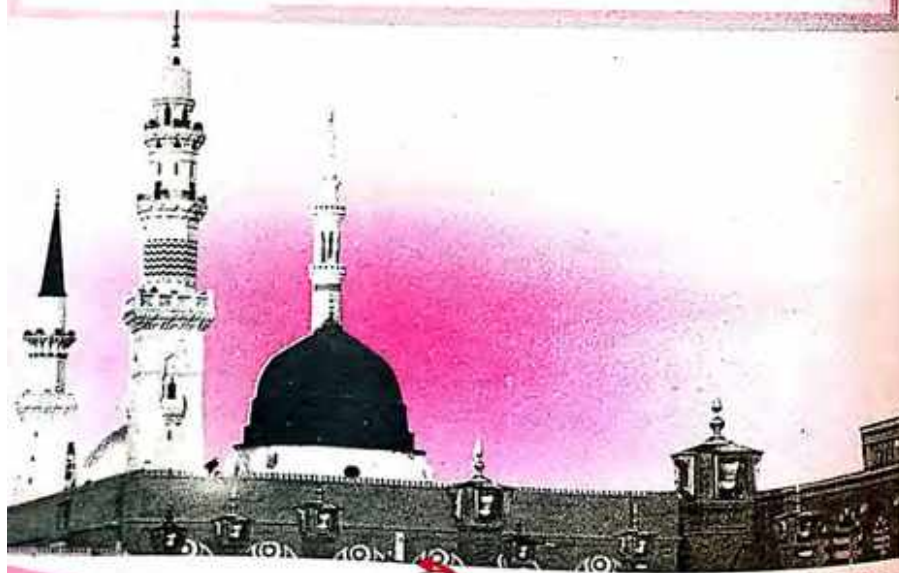
No	Title	Theme	Outcomes	Page
8	Lesson from the Battle of Uhud	Duties and Responsibilities	Reading, Writing, Oral Communication, Vocabulary and Grammar	77
9	The Toys (Poem)	Mercy/compassion/forgiveness/divine love	Reading, Writing, Oral Communication, Vocabulary and Grammar	85
10	Gender Inequality and its Implications	Gender inequality is detrimental to society	Reading, Writing, Oral Communication, Vocabulary and Grammar	92
11	Jahangir Khan The Conqueror	Rise of Nations through National Pride	Reading, Writing, Oral Communication, Vocabulary and Grammar	101
12	All the World's a Stage (Poem)	Transiency	Reading, Writing, Oral Communication, Vocabulary and Grammar	110
13	Technical Education	Life Skills Education	Reading, Writing, Oral Communication, Vocabulary and Grammar	119
14	Lingkuan Gorge	Duty and Responsibility	Reading, Writing, Oral Communication, Vocabulary and Grammar	130
15	Once Upon a Time (Poem)	Practicing adaptability/Social etiquettes	Reading, Writing, Oral Communication, Vocabulary and Grammar	140

No	Title	Theme	Outcomes	Page
16	Tourist Attractions in Pakistan	Tourism, Its Impact on Society	Reading, Writing, Oral Communication, Vocabulary and Grammar	150
17	Désirée's Baby	Equality/Fraternity/Humanism	Reading, Writing, Oral Communication, Vocabulary and Grammar	162
18	Lines from the Deserted Village (Poem)	Love of nature/preservation of nature	Reading, Writing, Oral Communication, Vocabulary and Grammar	176
19	Lord of the Flies	Civilization and Savagery	Reading, Writing, Oral Communication, Vocabulary and Grammar	184

Seerat-e-Tayyiba and the Muslim Youth

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
- Scan to answer short questions.
- Use pronunciation key to pronounce words with developing accuracy.
- Use appropriate vocabulary and correct spelling in their own writing.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- Illustrate use of regular and irregular verbs.



Seerat-e-Tayyiba and the Muslim Youth

"There is indeed a good model for you in the Messenger of Allah- for the one who has hope in Allah and the last Day, and (who) remembers Allah profusely".

(Al-Ahzab, verse 21).

In this Quranic verse, Allah Almighty has declared Hazrat Muhammad (ﷺ) to be the loftiest example to follow.

Since he (ﷺ) was, as per a Hadith in Sahih Al-Bukhari, (Sahih Al-Bukhari, Kitabul Manaqib, Chapter, Hatimun Nabieen, Hadith no. 3342.) the last brick fitted to complete the otherwise nicely built house of Prophethood, he (ﷺ) came with a message that was universal and perfect, covering all the possible aspects of human life. The life and teachings of the Rasool (ﷺ), therefore, can serve as beacon for those who seek success and perfection in life.

Islam has attached extraordinary value and importance to youths and the young age. The Rasool (ﷺ) had a high esteem for youths. He (ﷺ) valued them and reposed a strong confidence in them. In preparation for the battle of Uhud, for instance, The Rasool (ﷺ), in reverence to the passions and emotions of the youth, went even against his own opinion and decided to face the enemy outside the city in an open field. Similarly, he (ﷺ) preferred a teenager Osama bin Zaid (رضي الله عنه) even over the most respected elders like Abu Baker (رضي الله عنه) and Umar ibn Al-khattab (رضي الله عنه) to lead the military expedition to avenge upon the losses of the Muslim army in the battle of Mu'tah in Syria. This much love and confidence shown towards the youth necessitates that they must take The Rasool (ﷺ) as their role model and mould their lives in accordance with his teachings and practices.

The Rasool (ﷺ) spent his youth in a dignified and sublime way. Even before his accession to the position of prophethood, he (ﷺ) never indulged himself in vices that were prevalent in those days. During his youth, his nobility of soul, purity of heart, his strict adherence to truth and honesty and his stern sense of duty earned him the titles of "Al-Amin" -the trustworthy- and, Al-Sadiq-the true. Thus, he (ﷺ) set an example for the youth of the coming generations to follow the path of rectitude in all circumstances and always to lead a pious and pure life.

The Last Rasool (ﷺ) lived an active and meaningful life as youth. At the very tender age of 12, he took part in trade activities and accompanied his uncle Abu Talib in a business tour to Syria. When some of the energetic youths of Arab tribes came together to form a peace committee under the name of "Half-ul-Fuzul" (The League of Virtue), the Rasool (ﷺ) didn't lag behind and became an active member of the committee. Similarly, when once a strife had arisen among various Arab clans over the setting of the Black Stone (Al-Hajr-ul-Aswad) in its place, it was the 35 years old Hazrat Muhammad (ﷺ) who helped prevent a serious conflict by resolving the issue very sagaciously.



All these examples and many more give inspiration to the Muslim youth to play a vibrant and dynamic part instead of living an obscure and indolent life, and to utilize their vigour in the betterment and uplift of the society.

In his personal life, The Rasool (ﷺ) was the embodiment of modesty and chastity, emphasizing the same upon his followers. He did not let it go even in his very private life. He declared 'Haya' to be the integral part of faith. Once, dwelling upon the significance of modesty (Haya), he said as narrated by Abu Mas'ud (رضي الله عنه), "If you do not feel ashamed then do whatever you like". A chaste, modest and a civilized Muslim youth is the ideal of the teachings of Hazrat Muhammad (ﷺ).

The beloved Rasool (ﷺ) disliked vanity and ostentation and always adhered to simplicity and austerity. Allah Almighty had put before him keys to the treasures of this world but he rejected it, preferring an extremely simple life. Often for months, no fire could be lighted in his house because of scantiness of means. He always treated the people of inferior social status with kindness and affection. He never allowed his little page to be scolded for his mistakes if any. Anas (رضي الله عنه) testifies to his sublime character:

"I served the Rasool (ﷺ) for ten years. By Allah, he (ﷺ) never even said to me 'uff'. He never said harshly, "why did you do that? Or why did you not do that?" (Sahih al-Bukhari 5691, Sahih Muslim 2309)

To the obedience of such a benevolent and merciful Rasool (ﷺ), The Lord has attached His own pleasure. The Holy Qur'an says:

Say (O Prophet), if you really love Allah, then follow me, Allah will love you and forgive you your sins. (Surah Al Imran, Verse. 31)

It clearly denotes that the pleasure of Allah Almighty can be achieved through following the footprints of His beloved Rasool (ﷺ).

Similarly, in another verse of The Holy Qur'an, Allah Almighty has enjoined:

"And whatever the Messenger gives you, take it; and whatever he forbids you, abstain (from it). And fear Allah, indeed Allah is severe in punishment." (Surah Al-Hashr; verse 7)

It has been made binding upon all to obey the beloved Rasool (ﷺ) in their lives. Since complete obedience is impossible without having a thorough knowledge of Seerat e Tayyeba, hence, it becomes mandatory for the Muslim youth to acquaint themselves with the Seerat e Tayyeba! The youth, being the backbone of the body of Ummah, must follow the teachings of the beloved Rasool (ﷺ) in letter and spirit to attain purity in their character.

References:

The spirit of Islam,

Qur'an ul Karim, translation by Justice(R) Mufti Taqi Usmani

Glossary

Word	Meaning
accession (n)	attaining access to a new office or position.
adherence(n)	attachment to a cause or religion.
apostle (n)	prophet
austerity(n)	the habit of living without sufficient money or goods.
avenge(v)	take revenge
beacon(n)	a tower with a light that gives warning to passing ships ; source of guidance.
chastity(n)	virtue.
clan(n)	tribe.
dynamic(adj)	active.

embodiment(n)	concrete representation ; incarnation.
Esteem(n)	regard highly
expedition(n)	a military campaign organized to achieve a specific objective.
gains (n)	benefits.
indolent(adj)	idle ; work-shy.
Integral (adj)	essential.
lag behind(ph.v)	remain backward.
lofty(iest)(adj)	exalted ; of high moral value
obscure(adj)	not famous ; indistinct.
ostentation(n)	showy display ; pomposity.
prosperity(n)	the state of being successful and having a lot of money.
rectify(adj)	Correct
rectitude(n)	uprightness ; righteousness.
repose(v)	to put something (trust) in something.
reverence(n)	veneration ; a feeling of profound respect.
sagaciously(adv.)	wisely.
scantiness(v)	meagerness ; in small quantity.
stern(adj)	strict ; severe.
strife(n)	bitter conflict.
sublime(adj)	lofty.
tender(adj)	young and immature.
vanity(n)	feelings of excessive pride ; boastfulness.
vibrant(adj)	vigorous.

Reading Comprehension

Answer the Questions

1. How was the youth given a great esteem by the beloved Rasool (ﷺ) in the Battle of Uhud?
2. Narrate the hadith in which the beloved Rasool (ﷺ) resembles himself with the last brick of the otherwise complete house of prophethood.
3. How did Hazrat Muhammad (ﷺ) spend his youth?
4. Evaluate in brief the character of present day youth in the light of the teachings of the beloved Rasool (ﷺ).
5. What social activities did Hazrat Muhammad (ﷺ) participate in his youth?
6. What did the Holy Rasool (ﷺ) say about modesty (Haya)? What is the importance of modesty in the life of youth?
7. Cite an instance from the text showing that the beloved Rasool (ﷺ) lead simple and austere life.
8. What type of youth did the Holy Rasool (ﷺ) want to see?

Writing Suggestions

Pre-writing Strategies

Pre-writing strategies use writing to generate and clarify ideas. While many writers have traditionally created outlines before beginning writing, there are several other effective prewriting activities. We often call these prewriting strategies "brainstorming techniques." Five useful strategies are listing, clustering, freewriting, looping, and asking the six journalists' questions. These strategies help you with both your invention and organization of ideas, and can aid you in developing topics for your writing.

i. Listing

Listing is a process of generating a lot of information within a short time by generating some broad ideas and then building on those associations for more detail. Listing is particularly useful if your starting topic is very broad and you need to narrow it down.

- Jot down all the possible terms that emerge from the general topic you are working on. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Do not worry about editing or throwing out what might not be a good idea. Simply write down as many possibilities as you can.

- NOT FOR SALE**
- Group the items that you have listed according to arrangements that make sense to you. Are things thematically related?
 - Give each group a label. Now you have a narrower topic with possible points of development.
 - Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a thesis statement.

ii. Clustering

Clustering, also called mind mapping or idea mapping, is a strategy that allows you to explore the relationships between ideas.

- Put the subject in the center of a page. Circle or underline it.
- As you think of other ideas, write them on the page surrounding the central idea. Link the new ideas to the central circle with lines.
- As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.

Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

iii. Freewriting

Freewriting is a process of generating a lot of information by writing non-stop for a predetermined amount of time. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

- Freewrite on the assignment or general topic for five to ten minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind (so you could end up writing "I don't know what to write about" over and over until an idea pops into your head. This is okay; the important thing is that you do not stop writing). This freewriting will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.
- After you have finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus (see looping). You will narrow your topic and, in the process, you will generate several relevant points about the topic.

iv. Looping

Looping is a freewriting technique that allows you to focus your ideas continually while trying to discover a writing topic. After you freewrite for the first time, identify a key thought or idea in your writing, and begin to freewrite again, with that idea as your starting point. You will loop one 5-10 minute freewriting after another, so you have a sequence of freewritings, each more specific than the last. The same rules that apply to freewriting apply to looping: write quickly, do not edit, and do not stop.

Loop your freewriting as many times as necessary, circling another interesting topic, idea, phrase, or sentence each time. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

v. The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments that are broken down into five W's and one H: *Who?*, *What?*, *Where?*, *When?*, *Why?*, and *How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who* if your focus does not account for human involvement. On the other hand, some topics may be heavy on the *Who*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

• Who?:

Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

• What?:

What is the topic? What is the significance of the topic? What is the basic problem? What are the issues related to that problem?

• Where?:

Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?

• When?:

When is the issue most apparent? (in the past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or

issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?

• **Why?:**

Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?

• **How?:**

How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting

Activity

Now keeping in mind the prewriting strategies, develop and outline on the topic 'The Love of Holy Prophet (ﷺ) for the youth of Ummah.'

Oral Communication

Students will be divided into small groups of five members each. They will be given the task to discuss and point out the weaknesses in the character of the modern day youth and suggest remedies. Then one member from each group will stand and share the result of the group discussion with the whole class. Each representative will be given 3 to 5 minutes for expression.

Vocabulary and Grammar

The International Phonetic Alphabet (IPA)

How can you pronounce a word you've never read? It can be a bit tricky. How about a word in a foreign language? Now that must be impossible! Or is it? Imagine a set of symbols that could tell you how to pronounce any word in any language on the planet? Well that is exactly what the International Phonetic Alphabet is. Currently, the IPA consists of 107 sound symbols, 52 diacritics (accents) and 4 prosodic marks (intonations) encompassing virtually every phoneme used in every language on the earth. So for any written word, you can identify the associated phoneme symbols, and with a bit of practice, pronounce the word!

The IPA was created by the International Phonetic Association. Founded in 1886 in Paris. Their original mission was to help school children pronounce words in foreign languages and to aid in the teaching of reading. Today their mission is to promote the scientific study of phonetics.

The 44 Phonemes in English

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use. Note that there is no such thing as a definitive list of phonemes because of accents, dialects and the evolution of language itself. Therefore you may discover lists with more or less than these 44 sounds.

Consonants

Phoneme	IPA Symbol	Graphemes	Examples
1	/b/	b, bb	bug, bubble
2	/d/	d, dd, ed	dad, add, milled
3	/f/	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often
4	/g/	g, gg, gh, gu, gue	gun, egg, ghost, guest, prologue
5	/h/	h, wh	hop, who
6	/dʒ/	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate
7	/k/	k, c, ch, cc, lk, qu, q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box
8	/l/	l, ll, ll	live, well
9	/m/	m, mm, mb, mn, lm	man, summer, comb, column, palm
10	/n/	n, nn, kn, gn, pn	net, funny, know, gnat, pneumatic

11	/p/	p, pp	pin, dippy
12	/r/	r, rr, wr, rh	run, carrot, wrench, rhyme
13	/s/	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course
14	/t/	t, tt, th, ed	tip, matter, thomas, ripped
15	/v/	v, f, ph, ve	vine, of, stephen, five
16	/w/	w, wh, u, o	wit, why, quick, choir
17	/z/	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze
18	/ʒ/	s, si, z	treasure, division, azure
19	/tʃ/	ch, tch, tu, ti, te	chip, watch, future, action, righteous
20	/ʃ/	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station
21	/θ/	th	thongs
22	/ð/	th	leather
23	/ŋ/	ng, n, ngue	ring, pink, tongue
24	/j/	y, I, j	you, onion

Vowels

a. Short Vowels

Phoneme	IPA Symbol	Graphemes	Examples
25	/æ/	a, ai, au	cat, plaid, laugh
26	/e/	e, ea, u, ie, ai, a, eo, ci, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
27	/ɪ/	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve

28	/ɒ/	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
29	/ʊ/	o, oo, u, ou	wolf, look, bush, would
30	/ʌ/	u, o, oo, ou	lug, monkey, blood, double
31	/ə/	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur

b. Long Vowel

Poneme	IPA Symbol	Grapheme	Examples
32	/i:/	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
33	/u:/	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
34	/ɑ:/	a	arm
35	/ɜ:/	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
36	/ɔ:/	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce

c. Diphthong

Phoneme	IPA Symbols	Grapheme	Examples
37	/eɪ/	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
38	/aɪ/	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite

39	/ou/	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
40	/oi/	oi, oy, uoy	join, boy, buoy
41	/au/	ow, ou, ough	now, shout, bough
42	/eə/	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
43	/iə/	ear, eer, ere, ier	ear, steer, here, tier
44	/ʊə/	ure, our	Cure, tourist

Activity

- A. Read the phonetic transcription of the words given in the table below and write their spellings in front of them.

Body Parts		Things used in the Bathroom	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/ɑ:m/		kəʊm	
/iə/		ʃæm'pu:	
/aɪ/		'neɪlfɑɪl	
/feɪs/		pə'fju:m	
/fɒt/		'taʊəl	
/heə/		'feɪvə	
/hænd/		səʊp	
/maʊθ/		heə'draɪə	
/nəʊz/		'tu:θpeɪst	
/'ʃəʊldə/		spreɪ	

Things used in bathroom		Numbers	
/flɔ:/		/fɑ:v/	
/'bɑ:θru:m/		/wʌn/	
/'kɪtʃɪn/		/naɪn/	
/'selə/		/θri:/	
/ˌʌp'steɪz/		/fɔ:/	
/'si:lɪŋ/		/tu:/	
/'tʃɪmni/		/eɪt/	
/ru:f/		/fɔ:'ti:n/	
/steɪz/		/fɪf'ti:n/	
/'ætɪk/		/θɜ:'ti:n/	

- B. Complete the sentences by using the opposite of the verbs in brackets at the end of each sentence. Use the words in the box. You may need to change the forms of these verbs.

admit, ban, defend, destroy, empty, fail, fall, forget, laugh, leave, lend, loosen, lose, miss, punish, receive, reject, spend, succeed, teach

- She tripped over the carpet and everyone _____ (cry)
- He _____ the bottle of spoilt milk into the sink. (fill)
- Don't _____ to come to our party tomorrow. (remember)
- We have _____ in stopping the spread of the illness. (fail)
- When does your train _____? (arrive)
- We _____ too much money on unimportant things we really don't need. (spend)
- The dollar has _____ against the euro recently (rise).
- The car _____ the tree and crashed into a telephone pole instead. (crash)
- The exam was very difficult. As a result, most of the students _____ (pass)
- We don't expect our team to _____ tomorrow. (win)
- She _____ being the source of the rumours. (deny)