

# Introducción a la Lengua Inglesa

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All the audio files are available at PEDCO

<http://pedco.uncoma.edu.ar/>

Diction is one of the components of *Introducción a la Lengua Inglesa (ILI)*. It is a **complex module** because its main learning point is the connection between **letters** and **sounds**. But this is precisely what makes it **funny**. Enjoy the challenge and **do not stress out!** We are sure that your **positive attitude** towards this experience and your hard work will certainly guarantee your **SUCCESS** in the courses ahead.

Welcome to Diction and all the best,

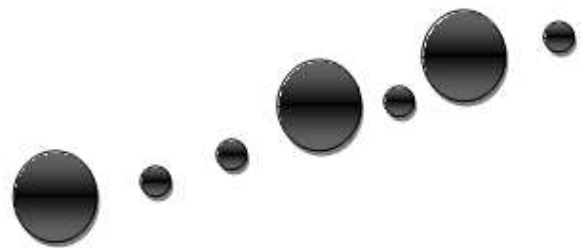
The Diction Team

/ðə 'dɪkʃən tɪːm /

PART 1

# RHYTHM & WEAK FORMS

Introducción a la Lengua Inglesa  
Profesorado y Traductorado en Inglés



## Contents:

Strong and weak syllables

Word stress - Rhythm in the word

Rhythm in connected speech

Weak forms




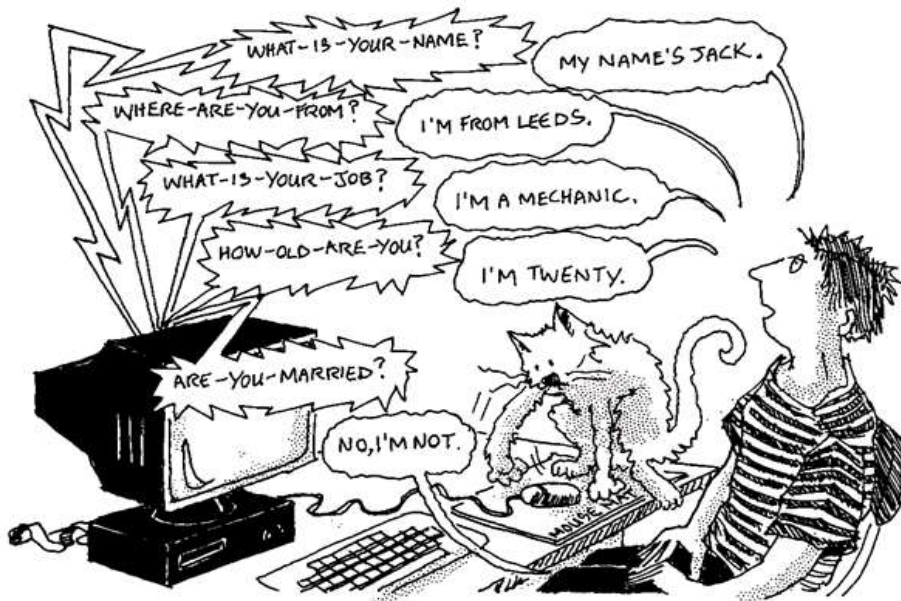
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**RHYTHM: Jack and the computer**

1.  The computer is asking Jack some questions. Listen.



2.  Compare the computer's questions and Jack's answers:

**COMPUTER**

What is your name?

Where are you from?

What is your job?

How old are you?

Are you married?



**JACK**

My name's Jack

I'm from Leeds

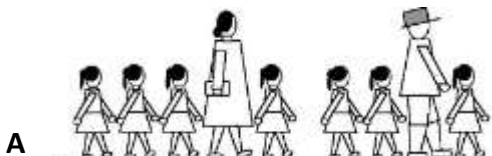
I'm a mechanic

I'm twenty

No, I'm not.



3. Which sounds like "normal" English?
4. Which picture, A or B, best represents the way the computer speaks? What about the way Jack speaks?



5.  Listen to the questions when they are asked with normal rhythm.

(Adapted from Cunningham, S. & P. Moor. 1996. *Headway Elementary Pronunciation*. Oxford: Oxford University Press. Unit 2 section 4 "Introduction to Sentence Stress").

**RHYTHM IN INDIVIDUAL WORDS: Syllables**

1) Look at the words below. They are divided into syllables (syllables are groups of sounds):

SCHOOL    TEACH ER    ENG LISH    MORN ING    AFT ER NOON

2) Divide the words below into syllables: how many have they got?

RESULT                  .....                  WAYNE                  .....                  EVENING                  .....  
 ELEMENTARY                  .....                  FINE                  .....                  HELLO                  .....

If you want to divide a word into syllables, you must know how to pronounce it first. Some letters are silent (as the final “e” in WAYNE and in FINE), and some are pronounced together as one sound (as “eve” in evening).

**RHYTHM IN INDIVIDUAL WORDS: Word stress and syllables**

**A- SIMPLE WORDS**

1) Look at the words below. What do they have in common?

Wayne, fine, name, thanks	○
evening, London	○ ○
hello, result, Japan	○ ○
family, Italy	○ ○ ○

2) Can you think of other words to add to the lists above?

We can associate the big circles above with the sounds **DA**, and the small circles with the sound **di**. The big circles represent strong syllables. The small circles represent weak syllables.

What do the rhythmical patterns above sound like?

- 1) ○                  2) ○○                  3) ○○                  4) ○○○





**B- COMPOUND WORDS**

1) Look at these words. How are they different from those in A.1 above?



BOOKSHOP

POST-OFFICE

TAXI-DRIVER

SUPERMARKET

SHOP-ASSISTANT

.....

2) Listen to the examples in 1). Mark the rhythm for these compound words using big and small circles (○ o)

Notice that these compound words contain two big circles (○○), that is, two strong syllables. But one of them seems stronger, it sounds louder. We use a black circle (●) to indicate that a strong syllable is more important than the other, for example:



POLICE STATION

○ ● ○ ○

Very often the first strong syllable is stronger than the second. But in some cases, such as "city centre" or "town hall", the second is stronger.


○ ○ ● ○      ○ ●

3) Use a black circle (●) to indicate which is the strongest syllable in each of the examples in 1).

IN SIMPLE AND COMPOUND WORDS, STRONG SYLLABLES  
 COMBINE WITH WEAK SYLLABLES.



**DIVIDING WORDS INTO SYLLABLES**

1)  Listen to the following conversation. *Where does it take place? What is Rita? What is Matt?*

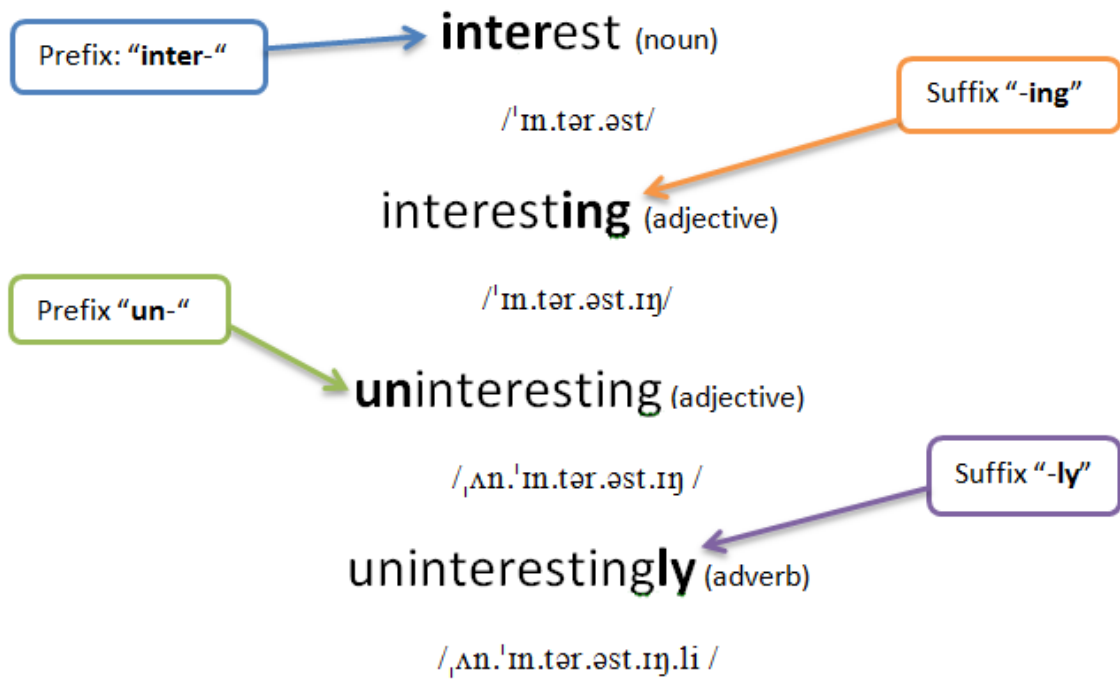
2) How many syllables do the following words have? How would you separate them into syllables?

HELP	STUDENT	NAME	MEET	SURNAME	SOME
INFORMATION	COURSE	COURSES	PRESENTATION	START	UNIVERSITY

3) The phonetic transcription shows the pronunciation of the words and the marks above and below certain syllables show which syllables are stressed. Look at the phonetic transcription of the words above. The end of syllables is marked as a dot:

HELP	STUDENT	NAME	MEET	SURNAME	SOME
/hɛlp/	/'stju:d.ənt/	/neɪm/	/mi:t/	/'sɜ:ɹneɪm/	/sʌm/
INFORMATION	COURSE	COURSES	PRESENTATION	START	UNIVERSITY
/,ɪn.fə.'meɪʃ.ən/	/kɔ:s/	/'kɔ:s.ɪz /	/,prez.ən.'teɪʃ.ən/	/stɑ:t /	/,ju:n.i.'vɜ:s.ət.i /

- 4) Mark the rhythm in the words above.
- 5) Compare the way you divided the words into syllables in 2), and how they are divided in English in 3). Do you notice any difference? Why do you think they are different?
- 6) Words are made up of different parts. Sometimes you can find a special part at the beginning (prefix) and at the end (suffix). These can help you to divide words into syllables.



7) How would you divide the following words into syllables? Which parts of the words can help you?


EXPLORER	PHOTOGRAPHER	NATIONAL	CONSERVATIONIST	HELICOPTER

8) How would you divide the following compound words into syllables? What would you take into account in doing this?

everyone	filmmaking	grandparent	step-brother	goodbye	countryside

9) Use circles to represent the rhythm of the words in 7) and 8).

### RHYTHM IN CONNECTED SPEECH

1)  Listen to the following conversation. Pay attention to the rhythm of the phrases.

- Day one

J / Hi, / my name's Jim. / What's your name?/  
● o ○ ● ○ ● ○

S /Hello Jim, / I'm Satomi./  
o ● ○ o o ● o

J /Sorry? /  
● o

S /Sa-/to-/mi. /Satomi./  
● ● ● o ● o

J / Oh, /OK. /Nice to meet you Satomi./  
● ○ ● ○ o ● o ○ ○


S /Nice to meet you!/  
○ o ○ ●



In connected speech, weak syllables combine with strong syllables as in simple and compound words.

As in compound words, one strong syllable is more important in each phrase. It is usually the last. We mark it as a black circle:

/ Hello / My name's Jim /  
o ● o ○ ●

2)  Listen to the following conversation between Jim and Satomi. Mark the rhythm for each phrase using small circles for weak syllables (o), big circles for strong syllables (○) and a black circle (●) for the most important strong syllable in each phrase.

- Day two

S / Good morning, Jim. / How are you? /      J / I'm fine thanks, Satomi. / And you? /

S / I'm fine. / See you later. /      J / See you later. / Bye! /

### RHYTHM: Isochronicity

1)  Wayne or Jane? Sue or Lou? Listen and underline the names you hear.

**A** Hi, he!lo. What's your name?

**B** Hi, hello. My name's Wayne / Jane.

**A** Nice, to meet you. My name's Lou / Sue.

**B** Hel lo Sue/Lou. Nice to meet you!

**A** Morning, good mor ning! Hel lo again Lou / Sue.

**B** Morning, good mor ning! Hi, how are you?

**A** Fine thanks! Fine thanks! Fine, and you?

**B** Fine thanks! Fine thanks! I'm fine too.

- 2) Listen again and repeat
- 3) Say the conversations with a partner.
- 4) Say it again. Half the class is A and half is B.

(Taken from McDonald, A. & M. Hancock. 2008. *English Result Elementary*. Oxford: Oxford University Press. Unit 1A-C "Pronunciation rhythm and stress", p.7, recording 1A.3).

In English, stressed syllables (the big circles, or ○) tend to occur at equal intervals of time. This phenomenon is called **isochronicity**.



**RHYTHM: Isochronicity (II)**

**1) Compare the following sentences:**

1- They bought a nice house  
 ^ o o o o ●

2- They live in a nice house  
 ^ o o o o ●

3- They've been living in a beautiful house  
 ^ o o o o o o o ●

4- They've been living in a beautiful cottage  
 ^ o o o o o o o ● o



sentence	Total number of syllables	How many STRONG syllables?	How many weak syllables?
1			
2			
3			
4			

The basis of the English rhythm is the stressed syllable, that is, stressed syllables tend to occur at equal intervals of time, and the unstressed syllables are reduced, compressed between them.



The four examples above should be pronounced using almost the same amount of time. You have to speed up in order to accommodate the unstressed syllables. The more syllables you have in a phrase, the faster you say them.

**2) Practice saying these 4 sentences and marking the stressed syllables with a pencil on the table. Make sure you speed up to accommodate the unstressed syllables!**



Tick... Tock...  
 Tick... Tock...



**RHYTHM: Isochronicity (III)**

**MORE PRACTICE!**

1) Say the following numbers. Mark the stressed syllables with a pencil.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>1</b>	2	<b>3</b>	4	<b>5</b>	<b>6</b>	
<b>1</b>	2	<b>3</b>	4 5	<b>6</b>		
<b>1</b>	2 3	<b>4</b>	5	<b>6</b>		



	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>A</b>	B	<b>C</b>	D	<b>E</b>	F
A	<b>B</b>	C	<b>D</b>	E	<b>F</b>	<b>G</b>
A B	<b>C</b>	D	<b>E</b>	F	<b>G</b>	
ABC	<b>D</b>	E	<b>F</b>		<b>G</b>	
ABC	<b>D</b>	E F	<b>G</b>			
A B	<b>C</b>	DEF	<b>G</b>			



2) Now try saying these sequences of numbers and letters without using the pencil to mark the rhythm, keep the rhythm inside you!

3) Try different rates of delivery: very slowly and really fast.

### RHYTHM: Isochronicity (IV)

#### EVEN MORE PRACTICE!

1)  Listen. Then listen and repeat.

#### STRESS TIME Colin Mortimer, CUP

▶ 1 / ●

- A /One./One./One./One.  
B /Two./ Two./ Two./ Two.  
A /One./ One.  
B /Two./ Two.  
A /Two?  
B /Two.  
A /Hm!  
B /Thanks.



#### STRESS TIME Colin Mortimer, CUP

▶ 5 / ●◦

- A /Jimmy!/ Jimmy!  
B /Jenny!/ Jenny!  
A /Missed you, / Jimmy!  
B /Missed you, / Jenny!  
A /Like me, / Jimmy?  
B /Love you, / Jenny!



#### STRESS TIME Colin Mortimer, CUP

▶ 14 / ● / ●◦

- A /One / single, / please.  
B /One / single / where?  
A /One / single / home.  
B /Where's/ home?  
A /where /the train, / stops.  
B /Twenty / pounds, / please.  
A /Twenty / pounds / Does it / only / stop / once?  
B /Only / once. / Why?  
A / Oh, / nothing.



2) Say the conversations with a partner.

### RHYTHM: Isochronicity (IV)

#### EVEN MORE PRACTICE!

#### STRESS TIME Colin Mortimer, CUP

▶ 136 / ● ◦ ◦

A / **This** is the / **furniture**.

B / Isn't it / **terrible**?

A / **Terrible**?

B / **Terrible**.



A / **This** is Aunt's / **Agatha's** / **furniture**, / **Margery**!

B / **She** doesn't / **need** it and / **neither** do / **we**.

#### STRESS TIME Colin Mortimer, CUP

▶ 161 / ^ ◦ ◦ / ● ◦ ◦ ◦

A / ^ Is there / **sugar** in it?

B / ^ You **pre/fer** it with / **sugar** in it.

A / ^ Yes, I / **usually** / **do**, but it's / **recently** been / **making** me a / **bit** / **sick**.

B / ^ Are you / **comfortable**?

A / **Reasonably**.

B / ^ Do you / **think** it'll be / **born** on the e/**leventh**, as you / **said**?

A / ^ He'll be / **born** on the e/**leventh** at e/**leven**, as I / **said**. / ^ / **Punctually**!



#### STRESS TIME Colin Mortimer, CUP

▶ 159 / ^ ◦ / ● ◦ ◦



A / ^ It's / **probably** / **someone** for / **Dorothy**.

B / ^ He's / **knocking** a/**gain**, Mrs / **Wellington**. / ^ I'll / **open**

the / **curtains** and / **see** who it - / ^ Po / **lice**! The po / **lice**! Mrs /

**Wellington**! / ^ We / **haven't** done / **anything** / **wrong**, Mrs /

**Wellington**. / ^ They've / **probably** / **made** a mis/ **take**, / and we /

**ought** to in/**form** them that - / ^ / ^ / ^ Well, / **where** have you /

**gone**, Mrs / **Wellington**?

3) Say the conversations with a partner.

**RHYTHM: Numbers**

1) Classify the following numbers according to their stress pattern.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19  
 20, 30, 40, 50, 60, 70, 80, 90


○	○○	○○○	○○○	○●	○●●

**USING THE DICTIONARY:** Transcribe the words below.

***HOMWORK***


one	six	eleven	sixteen
/..... /	/..... /	/..... /	/..... /
two	seven	twelve	seventeen
/..... /	/..... /	/..... /	/..... /
three	eight	thirteen	eighteen
/..... /	/..... /	/..... /	/..... /
four	nine	fourteen	nineteen
/..... /	/..... /	/..... /	/..... /
five	ten	fifteen	twenty
/..... /	/..... /	/..... /	/..... /

### RHYTHM: Stress in Questions

- 1)  Listen and repeat. Practise saying each sequence replacing **STRONG** syllables with "DA" and *weak* syllables with "di"

**first** name  
● ○  
your **first** name  
○ ● ○  
**What's** your **first** name?  
○ ○ ● ○



- 2)  Listen to the following sequences. Mark the rhythm using big circles (○) and small circles (o) to indicate which syllables are **STRONG** and which are *weak*.

1 surname

your surname

**What's your surname?**

2 from

are you from

**Where are you from?**

3 address

your address

**What's your address?**

- 3) Practise repeating these three sequences respecting the rhythmical pattern of questions.

- 4) Say the following conversation with a partner. Then, ask and answer with three other students. Give true answers.

A Where are you from? B Wales

A What's your address? B 23 Market Street, Newtown

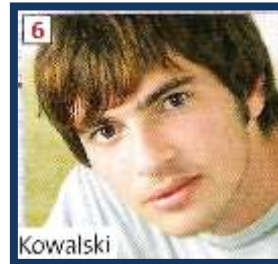
A What's your first name? B Jacky.

A What's your surname? B Smith.

### STRONG and WEAK FORMS: Pronouns

1) Pay attention to the rhythmical pattern of these two phrases. Say them aloud.

/ He's from Poland./ His name's Jan./  
○ ○ ● ○ ○ ○ ●



2) Look at the pronouns in 1) How are they pronounced? Are they weak or STRONG in the phrase?

In general, pronouns are pronounced in the *weak* form. They are only pronounced as **STRONG** syllables when there is some kind of EMPHASIS or CONTRAST.



Compare the following examples and the way pronouns are pronounced:



/ My baby sister's name/ is Maggie./  
○ ○○ ○○ ● ○ ●○

/ She is Lisa, / not Maggie./  
○ ○ ●○ ○ ●○



/ Homer Simpson / is my father./  
○ ○ ● ○ ○○ ●○



/ and my father, / is Ned Flanders./  
○ ● ○○ ○○ ●○





**STRONG and WEAK FORMS: Pronouns (II)**

1) Listen to your teacher reading the following conversation. Mark the rhythm for each phrase. Use ○ , o and ●. Pay particular attention to pronouns. Are they **STRONG** or *weak*?

A / Are those Jan and Jacky? /



B / Yes, / they are. /

A / They are from Poland, / aren't they? /



B / He is from Poland. / She comes from Wales. /

2) Practise reading the conversation in 1) in pairs.

**USING THE DICTIONARY:** Transcribe the words below.

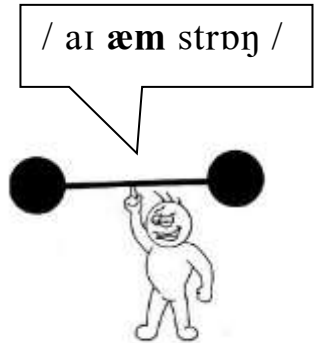
**HOMework**

Personal Pronouns	Strong form	Weak form	Possessive Pronouns	Strong form	Weak form
I	/..... /	/..... /	MY	/..... /	/..... /
YOU	/..... /	/..... /	YOUR	/..... /	/..... /
HE	/..... /	/..... /	HIS	/..... /	/..... /
SHE	/..... /	/..... /	HER	/..... /	/..... /
WE	/..... /	/..... /	OUR	/..... /	/..... /
THEY	/..... /	/..... /	THEIR	/..... /	/..... /

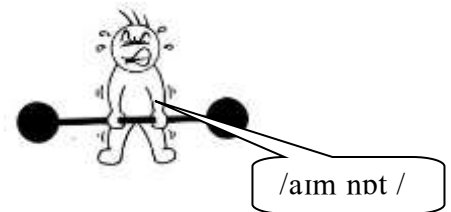
**STRONG and WEAK FORMS: The verb "TO BE"**

**A- Present simple of BE**

1) a- Listen to some phrases taken from the book, *English Result*, Unit 1. Pay attention to the underlined verbs. How are they pronounced? Is the **STRONG** form or the weak form used in each case? Mark the examples with an "S" (strong) or a "W" (weak) according to what you hear.



- a) Are you a medical student? .....
- b) Yes, I am. .....
- c) Is your mum from China? .....
- d) No, she isn't. .....
- e) Where are you from? .....
- f) You aren't French... .....
- g) This is my stop .....



1) b- Listen to the examples again and match each phrase with the correct rhythmical pattern.

- 1 - Ooo● .....
- 2 - oO● .....
- 3 - ooOo●o .....
- 4 - Oo●o .....
- 5 - Oo● .....
- 6 - ooo● .....
- 7 - ooo●ooOo .....

2) Complete the rules for the pronunciation of the verb TO BE. Use the examples from exercise 1).



<ol style="list-style-type: none"><li>1. In <b>YES-NO questions</b> (initial position in the tone unit) we usually use the ..... form. Example: .....</li><li>2. In <b>affirmative sentences</b> (medial position in the tone unit) we usually use the ..... form. Example:.....</li><li>3. In <b>short answers</b> (final position in the tone unit), we always use the ..... form. Example:.....</li><li>4. <b>Contracted negative forms</b> are always pronounced in the ..... form. Example: .....</li></ol>
--

3) Notice how is "IS" pronounced when it-s contracted to other words. Transcribe what you hear under the underlined letters.

- a) What's your name?
- b) Here's my taxi.
- c) Yes, that's right.
- d) My mum's English but my dad isn't. He's from Trinidad.
- e) My father's Belgian.



For a set of rules about how to pronounce "IS" in contraction, please check **Part 3: Miscellaneous** (pages 120 & 121).

**USING THE DICTIONARY:** Transcribe the words below.

**HOMEWORK**

**Verb "TO BE" simple present**

	Strong form	Weak form
AM	/..... /	/..... /
IS	/..... /	/..... /
ARE	/..... /	/..... /

**Verb "TO BE"  
 Contracted negative forms**

	Strong form	Weak form
ISN'T	/..... /	/..... /
AREN'T	/..... /	/..... /

**USING THE DICTIONARY:** Transcribe the words below.

**HOMEWORK**

**Pronouns contracted with the verb "TO BE"**

	Strong form	Weak form		Strong form	Weak form
I'M	/..... /	/..... /	IT'S	/..... /	/..... /
YOU'RE	/..... /	/..... /	WE'RE	/..... /	/..... /
HE'S	/..... /	/..... /	THEY'RE	/..... /	/..... /
SHE'S	/..... /	/..... /			

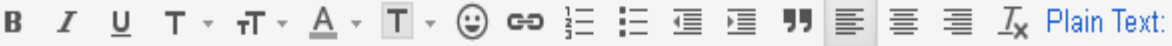
**STRONG and WEAK FORMS: The verb "TO BE" in the past**

**B- Past simple of "BE": "WAS, WERE, WASN'T, WEREN'T"**

- 1) Check the pronunciation of the verb "to be" in the past simple form with the help of a dictionary and fill in the following chart:

	STRONG form	weak form
WAS		
WERE		
Contracted negative form		
WASN'T		
WEREN'T		

2) Listen to your teacher reading the first part of “Jill’s e-mail”. Pay attention to the pronunciation of the verb “to be” in the simple past. Which form is used in each case? Transcribe the pronunciation of the underlined verbs in the space provided.



Hi Carla

How are things? It **was** (1) /..... /so good to get home last Friday evening – home, sweet home! Our holiday **was** (2) / ..... /awful! We **were** (3) /..... / in a horrible town called Kinalis – really ugly and dirty, and the local people **were** (4) /..... / very unfriendly.

The hotel **was** (5) / ..... /terrible too! The rooms **were** (6) / ..... / small and there **wasn't** (7) /..... / any hot water in the bathrooms. There **was** (8) /..... / a hotel swimming pool but the water **was** (9) /..... /cold and dirty. The hotel restaurant **was** (10) /...../ a buffet and the food **was** (11) / ..... /boring, the same thing every day. It **was** (12)/ ..... /difficult to sleep at night because it **was** (13) /..... /so noisy – the hotel has three large discos... three!

(Adapted from McDonald, A. & M. Hancock .2008. *English Result Elementary*. Oxford: Oxford University Press).

2) Now answer the following questions:

- a. Was it a nice hotel? \_\_\_\_\_
- b. Were the local people friendly? \_\_\_\_\_
- c. Was it noisy at night? \_\_\_\_\_
- d. Were the rooms small? \_\_\_\_\_

3) Provide the rhythmical pattern for each question and answer in 2). Use small circles (o) and big circles (O) to indicate which syllables are weak and which are strong. Remember to indicate which the strongest syllable in each tone unit is by means of a black circle (●).

4) What rules can we derive from exercises 1 and 2)? Complete the following chart.

**Pronunciation of WAS – WERE**



	<b>Strong / Weak?</b>	<b>Example</b>
<b>Contracted negative form</b>		
<b>In the middle of a tone unit</b>		
<b>At the beginning of a tone unit (as in yes-no questions)</b>		
<b>At the end of a tone unit (short answers)</b>		

5) **HOMEWORK:** Complete the transcription for the last part of Jill's e-mail. Use your dictionary and follow the rules we have studied. Provide the rhythm for each tone unit as well. Practice reading the text aloud paying careful attention to sounds and rhythm!

The beaches were a long way from the hotel. They were dirty too, and there weren't any sunbeds. Anyway, we didn't go to the beaches because the weather wasn't very nice. It was cold and wet – we only had one sunny day all week.  
Never again! I hope your holiday was good. Write soon and tell me ...  
Love  
Jill

/ðə (1)\_\_\_\_\_ wər\_ə lɒŋ weɪ frəm ðə hæʊ'tel /

○ ○○ ○ ○○ ○ ○ ●

ðeɪ (3)\_\_\_\_\_ 'dɜ:ti tu: /ən ðə (4)\_\_\_\_\_ 'eni (5)\_\_\_\_\_ /



/eniweɪ/ wi dɪdʌnt ɡəʊ tə ðə (6)\_\_\_\_\_ / bi'kɒz ðə weðə

(7)\_\_\_\_\_ 'veri naɪs / ɪt (8)\_\_\_\_\_ kəʊld ən wet / wi

'əʊnli (9)\_\_\_\_\_ (10)\_\_\_\_\_ (11)\_\_\_\_\_ deɪ /

/ ɔ:l (12)\_\_\_\_\_ /

/'nevər\_ə'gen / aɪ hæʊp (13)\_\_\_\_\_ 'hɒlɪdeɪ (14)\_\_\_\_\_ ɡʊd/

/ raɪt su:n ən tel (15)\_\_\_\_\_ /

/ (16)\_\_\_\_\_ /

/(17)\_\_\_\_\_ /



### Key






/ðə 'bi:tʃɪz wər\_ə lɒŋ weɪ frəm ðə həʊ'tel /  
○ ○ ○ ○ ○ ○ ○ ○ ○ ●  
/ ðeɪ wə 'dɜ:ti tu: / ən ðə wɜ:nt 'eni 'sʌnbɛdz /  
○ ○ ○ ○ ● / ○ ○ ○ ○ ○ ● ○  
/ enɪweɪ / wi dɪdʌnt ɡəʊ tə ðə 'bi:tʃɪz / bi'kɒz ðə weðə 'wɒzʌnt 'veri naɪs /  
● ○ ○ / ○ ○ ○ ○ ○ ● ○ / ○ ○ ○ ○ ○ ○ ○ ●  
/ ɪt wəz kəʊld ən wet / wi 'əʊnli hæd wʌn 'sʌni deɪ / ɔ:l wɪk /  
○ ○ ○ ○ ● / ○ ○ ○ ○ ○ ○ ● / ○ ●  
/'nevər\_ə'gen / aɪ hæʊp ʃɔ: 'hɒlɪdeɪ wəz ɡʊd / raɪt su:n ən tel mi /  
○ ○ ○ ● / ○ ○ ○ ○ ○ ○ ○ ● / ○ ○ ○ ○ ● ○  
/ lʌv /  
●  
/dʒɪl /  
●

### STRONG and WEAK FORMS: The verb "HAVE"

The verb "HAVE" has two different functions: it can be used as a MAIN VERB or as an AUXILIARY VERB.

#### A- MAIN VERB OR AUXILIARY VERB?

1) Analyze the following examples and say whether the underlined verb is functioning as the main verb or as an auxiliary verb.

- Main or auxiliary?
- a) My parents had fish for dinner. 
- b) Did you have a shower this morning? 
- c) I have had this computer for three years. 
- d) Has Mr. Jones written the letter? 
- e) Have you ever had scrambled eggs for breakfast? 

2) RHYTHM. Listen to your teacher reading the examples in A.1). Mark the rhythm underneath each sentence. Use big circles (O) and small circles (o) to indicate which syllables are STRONG and which are *weak*.

3) Analyze the rhythmical patterns in A. 1). Pay attention to the verb "HAVE". Is it always strong? Is it always weak? Can you think of a rule for the use of the STRONG and the *weak* form of the verb "HAVE"?

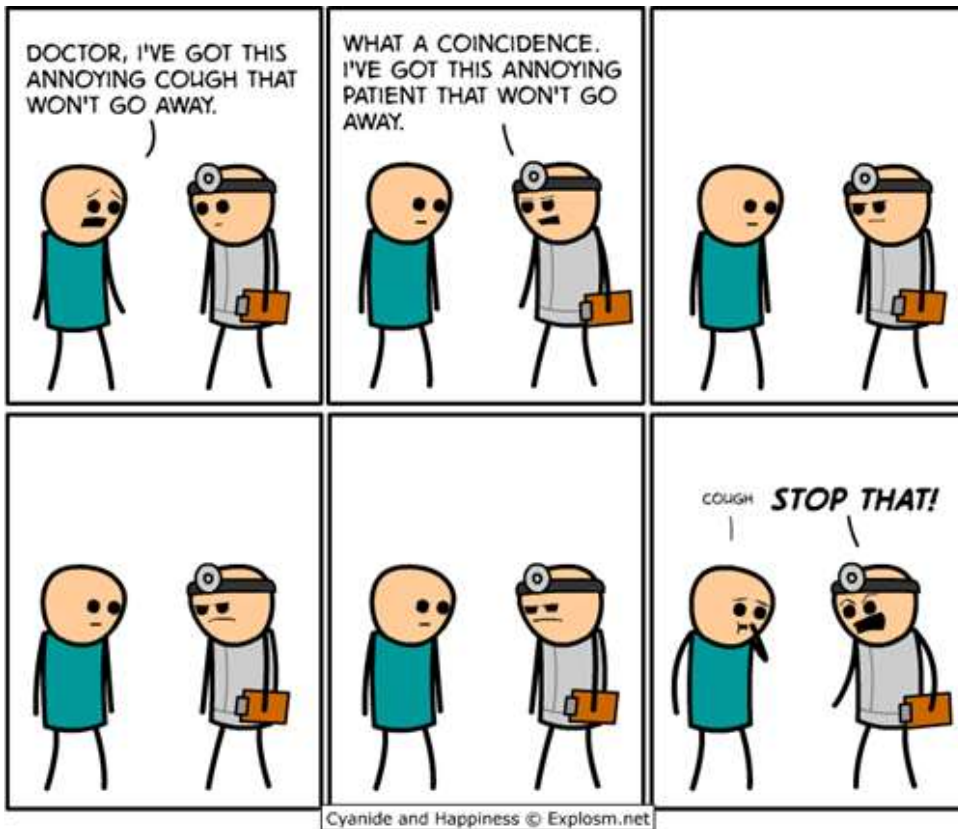


In general we can say that:


- We use the ..... form when the verb is used as the main verb.
- We use the ..... form when the verb functions as an auxiliary verb.

**B- "HAVE GOT"**

In British English, "HAVE GOT" is the usual verb to express possession.



In this case, do we use the strong or the weak form of the verb "HAVE"?

- 1)  Listen to a conversation between a customer and a shop assistant. Circle the correct pronunciation of the verb "HAVE" in each case.

<b>Strong Form</b>	/hæv /	/hæz /	/hæd /
<b>Weak forms</b>	/həv /	/həz /	/həd /
<b>Contracted form</b>	/v /	/z/ or /s /	/d /

### At the shops

**Customer** Excuse me, can you help me?

**Assistant** Yes, of course.

**C** /hæv - həv - v/ you got any printer ink?

**A** Yes. What printer /hæv - həv - v/you got?

**C** It's an Epson. I don't know the model.

**A** Is it this one?

**C** Yes, that's it.

**A** OK. Black and colour?

**C** Just black thanks. I /hæv - həv- v / got lots of colour ink.

**A** OK. Here you are.

**C** Thanks. Oh, and I **haven't\*** got any paper...

**A** OK. The paper's over there.



\* How do you pronounce the contracted negative form? \_\_\_\_\_

2) **HAVE GOT: YES-NO QUESTIONS and SHORT ANSWERS.**

Read the conversation "*At the shops*" again and answer the following questions.

- Which form, **STRONG** or *weak* do you have to use in the questions? Circle the correct option
- What about short answers? Write the answers in phonetic script.

a) /hæz - həz / the woman got a printer? \_\_\_\_\_


b) /hæz - həz / she got any black printer ink? \_\_\_\_\_

c) /hæz - həz / she got any colour printer ink? \_\_\_\_\_

d) /hæz - həz / she got any paper? \_\_\_\_\_



C- "HAVE" as an auxiliary verb

1)  Listen to a dialogue between two neighbours. They are talking about holidays in Italy. As you listen, tick the things that they talk about.

- 1. Pasta /p<sup>h</sup>ɑ:stə /
- 2. The beaches /ðə 'bi:tʃɪz /
- 3. Pompeii /pɒm'p<sup>h</sup>eɪ /
- 4. Gondola /'gɒndələ /
- 5. The Colosseum /ðə ˌkɒlə'si:əm /
- 6. The leaning Tower of Pisa /ðə 'li:nɪŋ 't<sup>h</sup>auər<sub>ə</sub>v 'p<sup>h</sup>i:zə /
- 7. The Pope /ðə 'p<sup>h</sup>əʊp /
- 8. Italian clothes /ɪ't<sup>h</sup>æljən 'k<sup>h</sup>ləʊðz /




2)  Listen again.

- How many times do you hear *have* or *has*?
- How many times do you hear 've or 's?
- How many times do you hear *haven't* or *hasn't*?



Put a tick (✓) in the correct box below each time you hear these forms.

have or has	
've or 's	
haven't or hasn't	

3)  Listen again. This time follow the transcript of the dialogue. Some words are missing. All the blanks correspond to the verbs "have" or "has".

/dʒɔ:dʒ / /hə'ləʊ 'henri /  
 /'henri / / dʒɔ:dʒ / haʊ a: ju /  
 /dʒɔ:dʒ / / faɪn / wi \_\_\_\_\_ (1) dʒʌst k<sup>h</sup>ʌm bæk frəm a: 'hɒlɪdeɪz /  
 /'henri / / jes /  
 / dʒɔ:dʒ / /jes / wi \_\_\_\_\_ (2) bi:n tu 'ɪtəli / \_\_\_\_\_ (3) ju: bi:n

ðeə /

/'henri / / əʊ jes / aɪ \_\_\_\_\_(4) / aɪ \_\_\_\_\_(5) bi:n tu 'Itəli 'meni  
meni t'haimz /

/dʒɔ:dʒ / / əʊ /

/'henri / / aɪ \_\_\_\_\_(6) si:n ðə ,kɒlə'si:əm /

/dʒɔ:dʒ / / əʊ /

/'henri / / aɪ \_\_\_\_\_(7) bi:n ɪn ə 'gɒndələ /

/dʒɔ:dʒ / / əʊ /

/'henri / /ænd / aɪ \_\_\_\_\_(8) k'hlaɪmd ðə t'hauər\_əv 'p'hi:zə /

/dʒɔ:dʒ / / əʊ /

/'henri / /t'hwaɪs /

/dʒɔ:dʒ / / əʊ nəʊ / wi: \_\_\_\_\_(9) dʌn 'eni əv ðəʊz θɪŋz /

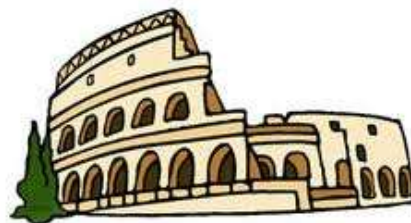
/'henri / / nəʊ /

/dʒɔ:dʒ / / bət wi \_\_\_\_\_(10) si:n ðə p'həʊp / \_\_\_\_\_(11) ju si:n  
hɪm /

/'henri / /ɜ: / nəʊ / aɪ \_\_\_\_\_(12) /

/dʒɔ:dʒ / /ɑ: /

/'henri / /bət maɪ waɪf \_\_\_\_\_(13) /



**4) Fill in the blanks with the pronunciation of the verbs that you hear (STRONG or weak).**

(Adapted from Cunningham, S. & P. Moor. 1996. *Headway Elementary Pronunciation*. Oxford: Oxford University Press. Unit 14.3.C  
"Connected speech: contractions and weak forms in the Present Perfect", p.46, recording 14.7).

**D- One more meaning: "HAVE TO"**

- 1) Look at beginning of the following popular phrase. Which would be the correct ending? Choose the most appropriate option.

*You have to kiss a lot of frogs ...*







- a) ... before you find a good lip balm.
- b) ...before you realize they are all frogs.
- c) ... before you find your handsome prince.

- “Have to” is used in the present tense in the same sense as the modal verb “must”: it indicates that something is necessary or should be done.

*You have to kiss a lot of frogs... = You must kiss a lot of frogs ...*

When “have to” is used in this sense, do we *have to* (!) use the **STRONG** or the *weak* form of the verb “HAVE”?

/ ju ..... k<sup>h</sup>IS<sub>ə</sub> lɒt<sub>ə</sub>v frɒgz /

/ hæf tə /  
 / həf tə /



- Pronunciation of the verb “HAVE”: Summing up!

MEANING/FUNCTION	STRONG/WEAK FORM
Main verb: “have”, “has”, “had”	
“have/has+ got”	
In short answers: “Yes, I have – yes, she has”	
Auxiliary verb “have”, “has”, “had” + past participle	
“have to”, “has to”, “had to” (obligation)	

HOMEWORK

- Pronunciation of negative contracted form:  
 HAVEN'T / ..... / HASN'T / ..... / HADN'T / ..... /
- Pronunciation of “have” and “has” in contraction:  
 I've / ..... /      You've / ..... /      He's / ..... /  
 She's / ..... /      It's / ..... /      We've / ..... /  
 They've / ..... /  
 (Remember to pay attention to the previous sound in the case of “HAS”!)

**STRONG and WEAK FORMS: "THERE"**

A- "THERE" as an adverb of place

1)  Listen. Then listen and repeat.

/ ● / ^

A /Where? / Where? / Where? / Where?

B /There / There / There / There.

A /When? / ^/ When?

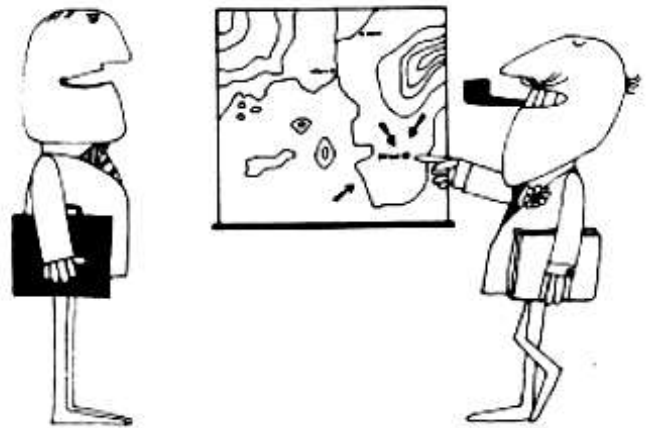
B / ^/ Now / ^/ Now.

A / ^/ Who?

B / ^/ You.

A / ^/ Me?

B / ^/^/ ^/ You.



(Taken from Mortimer, C. 1985. *Elements of Pronunciation*. Intensive practice for intermediate and more advanced students. Cambridge: Cambridge University Press. Stress Time, dialogue 133).

2) Complete the following rule:

When "THERE" is used as an adverb of place it is **ALWAYS** pronounced in the  
..... form: / ðeə /



3) Transcribe the dialogue in 1) in phonetic script. (key page 135)


- / eɪ / .....
- / bi: / .....
- / eɪ / .....
- / bi: / .....
- / eɪ / .....
- / bi: / .....
- / eɪ / .....

/ bi: / .....

**B- "THERE" + "BE"**

**"THERE" + the verb "TO BE"** is used to show that something exists or happens.

What do you think: do we have to use the **STRONG** or the weak form of **"THERE"** in this case?

- 1)  Listen to the following dialogue and pay attention to the pronunciation of **"THERE + BE"**. Then, practice saying the dialogue.

/ ^ . . / ● .

**A** / ^ There's a / **woman** / ^ in my / **office**. / ^ And she / **says** she / **wants** to / **see** you.

**B** / ^ But I'm / **busy**.

**A** / ^ well she / **says** she / **wants** to / **see** you .

**B** / ^ But I'm / **busy**!

**A** / ^ But she's / **sure** you'll / **want** to / **see** her.

**B** / ^ Is she / **pretty**?

**A** / ^ In a / **sort** of / **way** she's / **pretty**. / ^ But you're / **busy**.

**B** / ^ In a / **sort** of / **way** I'm / **busy**. / ^ But per / **haps** I / **ought** to ...



(Taken from Mortimer, C. 1985. *Elements of Pronunciation*. Intensive practice for intermediate and more advanced students. Cambridge: Cambridge University Press. Stress Time, dialogue 157).

When **"THERE"** is used together with the verb **"TO BE"** to express existence, it is **ALWAYS** pronounced in the ..... form: / ðə /



- 2) Transcribe the dialogue in 1) into phonetic script (key on page 135).

.....  
.....  
.....

**3) SPOT THE DIFFERENCE**

Look at the following pair of pictures and spot the differences. Talk about the differences using: “there is”, “there are”, “there isn’t” and “there aren’t”.



Pay attention to the pronunciation of “THERE” and the rhythm.

For example:

/ ðə r\_ə /

In picture A, there are two apples on the coffee table.

/ o o ○ ● o /

/ ðə r\_ɑ:nt /

In picture B, there aren’t any apples.

/ o ○ ●○ ○ o /

**4) Complete the following chart with the missing words in ordinary spelling:**

PRONUNCIATION OF “THERE” + “TO BE”			
(+)		(-)	
	/ ðə r_ə /		/ ðə r_ɑ:nt /
	/ ðə r_ɪz /		/ ðə r_ɪz^nt /
	/ ðə z /	-----	-----
	/ ðə wəz /		/ ðə wəz^nt /
	/ ðə wə /		/ ðə wə:nt /

**HOMework**

### STRONG and WEAK FORMS: "SOME"

"SOME" can be pronounced

- in the strong form: / sʌm /,
- or the weak form /səm /.



1) Listen to the following dialogue. How is "SOME" pronounced in each case?

As you listen transcribe the pronunciation above the words.

/ səm /

A Mm! Delicious, John! Can I have *some* more? How d'you make it by the way?

B Oh, you need *some* lean meat, *some* vegetables, *some* butter, flour, salt. Chillies.

*Some* garlic, if you've got *some*. Lots of things.

Now, did you say you wanted *some* more,

darling?

A Well... if I'm to have *some* pudding, perhaps not.

(Adapted from Mortimer, C. 1985. *Elements of Pronunciation*. Intensive practice for intermediate and more advanced students. Cambridge: Cambridge University Press. Weak forms, dialogue 4)


2) Now practice saying this dialogue.

3) Taking into account exercise 1), now complete the rule for the pronunciation of "SOME"



When "SOME " is followed by uncountable nouns or plural countable nouns, indicating "amount of" or "number of", we pronounce this determiner in the ..... form. In the rest of the cases we use the ..... form.

### STRONG and WEAK FORMS: Prepositions

- 1)  Listen to this conversation between James Bond's boss, M, and his secretary, Miss Money Penny. As you listen, fill in the missing prepositions.



/ dʒeɪmz bɒnd /

**Boss** Hello. Can I speak (1) \_\_\_\_\_ Miss Money Penny?

**Secretary** Speaking.

**B** Hello, M here. I'm phoning (2) \_\_\_\_\_ the Ritz. I'm looking

(3) \_\_\_\_\_ James Bond. We had a lunch appointment

(4) \_\_\_\_\_ twelve. Is he there?

**S** I'm sorry, sir, but he's gone (5) \_\_\_\_\_ Budapest.

**B** I was afraid (6) \_\_\_\_\_ that. Where exactly?

**S** He's staying (7) \_\_\_\_\_ the hotel Royal.

**B** Why didn't he listen (8) \_\_\_\_\_ me? He's just asking (9) \_\_\_\_\_

trouble.

**S** He's only staying there (10) \_\_\_\_\_ a couple (11) \_\_\_\_\_

days.

**B** All right. Contact him and tell him (12) \_\_\_\_\_ me he's a damn fool.

Oh, and you can tell him I'm waiting (13) \_\_\_\_\_ his call.

**S** Yes, sir.

- What do you notice about the pronunciation of these prepositions?




/ mɪs 'mʌni,pəni /




/ ðə rɪts /



/ ˌbjʊ:də'pʰest /

- 2)  Listen and complete each phrase below with the **STRONG** or the *weak* form of each preposition. Mark the rhythm under each phrase using ° and ○

<b>TO</b>	Strong form: / t <sup>h</sup> u: /	Weak form: / tə / + a consonant / tu / + a vowel
1) _____ Miss Money Penny    2) _____ Budapest    3) _____ me °       ○    ○ °    ○ °		
<b>FROM</b>	Strong form: / frɒm /	Weak form: / frəm /
1) _____ the Ritz    2) _____ me		
<b>FOR</b>	Strong form: / fɔ: (r) /	Weak form: / fə (r) /
1) _____ James Bond    2) _____ trouble    3) _____ a couple    4) _____ his call		
<b>AT</b>	Strong form: / æt /	Weak form: / ət /
1) appointment _____ twelve    2) staying _____ the Hotel Royal		
<b>OF</b>	Strong form: / ɒv /	Weak form: / əv /
1) afraid _____ that    2) couple _____ days		

- 3)  Listen and practise saying the prepositions on their own and in the phrases.
- 4) Read the dialogue aloud with a partner. Pronounce the prepositions in their weak forms.

5) Taking into account the previous exercises complete the following rule for the pronunciation of prepositions.

When a preposition is ..... or ..... of a tone unit, it is generally pronounced in the *weak* form.

For example: .....  
.....

6) Answer the following questions, pay attention to the pronunciation of prepositions in your answers.



A. Who is M looking for? .....

B. Where is he phoning from? .....

C. What is James asking for? .....

D. What is M waiting for? .....

7) **ODD ONE OUT.** Look at the questions in 6). Listen to your teacher reading the questions. Pay attention to the stress pattern. Only one of them is different. The rest share the same stress pattern. Find the odd one out.

8) Taking into account the previous exercises complete the following rule for the pronunciation of prepositions.

When a preposition is ..... of a tone unit, it is pronounced in the ..... form.


For example: .....  
.....

In order to decide which form of a preposition you need to use, **STRONG** or *weak*, you have to pay attention to its **LOCATION** within the tone unit: at the BEGINNING, in the MIDDLE or at the END.





**STRONG and WEAK FORMS: "CAN – CAN'T"**

1)  Listen to two children, Ben and Isabel, talking about what they can and can't do. Put ticks (✓) or crosses (✗) in the table.

	1. Ben 	2. Isabel 	3. You	4. Your partner
Play football				
Use a computer				
Swim 100 metres				
Ride a bicycle				
Ride a horse				
Sew				
Speak French				
Play the piano				
Run fast				

2) Notice the pronunciation and stress

/ kən /

I can ride a bicycle

○ ○ ○ ● ○ ○ ○



but

/ kʰɑ:nt /

I can't ride a horse

○ ○ ○ ○ ●



3)  Listen to the following sentences. Mark the rhythm for each of them. Then, practise saying them carefully.

a) I can speak English. I can't speak Chinese.

\_\_\_\_\_

b) I can play football. I can't play tennis.

\_\_\_\_\_

c) I can drive a car. I can't drive a lorry.

\_\_\_\_\_

d) I can read fast. I can't write fast.

\_\_\_\_\_



4) QUESTIONS and SHORT ANSWERS

a) Notice the pronunciation and stress

/ kən /

Can you play tennis?

/ kʰæn /

Yes, I can or

/ kʰɑ:nt /

No, I can't



b) Look back at the table in 1). Which of the things can you do? Complete column 3.

c) Now, work with a partner. Ask and answer questions to each other and complete column 4. Pay careful attention to rhythm and pronunciation of CAN – CAN'T.

(Adapted from Cunningham, S. & P. Moor. 2002. *New Headway Pronunciation Course: Elementary*. Oxford: Oxford University Press. Unit 6, p. 27).

In order to decide which form of CAN you need to use, **STRONG** or *weak*, you have to pay attention to its LOCATION within the tone unit:

- at the BEGINNING or in the MIDDLE, we usually use .....
- at the END, we always use .....

The contracted negative form CAN'T is ALWAYS pronounced .....



**HOMEWORK**

• USING THE DICTIONARY: Transcribe the dialogue below.

A She can play the flute. ....

She can paint pictures. ....

She can write poems. ....

She can grow plants. ....

She can do most things. ....

What can I do? I can't do any of the things she can!.....


B You can fight. ....

A Yes, but who wants a girl who can fight? .....

B I do. ....

(Taken from Mortimer, C.1985. *Elements of Pronunciation*. Cambridge: Cambridge University Press. Weak forms, dialogue 24).

### STRONG and WEAK FORMS: "DO – DOES"

1)  Two people meet at a party. Listen to their conversation. How similar are they?

A: So... what (1) do you (2)do?

B: Oh, I'm a student.

A: Oh, yes. What (3) do you study?

B: Music

A: Really? I'm a music teacher.

B: Are you really? Where (4) do you work, then?

A: Oh, at a school, in Cambridge.

B: Really? (5) Do you live in Cambridge?

A: Yes, Yes I (6) do. Why, where (7) do you live?

B: Cambridge. I live in Cambridge, too.

A: Really? Where?

B: In Bridge Street – I have a flat in Bridge Street.

A: No, that's amazing...



(Taken from Doff, A. & C. Jones.1999. *Language in Use: Beginner*. Cambridge: Cambridge University Press. Unit 9.2)

2) Listen to the dialogue again. How are the underlined verbs pronounced?

In order to decide which form of DO (or DOES) you need to use, **STRONG** or *weak*, you have to pay attention to its **FUNCTION** within the tone unit:



- When these verbs function as AUXILIARY VERBS, they are pronounced in the ..... for example: .....

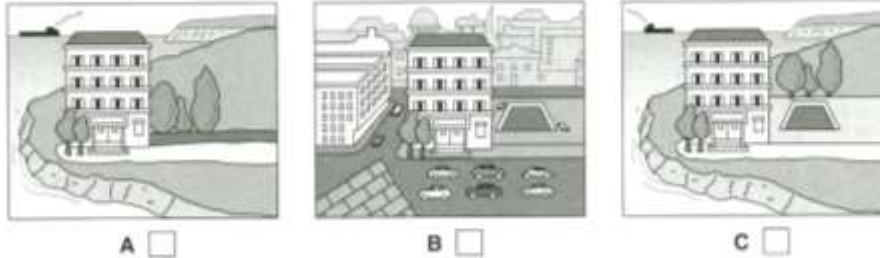
- When these verbs function as MAIN VERBS, they are pronounced in the ..... for example: .....

- In the case of SHORT ANSWERS, we use the ..... form

- The contracted negative forms DON'T - DOESN'T are **ALWAYS** pronounced ..... / ..... / and / ..... /

**PRONUNCIATION OF THE DEFINITE AND INDEFINITE ARTICLES**

1)  Listen to the following dialogue. Which hotel has the man chosen?



2)  Listen to the dialogue again. Complete the transcription with the missing grammatical words.

/ 'wʊmən / \_\_\_\_\_ di'saɪdɪd \_\_\_\_\_ hæʊ'tʰeɪl \_\_\_\_\_ gəʊɪŋ \_\_\_\_\_ steɪ ɪn /  
 / mæn / əʊ jɛs / \_\_\_\_\_ 'lɑ:dʒɪst \_\_\_\_\_ eəriə / \_\_\_\_\_ gɒt fə: flɔ:z /  
 \_\_\_\_\_ raɪt \_\_\_\_\_ 'si:ʃɔ: / \_\_\_\_\_ gɒt \_\_\_\_\_ p'hɑ:k / \_\_\_\_\_  
 \_\_\_\_\_ 'aʊtdɔ: p'hɜ:l \_\_\_\_\_ wel / səʊ \_\_\_\_\_ 'eɪbəl \_\_\_\_\_ swɪm \_\_\_\_\_ 'evri deɪ / \_\_\_\_\_  
 \_\_\_\_\_ ɪn'dʒɔɪ \_\_\_\_\_ bi:tʃ /

- Now complete the entry for the strong and weak forms of the definite and indefinite articles

Word	Strong form	Weak form
The		
A / an		

- Complete the rules for the use of these pronouns:

The definite article “the” is pronounced /...../ When.....  
 ....., and it is pronounced  
 .... /..... / when .....

The indefinite article “a” is pronounced .... /..... /... when .....  
 and it is pronounced .... /..... / when .....

- What other words change their pronunciation under the influence of the first sound in the following word?

....., for example .....

....., for example .....

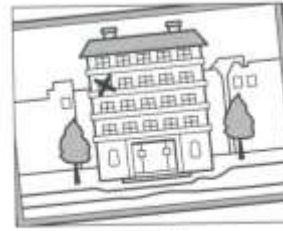
- 3)  Which is Gary's room? Listen and mark the correct picture.



A



B



C

- 4) Complete the transcription below with the missing grammatical words:

/ˈwʊmən / lʊk / ˈgeəri\_\_\_ sent\_\_\_ \_\_\_ ˈpʰəʊst,kɑ:d\_\_\_ \_\_\_ həʊtʰel / \_\_\_  
 pʰʊt\_\_\_ kʰrɒs\_\_\_ ʃəʊ\_\_\_ \_\_\_ ˈwɪndəʊ /

/mæn / ɑ: / raɪt\_\_\_ \_\_\_ ˈmɪdəl /

/ˈwʊmən / jes / \_\_\_ sez\_\_\_ ˈwɒnt\_\_\_ \_\_\_ ru:m\_\_\_ \_\_\_ tʰɒp flɔ: / wɪð\_\_\_  
 \_\_\_ ˈəʊpən ˈbælkəni / \_\_\_ \_\_\_ ˈəʊnli ru:m əˈveɪləbəl / \_\_\_ \_\_\_ \_\_\_ flɔ:  
 biˈləʊ /

- 5) Transcribe the text below. The thick lines are for grammatical words, and the thin lines are for content words. Add aspiration and liaison where necessary.

In South America, the Andes stretch more than seven thousand

/ \_\_\_\_\_ saʊθ əˈmerɪkə / \_\_\_\_\_ ˈændi:z \_\_\_\_\_  
 \_\_\_\_\_ ˈθaʊzənd

kilometres from Lake Maracaibo to Tierra del Fuego in the

kɪˈlɒmɪtəz / \_\_\_\_\_ leɪk ˈmærəˈkʰaɪbəʊ \_\_\_\_\_ \_\_\_ tiˈeərə del ˈfewɪgəʊ \_\_\_\_\_

south – the whole length of the continent and a distance greater

saʊθ / \_\_\_\_\_ həʊl lɛŋθ \_\_\_\_\_ / \_\_\_\_\_ ˈɡreɪtə

than New York to London. In the Andes range

\_\_\_\_\_ / \_\_\_\_\_ 'ændi:z reɪndʒ /

you can also find the world's highest volcano (Ojos del Salado on the

\_\_\_\_\_ 'ɔ:ləsəʊ faɪnd / \_\_\_\_\_ haɪst vɒl'kheɪnəʊ / 'ɒks del səl'laðə \_\_\_\_\_

border between Chile and Argentina), and the highest lake on

\_\_\_\_\_ 'tʃɪli \_\_\_\_\_ ,ɑ:dʒen'tʃi:nə / \_\_\_\_\_ haɪst leɪk \_\_\_\_\_

the earth, Lake Titicaca in Peru, which is an incredible

\_\_\_\_\_ / leɪk ˌtɪtɪ'kɑ:kə \_\_\_\_\_ pə'ru: / \_\_\_\_\_

view, and attracts tourists from all over the world

vju: / \_\_\_\_\_ ə'træktɪz 'tʃu:rɪsts \_\_\_\_\_ 'əʊvə \_\_\_\_\_ /



Introducción a la Lengua Inglesa

Profesorado y Traductorado en Inglés



**Contents:**

Pure vowels

Diphthongs

Semivowels

Consonants

Clusters



Facultad de Lenguas  
Universidad Nacional del Comahue





IPA (International Phonetic Alphabet): THE WAY TO WRITE SOUNDS

Pure Vowels

			
tree /tri:/	fish /fɪʃ/	happy /'hæpi/	
			
boot /bu:t/	bull /bʌl/	you /ju/	
			
egg /eg/	computer /kəm'pjʊ:tə/	bird /bɜ:d/	horse /hɔ:s/
			
cat /kæt/	up /ʌp/	car /kɑː/	clock /klɒk/

Diphthongs

			
train /treɪn/	bike /baɪk/	boy /bɔɪ/	owl /aʊl/
			
chair /tʃeə/	ear /ɪə/	tourist /'tuərist/	phone /fəʊn/

Semivowels

	
witch /wɪtʃ/	yacht /jɒt/

Consonants

		
parrot /'pærət/	tie /taɪ/	key /kiː/
		
bag /bæg/	dog /dɒɡ/	girl /gɜːl/
		
chess /tʃes/	shower /'ʃaʊə/	flower /'flaʊə/
		
jazz /dʒæz/	television /'telɪvɪʒən/	vase /vaːz/
		
snake /sneɪk/	thumb /θʌm/	house /haʊs/
		
zebra /'zebrə/	mother /'mʌðə/	
		
right /raɪt/	leg /leg/	
		
monkey /'mʌŋki/	nose /nəʊz/	sing /sɪŋ/



EXAMPLES OF ENGLISH SOUNDS: Vowels and semivowels

PURE VOWELS				DIPHTHONGS			
1) /i:/	2) /ɪ/	3) /ʊ/	4) /u:/	15) /ɪə/	16) /ee/	17) /uə/	
5) /e/	6) /ə/	7) /ɜ:/	8) /ɔ:/	18) /eɪ/	19) /aɪ/	20) /ɔɪ/	
9) /æ/	10) /ʌ/	11) /ɑ:/	12) /ɒ/	21) /əʊ/	22) /aʊ/		
13) /ɪ/	14) /u/	<b>SEMIVOWELS</b>		23) /w/	24) /j/		

EXAMPLES OF ENGLISH SOUNDS: Consonants

<b>CONSONANTS</b>									
25) /p/	26) /t/	27) /k/	28) /f/	29) /θ/	30) /s/	31) /ʃ/	32) /tʃ/		
33) /b/	34) /d/	35) /g/	36) /v/	37) /ð/	38) /z/	39) /ʒ/	40) /dʒ/		
	42) /n/	43) /ŋ/	44) /m/	45) /l/	46) /r/	47) /h/			

LETTERS AND NUMBERS

1) Look at the table below. Listen and say *dot*, *slash*, or *at*. Then test a partner.

Example: Audio H... You Slash!

.	J	M	K	E	P	D	R	C
/	H	G	N	Q	A	B	T	U
@	8	L	X	I	V	3	O	2

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Activity 1B.5 p. 9).

2) Match the letters with their pronunciation.



/vi:/

/aɪ/

/bi:/

/eɪ/

/i:/

3) Now answer the following questions:

- a) How many letters are pronounced with /i:/? .....
- b) How many letters are pronounced with /e/? .....
- c) How many letters are pronounced with /eɪ/? .....

**USING THE DICTIONARY:** Transcribe the alphabet

A .....	H .....	O .....	V .....
B .....	I .....	P .....	W .....
C .....	J .....	Q .....	X .....
D .....	K .....	R .....	Y .....
E .....	L .....	S .....	Z .....
F .....	M .....	T .....	
G .....	N .....	U .....	

**HOMework**

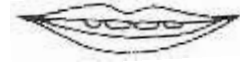
**THINGS AND ACTIONS IN THE CLASSROOM: Pure vowels /i:/ & /ɪ/**

1) Two typical vowel sounds in English are /i:/ & /ɪ/. Listen to your teacher saying the numbers below. Match these words and sounds with the corresponding pictures.










**6** SIX /ɪ/



**3** THREE /i:/



2) Listen to the words below. Do we pronounce them with the sound /i:/ or /ɪ/?

WORD	SOUND	SPELLING
 CD		
 pencil		
 picture		
 teacher		
 window		
 English		
 repeat		
please		
 listen		
 read		

**3) Summarising:**

The sound /i:/ is a ..... vowel and lips are .....  
 We generally use this sound in words that contain the letters:.....  
 as in.....

The sound /ɪ/ is a ..... vowel and lips are .....  
 We generally use this sound in words that contain the letters:.....  
 as in.....

**NUMBERS: Pure vowels /i:/, /ɪ/ & /i/**

1)  Listen and repeat.

A	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen
B	thirty	forty	fifty	sixty	seventy	eighty	ninety

2)  Listen and say A or B.

3)  Listen and underline the stressed syllable.

- |   |   |          |   |           |   |               |
|---|---|----------|---|-----------|---|---------------|
| 1 | A | Thirteen | P | Thirty?   | A | No, thirteen! |
| 2 | A | Forty    | P | Fourteen? | A | No, forty!    |
| 3 | A | Fifty    | P | Fifteen?  | A | No, fifty!    |

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Activity 2B.5 p.23).

4) Listen to your teacher saying the words below. How is the letter <y> pronounced in an *unstressed syllable*? Write the symbol in the photo frame.

happy      thirty      pretty      ninety      sweety      Penny



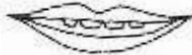
5) Match the symbols with the corresponding drawings and descriptions.

/i:/

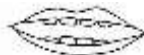
/i/

/ɪ/

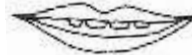
This sound is short and lips are spread.



This sound is short and lips are loosely spread.



This sound is long and lips are spread.



6) Read the text below and complete the squares with the right sounds.

Patty is twenty years old. She lives on a farm in India. She has got some

□ □ □ □ □ □ □ □ □

sheep and a pet rabbit. In her free time, she watches TV and listens to her

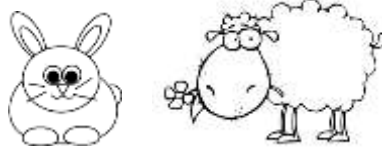
□ □ □ □ □ □ □ □

sister's CDs. She loves music and dancing. She is really happy

□ □ □ □ □ □ □ □ □ □

in her country.

□ □ □ □



**• USING THE DICTIONARY:** Transcribe the words below

Mary ..... India ..... sheep ..... rabbit .....

thirty ..... free ..... music ..... lives .....

is ..... really ..... happy ..... country .....

**HOMework**

**• TREE OR THREE?:** Do units 6 & 7.

**• USING THE DICTIONARY:** Transcribe the words below

CD                      picture                      teacher                      English                      please


.....

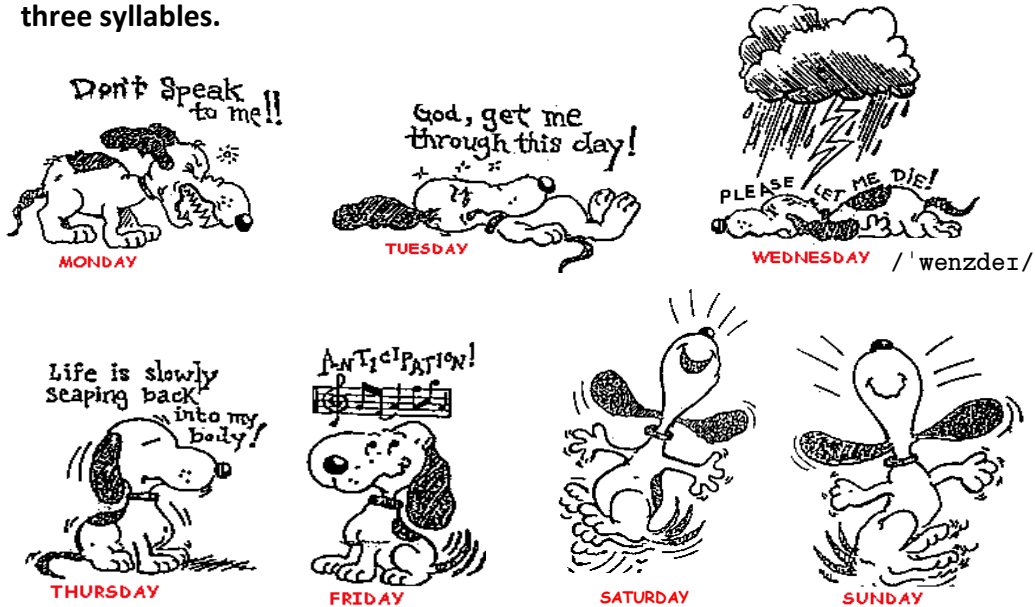
pencil                      read                      windows                      repeats                      listen

.....

**HOMework**

**DAYS OF THE WEEK: Pure vowels /ʌ/ & /æ/**

1)  Look at Snoopy's typical work week. Then listen and say which day has three syllables.



(Adapted from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Activity 2A.4 p.17).

2) Two typical vowel sounds in English are /ʌ/ & /æ/. Listen to the days of the week again and classify them according to their vowel sounds.



.....  
 .....

.....  
 .....

3) Work in pairs and answer the questions below.

a) Which number is pronounced with the sound /ʌ/? .....

b) Which classroom object is produced with the sound /æ/? .....

c) Think of one city that is said with /ʌ/ and one with /æ/ 1) .....

2) .....

d) Find one country that is produced with /ʌ/ and one with /æ/ 1) .....

2) .....

4) Look at your examples in detail. Which letters do they contain?

/ʌ/	/æ/

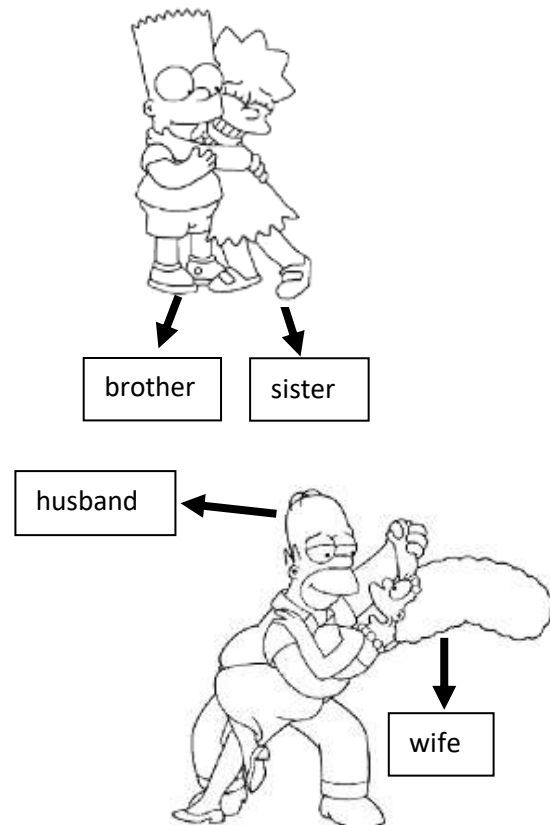
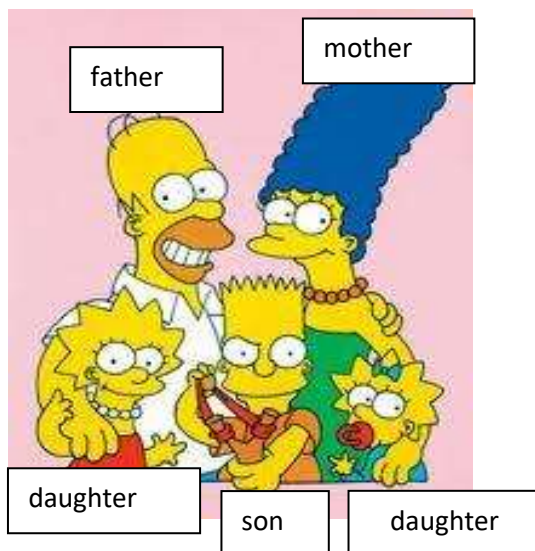
**HOMework**

- **TREE OR THREE?:** Do units 16 & 17.
- **USING THE DICTIONARY:** Transcribe the days of the week.

Monday	Wednesday	Friday	
.....	.....	.....	
Tuesday	Thursday	Saturday	Sunday
.....	.....	.....	.....


**FAMILY MEMBERS: Pure vowels /ʌ/& /ɑː/**

1)  Look at the Simpsons' family relations. Then, listen and repeat.



(Adapted from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Activity 2B.1 p.19).

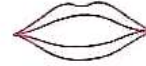


- 2)  Listen again. What do the words *mother*, *son*, *brother* and *husband* have in common? How is the word *father* pronounced?

/ɑː/



/ʌ/



- 3) **DEMONSTRATIVES:** Read the sentences to a partner paying attention to the phonetic symbols below.

- a. These are the Simpsons.

/iː/

/ɪ/

- b. This is Bart.

/ɪ/ /ɪ/ /ɑː/



- c. That is Lisa.

/æ//ɪ/ /iː/



- d. Marge isn't Homer's sister. She is his wife.

/ɑː/ /ɪ/

/ɪ/

/ɪ, /ɪ/

- e. Homer is Bart, Lisa and Maggie's father.

/ɪ/ /ɑː/ /iː/

/æ/

/ɑː/

- **TREE OR THREE?:** Do unit 18.
- **USING THE DICTIONARY:** Transcribe the words below.

father ..... son ..... brother ..... husband .....

mother ..... daughter ..... sisters ..... wife .....

**HOMework**

**PURE VOWELS: /ʊ/ & /u:/**



1)  Listen to part of the song *Firework* sung by Katy Perry. Which sound is used in the words in bold?

Boom, boom, boom   
 Even brighter than the moon, moon, moon   
 It's always been inside of you, you, you   
 And now it's time to let it through-ough-ough   
 'Cause baby you're a firework  
 Come on, show them what you're worth  
 Make them go "Oh, Oh, Oh"  
 As you shoot across the sky-y-y




Baby, you're a firework   
 Come on, let your colours burst   
 Make them go "Oh, Oh, Oh"   
 You're gonna leave them all in "awe, awe, awe"   
 Boom, boom, boom   
 Even brighter than the moon, moon, moon   
 Boom, boom, boom   
 Even brighter than the moon, moon, moon

2) Two typical vowel sounds in English are /u:/ & /ʊ/. Listen to your teacher saying the words below. Then put them in the correct column.

/u:/ is a long vowel and lips are closely rounded 	/ʊ/ is a short vowel and lips are loosely rounded 

wouldn't juice truth Tuesday soup true fruit full spoon  
 you moon woods boot looking food wolf sugar June news

**WATCH OUT**



**Spelling & Pronunciation: Look at the words above.**  
**What spellings do /u:/ and /ʊ/ have in common?**

< > as in..... /u:/ and ..... /ʊ/  
 < > as in..... /u:/ and ..... /ʊ/  
 < > as in..... /u:/ and ..... /ʊ/

**3) Complete the text with words from the columns. The vowel sound is given. Then work in pairs and read the story aloud.**

It's ..... /u:/ the second of ...../u:/  
 and everybody knows the ..... /u:/  
 There is a ..... /ʊ/ ..... /u:/  
 and the ..... /ʊ/ is in the ..... /ʊ/,  
 he has one ..... /u:/  
 and he's ..... /ʊ/ for ..... /u:/.  
 He needs some ..... /u:/ and ..... /ʊ/  
 to make some ..... /u:/  
 and some onions and a ..... /u:/ for his ..... /u:/.  
 Is it ..... /u:/? If I were ..... /u:/,  
 I ..... /ʊ/ want to know the ..... /u:/.




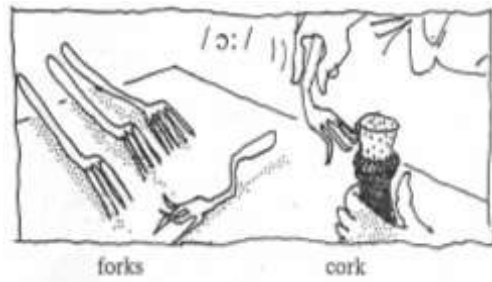
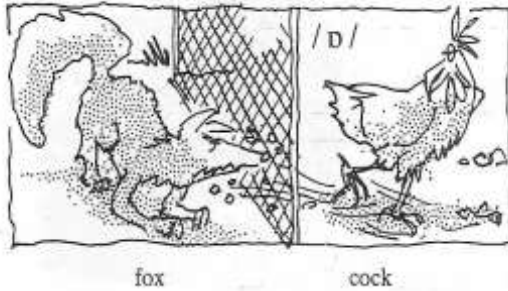
**HOMWORK**


- TREE OR THREE?:** Do units 29 & 30.
- USING THE DICTIONARY:** Transcribe the words below







boom.....	Tuesday.....	woods .....	sugar .....
moon.....	June .....	boot .....	juice .....
you.....	news.....	looking .....	spoon .....
through.....	full .....	truth .....	soup.....
shoot.....	wolf .....	fruit .....	wouldn't .....
food .....	true .....		

**PURE VOWELS: /ɒ/ & /ɔ:/**

- 1)  The sounds /ɒ/ and /ɔ:/ are easy to confuse. Listen and make sure you can hear the difference.



- 2)  You will hear six words. Listen and for each word, put a tick ✓ in the correct box according to the sound you hear. Then put the words in the correct column.

	/ɒ/	/ɔ:/									
a)	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1"> <tr> <td style="text-align: center;">ɒ </td> <td style="text-align: center;">/ɒ/ is a short vowel and lips are open rounded</td> <td style="text-align: center;">ɔ: </td> <td style="text-align: center;">/ɔ:/ is a long vowel and lips are rounded</td> </tr> <tr> <td colspan="2" style="height: 150px;"></td> <td colspan="2"></td> </tr> </table>	ɒ 	/ɒ/ is a short vowel and lips are open rounded	ɔ: 	/ɔ:/ is a long vowel and lips are rounded				
ɒ 	/ɒ/ is a short vowel and lips are open rounded	ɔ: 	/ɔ:/ is a long vowel and lips are rounded								
b)	<input type="checkbox"/>	<input type="checkbox"/>									
c)	<input type="checkbox"/>	<input type="checkbox"/>									
d)	<input type="checkbox"/>	<input type="checkbox"/>									
e)	<input type="checkbox"/>	<input type="checkbox"/>									
f)	<input type="checkbox"/>	<input type="checkbox"/>									

(Adapted from Bowler, B. & S. Parminter. 1992. *Headway Pre-intermediate Pronunciation*. Oxford: Oxford University Press. p.44).

- 3) Work in pairs. You are going to play a game called Space Battle. In this game you try to find, hit and destroy your partner's spaceships. Each of you have:


4 flying saucers

3 rockets

Put all your spaceships in your grid below either vertically or horizontally. Say the name of a square on your grid. If there is a flying saucer or part of a rocket say HIT, if there is not say MISS. If the HIT is a flying saucer or the last remaining square of a rocket, say HIT and DESTROYED.

	<b>cork</b>	<b>fox</b>	<b>want</b>	<b>forks</b>	<b>cock</b>	<b>got</b>	<b>born</b>
<b>John</b>							
<b>clock</b>							
<b>bought</b>							
<b>sport</b>							
<b>saw</b>							
<b>walk</b>							

	<b>cork</b>	<b>fox</b>	<b>want</b>	<b>forks</b>	<b>cock</b>	<b>got</b>	<b>born</b>
<b>John</b>							
<b>clock</b>							
<b>bought</b>							
<b>sport</b>							
<b>saw</b>							
<b>walk</b>							

**WATCH OUT**  **Spelling & Pronunciation: Look at the words above. What spellings do /ɒ/ and /ɔː/ have?**


/ɒ/ is usually spelt < > as in ..... and .....

/ɔː/ can be spelt < >< >< > and < > as in  
 ....., ....., ..... and.....

4) Write the names of the things in the picture in ordinary spelling and phonetic script. They all have /ɒ/ or /ɔː/.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....



5)  Listen and write the missing /ɒ/ and /ɔː/ words.

This is our kitchen. On the table there's a big .....<sup>1</sup> full of shopping, a .....<sup>2</sup> of wine and some .....<sup>3</sup> and pepper. There's a .....<sup>4</sup> on the .....<sup>5</sup> and the .....<sup>6</sup>'s asleep in the corner behind the .....<sup>7</sup>

(Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 19).

**HOMework**

- **TREE OR THREE?:** Do units 20 & 21.
- **USING THE DICTIONARY:** Transcribe the text above.

.....

.....


.....

.....

**PURE VOWELS: /ɜː/**

1) The following words have the sound /ɜː/

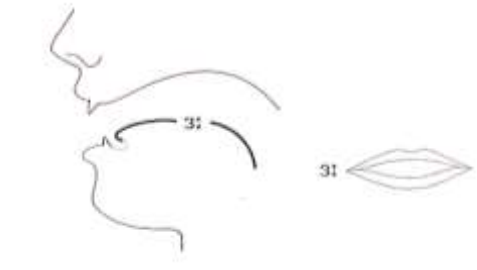
first		earth		person	
bird		word		shirt	


2)  Listen to these groups of words and circle the one that is not pronounced /ɜː/

- |    |               |            |              |         |
|----|---------------|------------|--------------|---------|
| a. | girl          | tired      | bird         | first   |
| b. | worm          | worn       | world        | work    |
| c. | advertisement | university | conservative | western |
| d. | nurse         | bury       | suburb       | disturb |
| e. | learn         | earn       | wear         | earl    |

(Adapted from Cunningham, S. & P. Moor. 1996. *Headway Elementary Pronunciation*. Oxford: Oxford University Press).

3) To make this sound, your lips and tongue should be in the same position to make the sound /ə/, but /ɜː/ is longer.



**WATCH OUT**  **Spelling & Pronunciation: Look at the words above.**

**What are the most common spellings for the sound /ɜː/? Give examples.**

<.....> .....

<.....> .....

<.....> .....

<.....> .....

<.....> .....

**All these spellings have the letter "r" in common. Is it pronounced?**

4) Can the vowel sound /ɜ:/ appear in weak syllables? Yes No

Provide the pronunciation and the stress pattern for each word in this exercise.

The first example has been done for you

	Pronunciation	Stress pattern
Germany	/ˈdʒɜ:məni /	○ ○ ○
journalist		
person		
birthday		
university		

5) Look at the newspaper headlines below. Listen to the headlines one by one. How many /ɜ:/ sounds are there? Write the number in the box

- a)  Birmingham girl murdered
- b)  Nurse Kirsty marries in Turkey
- c)  Prince Albert's thirtieth birthday
- d)  GERMAN UNIVERSITY BURNS
- e)  British Workers "worst in world"



6) Match these headlines with the corresponding rhythm:

- 1. ○ ○ ○ ○ ○ ● ○
- 2. ○ ○ ○ ● ○
- 3. ○ ○ ○ ○ ○ ●
- 4. ○ ○ ○ ○ ○ ● ○
- 5. ○ ○ ○ ○ ○ ○ ●

7) Practise saying these headlines.

(Adapted from Cunningham, S. & P. Moor. 1996. *Headway Elementary Pronunciation*. Oxford: Oxford University Press).

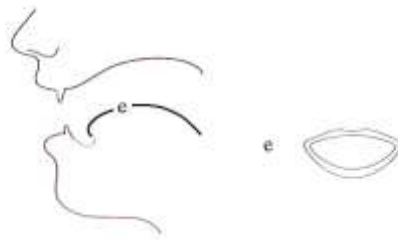


**PURE VOWELS: /e/**

1) The following words have the sound /e/


bed		ten		many	
head		bread		bury	

2) The sound /e/ is pronounced with the front of the tongue and with neutral lips



3) Listen to these groups of words and circle the word that is pronounced with /e/:

- |    |        |       |        |       |
|----|--------|-------|--------|-------|
| a. | spin   | bend  | clean  | third |
| b. | spread | heard | Bill   | stir  |
| c. | third  | skin  | thread | pearl |
| d. | heard  | head  | hide   | hate  |
| e. | ship   | sheep | burst  | best  |

**WATCH OUT**  **Spelling & Pronunciation: Look at the words above.**

**Which are the letters that represent the vowel /e/ in normal spelling? Provide some examples.**

<.....> .....

<.....> .....

<.....> .....

4) Classify the words in the box according to the vowel sound in each of them. Find some minimal pairs:

Bed	word	prefer	any	many	bread	pearl
serve	birthday	learn	years	let	earned	thirty
burn	lend	wed	read	bird	journey	
girl	dirty	turn	end	ten	Bertha	Ben

/e/	/ɜ:/
bed	bird

**5) Complete the crossword (IN PHONETICS!) and discover the secret phrase in the middle.**

1. A green plant with no flowers.
2. Singular of 'people'.
3. Teachers TEACH, students .....
4. Animals you keep at home.
5. 10 .....
6. Someone who writes news, reports for newspapers magazines, television or radio.
7. Verb: to do a job that you're paid for.
8. Someone who is trained to look after people who are ill or injured, usually in hospital.
9. Past tense of "keep"
10. A thief
11. Part of the body, between your head and your shoulders
12. "..... and butter"
13. Opposite of "clean"
14. Past tense of "fall"
15. An area away from the centre of a town or city where a lot of people live.
16. The "house" of a bird

**What's the secret phrase?.....**

**PURE VOWELS: Schwa /ə/**

- 1) In words with two or more syllables, at least one syllable is *weak* (does not have stress), for example:

letter

○ ○

better

○ ○

burger

○ ○

again

○ ○

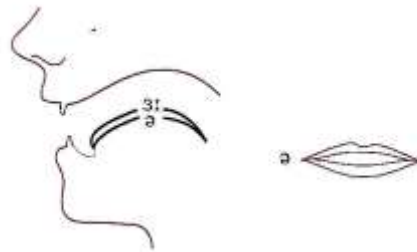
Turner

○ ○

alert

○ ○

- 2) The sound /ə/ is always used in *weak* syllables. This sound is similar to /ɜ:/, but it is always very short.



- 3) Listen to these examples and repeat them. The weak vowels in the unstressed syllables in bold are pronounced /ə/.

Weak a (r): away banana woman sugar

Weak e (r): garden paper under

Weak o (r): police doctor correct

Weak u (r): support figure colour

- 4) Repeat the following phrase. Mark the letters which are pronounced /ə/. Add the rhythmical pattern for this utterance below.

*"I ate an apple and a banana in a cinema in Canada."*



**WATCH OUT**



**Spelling & Pronunciation: / ə / & final “r”**

**Note the following:** In words like ‘paper’, ‘sugar’, ‘colour’, the final “r” is not pronounced in Standard British English, so ‘vista’ /<sup>1</sup>vɪstə/ rhymes with ‘sister’ /<sup>1</sup>sɪstə/.

5) Listen to the poem. Circle the words which rhyme. What do they have in common? Practise saying the poem.

Mr. Porter loves his pasta.  
No one else can eat it faster.  
Mr. Porter's sister Rita,



Buys the pasta by the metre.  
Mr. Porter's older daughter,  
Boils it all in tubs of water.

(Taken from Hancock, M. 2004. *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge University Press).

6) Listen. In each sentence or phrase there are two vowels which are not /ə/. Underline them and write them in phonetic script below. Then transcribe the whole utterance.


Example: an apple and a banana. /ən 'æpəl ən ə bə'na:nə/  
/æ/ /ɑ:/

1. from Canada to China .....
2. The parrot was asleep. ....
3. The cinema was open. ....
4. the photographer's assistant .....
5. a question and an answer .....
6. a woman and her husband .....

**TREE OR THREE?:** Do units 23, 15, 3 & 11.

**HOMework**

## DIPHTHONGS

- 1)  Listen to the following sounds and example words. Try to memorise the sound of each diphthong.

/e/ + /ɪ/ = /eɪ/ day, \_\_\_\_\_, \_\_\_\_\_

/ɑː/ + /ɪ/ = /aɪ/ my, \_\_\_\_\_, \_\_\_\_\_

/ɔː/ + /ɪ/ = /ɔɪ/ boy, \_\_\_\_\_, \_\_\_\_\_


/ɪ/ + /ə/ = /ɪə/ near, \_\_\_\_\_, \_\_\_\_\_

/e/ + /ə/ = /eə/ where, \_\_\_\_\_, \_\_\_\_\_


/ə/ + /ʊ/ = /əʊ/ go, \_\_\_\_\_, \_\_\_\_\_

/ɑː/ + /ʊ/ = /aʊ/ now, \_\_\_\_\_, \_\_\_\_\_

/ʊ/ + /ə/ = /ʊə/ tour (some native speakers say /ɔː/ instead)

- 2)  Listen to the following words. Write two of them in each of the spaces next to the diphthong symbols above, according to the diphthongs they contain.

eight	hair	hello	house	here	beer	noise
high	fly	phone	cow	enjoy	way	there

- 3)  Put the following words into the gaps in the phrases below. Use the pictures to help you. Then listen and check your answers.

bear	beer	bow	boy	cow	crow	deer
fly	Grey	hair	hello	tie	toy	way



a. A .....combing his .....



c. A .....making a .....



b. A ..... wearing a .....



d. A ..... holding a .....



e. A ..... drinking a .....



g. Mr ..... asking the .....



f. A ..... saying .....!

4) Turn to the “EXAMPLES OF ENGLISH SOUNDS” chart on page 42. Write in an example word to help you remember each diphthong.



5) Listen and complete the following text in phonetic script. Use the words in the box to help you.

/ ɪts ən ..... ɒn ðə ..... /  
 ðə ..... ə bɪlt wɪð ..... /  
 ju get ..... baɪ ..... / ..... / ɔ: ..... /  
 ɪn 'wɪntə ðəz ə lɒt əv ..... /  
 ən ..... ðə ..... ðə  
 ..... ɪz ..... /

- brown
- mountains
- road
- town
- over
- snow
- houses
- closed
- coast
- old
- train
- stone
- there
- sometimes



(Adapted from Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 29).

**HOMEWORK**

- **TREE OR THREE?:** Do units 27, 28, 33, 34, 41, 42 & 43.
- **USING THE DICTIONARY:** Transcribe the note below.

Dear Mary,

I'm really pleased you can come to the theatre with us tonight. We've got seats upstairs, near the front. See you there!

Vera

---



---



---



---

(Taken from Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press).



**SEMIVOWELS: /w/**

1) The picture below shows how / w / is produced.



To make the sound / w /, your teeth don't touch your lips. Your lips should be hard and round. This is a short sound.

Say /w/. Try starting with /u:/ like this:

uuu: . . . where

uuu: . . . was

uu: . . . where

uu: . . . was


u: . . . where

u: . . . was

where

was



2)  Listen to the sentences. Underline the /w/ sounds.



3) Now, practise saying the sentences above. Very slowly first, and then say them faster and faster.



**4) Match the questions with the answers. Then, listen and check your answers.**

- |  |                                    |
|--|------------------------------------|
| 1. Where was Wendy when they were watching the whales? | a. The sweet white one, Walter.    |
| 2. What was wrong with the weather on Wednesday?       | b. Working in Washington.          |
| 3. Which wine would you like, Winifred?                | c. They didn't want Will to worry. |
| 4. Why were Wayne and Wanda whispering?                | d. It was wet and windy.           |

**Now, practise saying the sentences above in pairs.**

(Adapted from Cunningham, S. & P. Moor. 2001. *New Headway Pronunciation: Pre-intermediate*. Oxford: Oxford University Press. p. 20).

**5) Match the words in the box with the transcriptions below.**

<b>when</b>	<b>who</b>	<b>swim</b>	<b>what</b>
<b>week</b>	<b>winter</b>	<b>whole</b>	<b>twenty</b>
<b>wrong</b>	<b>we</b>	<b>two</b>	<b>write</b>

- |             |              |           |
|-------------|--------------|-----------|
| a. /wi:/    | b. /rɒŋ/     | c. /wen/  |
| d. /tu:/    | e. /raɪt/    | f. /swɪm/ |
| g. /hu:/    | h. /'twenti/ | i. /həʊl/ |
| j. /'wɪntə/ | k. /wi:k/    | l. /wɒt/  |



**Sometimes the sound /w/ is not pronounced!**

**Find examples from the box above to complete the rules.**

**Rule**

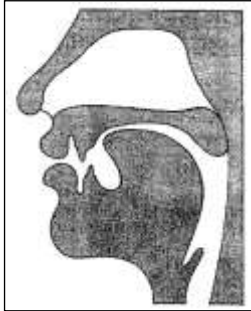
**Examples**

- |                                     |       |
|-------------------------------------|-------|
| <b>1. /w/ is not pronounced</b>     | ..... |
| <b>when the spelling is w + r.</b>  | ..... |
| <b>2. /w/ is not pronounced</b>     | ..... |
| <b>when the spelling is wh + o.</b> | ..... |

(Adapted from Cunningham, S. & P. Moor. 2002. *New Headway Pronunciation: Elementary*. Oxford: Oxford University Press. p. 05-06).


**SEMIVOWELS: /j/**

1) The picture below shows how /j/ is produced.



The tongue is in a position similar to /I/. The soft palate is raised and the tongue moves quickly to the following vowel.

In English, if we write a word starting with the letter **Y**, we pronounce it with the sound /j/.

2)  Contrast /j/ - /dʒ/. Listen to these pairs of words. Write 1 next to the first word you hear, and 2 next to the second word.



a  jet



yet



c  juice



use



b  joke



yolk



d  jaw



your

(Adapted from Cunningham, S. & P. Moor.2002. *New Headway Pronunciation: Intermediate* . Oxford: Oxford University Press. p. 18).

3) Listen and write the words below in the correct columns in the table that follows.

- |            |       |         |              |
|------------|-------|---------|--------------|
| European   | enjoy | younger | imagine      |
| journalist | tune  | jacket  | geographical |
| strangers  | you   | stupid  | universal    |

/j/	/dʒ/



4) Listen to the sentences below and underline the sound /j/. Remember that this sound may appear before /u:/.

- a. In his youth, Jerry Josephs, the New York jeweller, used to play jazz on a German tuba.
- b. Julian Jones is jealous of Eunice's jaguar, but Eunice Jones is jealous of Jason's Jacuzzi, and Jason Jones is jealous of Julian's yacht.
- c. That huge green jaguar is the most beautiful jade statue in this museum.
- d. Yesterday George Young stupidly damaged Yolanda Jennings's new yellow jeep on a bridge.

(Adapted from Cunningham, S. & P.Moor.2002. *New Headway Pronunciation: Intermediate*. Oxford: Oxford University Press. p. 18).

**Practise saying these sentences aloud paying attention to /j/ and /dʒ/**

- **TREE OR THREE?:** Do units 40 & 10.
- **USING THE DICTIONARY:** Transcribe the words below.

whales.....	weather.....	whispering.....
worry.....	universal.....	stupid.....
European.....	younger.....	tune.....
youth.....	used.....	Eunice.....
beautiful.....	statue.....	museum.....

**HOMEWORK**

**CONSONANTS: Plosives /p/, /t/, /k/, /b/, /d/ & /g/**

- 1) What do a blocked hose and plosives have in common?  
 What happens to the water? What happens to the air?



-----  
 -----

- 2) The pictures below show how plosives are made. Which sounds are represented in a, b, c, d, e & f?

a.	b.	c.	d.	e.	f.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3) Circle the words you hear.

<p>a. pear </p> <p>a. cap </p> <p>a. tennis </p> <p>a. write </p> <p>a. class </p> <p>a. back </p>	<p>b. bear </p> <p>b. cab </p> <p>b. Dennis </p> <p>b. ride </p> <p>b. glass </p> <p>b. bag </p>
--	--

- 4)  /p, b/ Look at the cartoon and listen to the conversation. Then practise it with a partner.



(Taken from Baker A. 2007. *Tree or Three?* Cambridge: Cambridge University Press. p.102).

- 5)  /t, d/ Listen and repeat these poems.

**Too many twos**

Tom and Tim were twins.  
 Tom said to Tim, 'Can I talk to you?'  
 Tim said to Tom, 'Ssh, wait a minute ...'  
 One two is two  
 Two twos are four  
 Three twos are six  
 Four twos are eight  
 Five twos are ten ...'  
 Tom said to Tim, 'And what are two fives?'  
 Tim said to Tom, 'Two fives? Don't ask me!'




**A difficult daughter**

Doctor Dixon said to his daughter Daria,  
 'Don't go down town after dark - it's dangerous.'  
 Daria said, 'Don't worry, Dad, I won't. You know I never do.'  
 Next day when he came home for dinner, he said,  
 'Daria, dear, you didn't go down town after dark, did you?'  
 and she said, 'No, Dad, I didn't.'  
 But she did.  
 I don't know the details, but she definitely did.



(Taken from Marks, J. 2007. *English Pronunciation in Use: Elementary.* Cambridge: Cambridge University Press. p. 33).



- 6)  /k, g/ Complete the conversation using the words in the box. Then listen, check and practice the dialogue with a partner.

**Ken:** Hey, there's the monster!

**Gary:** That's just a .....

**Ken:** Yes, it's ..... Ness.

**Gary:** No, not ..... I mean

....., you know,

from a tree!



lock	log	Loch
------	-----	------

**Ken:** I've never seen a tree with a .....

**Gary:** No, not a ..... that you open with a key; a ..... with a G!

(Taken from Hancock, M. 2007. *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge University Press. p. 27).

- 7) Tom, Deborah, Kathy, Gary, Pam and Barbara are thinking about the presents they would like for their birthdays. Tom wants things that begin with the sound /t/, Deborah with the sound /d/, Kathy with the sound /k/, and so on. What presents does each of them want? Make sentences like these:

- ✓ Tom wants some trousers
- ✓ Deborah wants a dictionary



- Who wants more presents?
- Who wants fewer presents?
- What do YOU want?

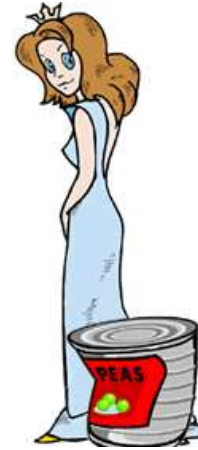
(Adapted from Hewings, M. 1993. *Pronunciation Tasks*. Cambridge: Cambridge University Press. P. 14).

**CONSONANTS: Aspiration of voiceless plosives [p<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>]**

- 1) You are going to listen to a fairy tale entitled *The Princess and the Pea*. Work in pairs and make some predictions.

This fairy tale is about...

- a) A princess that finds a magical pea
- b) A prince that wants to find a true princess
- c) A princess that loves collecting peas




The main characters are...

- a) A princess and a prince
- b) A king and a queen
- c) A witch and a princess

The moral lesson of this fairy tale is...

- a) Take care of nature
- b) True love conquers all
- c) Don't judge people by what they look like

- 2)  Listen to the story to check your predictions.

- 3)  Listen to the fairy tale again and with the help of the text on page 81, pay special attention to the words in bold. Are /p, t, k/ aspirated or unaspirated?

pea ..... gate .....

perceived ..... storm .....

- 4) Complete the rule below by circling the correct options.

/p, t, k/ are **aspirated** when they are...

- in INITIAL - MEDIAL - FINAL position in the syllable
- in a STRESSED - UNSTRESSED syllable

Examples: .....

In the rest of the cases /p, t, k/ are **unaspirated**.

Examples: .....



5) Look at the text again and classify the underlined words according to the rule you have just completed.

ASPIRATED	UNASPIRATED

6) Work in pairs and read the text aloud. Use strong aspiration whenever necessary.

**HOMework**

**USING THE DICTIONARY:** Transcribe the words below. Use [h] to signal aspiration

- |                  |              |                |                |
|------------------|--------------|----------------|----------------|
| Princess .....   | pea .....    | time .....     | true .....     |
| travelled .....  | plenty ..... | came .....     | spirits .....  |
| night .....      | storm .....  | streamed ..... | torrents ..... |
| palace .....     | king .....   | open .....     | stood .....    |
| gate .....       | plight ..... | points .....   | queen .....    |
| bottom .....     | put .....    | twenty .....   | quilts .....   |
| mattresses ..... | sleep .....  | upon .....     | against.....   |



## The Princess and the Pea

There was once upon a time a Prince who wanted to marry a Princess, but she must be a true Princess. So he travelled through the whole world to find one, but there was always something against each. There were plenty of Princesses, but he could not find out if they were true Princesses. So he came home again in very low spirits.

One night there was a dreadful storm. There was thunder and lightning and the rain streamed down in torrents. It was fearful! There was a knocking heard at the Palace gate, and the old King went to open it. There stood a Princess outside the gate; but oh, in what a sad plight she was from the rain and the storm! The water was running down from her hair and her dress into the points of her shoes and out at the heels again. And yet she said she was a true Princess!

‘Well, we shall soon find that!’ thought the old Queen.

But she said nothing, and went into the sleeping-room, took off all the bed-clothes, and laid a pea on the bottom of the bed. Then she put twenty mattresses on top of the pea, and twenty eider-down quilts on the top of the mattresses. And this was the bed in which the Princess was to sleep.



The next morning she was asked how she had slept.

‘Oh, very badly!’ said the Princess. ‘I scarcely closed my eyes all night! I am sure I don’t know what was in the bed. I laid on something so hard that my whole body is black and blue. It is dreadful!’

Now they perceived that she was a true Princess, because she had felt the pea through the twenty mattresses and the twenty eider-down quilts.

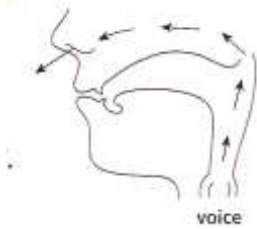
No one but a true Princess could be so sensitive. So the Prince married her, for now he knew that at last he had got hold of a true Princess.

by Hans Christian Andersen

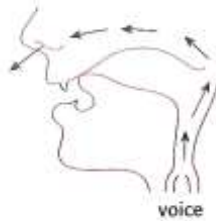
**CONSONANTS: Nasals /m/, /n/ & /ŋ/**

1) The pictures below show how the nasal sounds /m/, /n/ and /ŋ/ are produced. Match the descriptions with the drawings. Which is the most difficult sound to pronounce? Why?

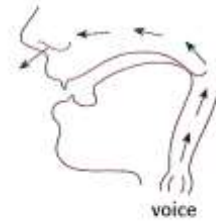
(a)



(b)



(c)







(a) /n/ The air comes through your nose, not your mouth. The tip of your tongue is behind your teeth, and there is voicing.

(b) /ŋ/ The air comes through your nose, not your mouth. The back of your tongue is against the roof of the mouth, and there is voicing.

(c) /m/ The air comes through your nose, not your mouth. Your lips are together, and there is voicing.

2) Let's concentrate on /ŋ/. Work in pairs. What does/doesn't Martin like doing?

Complete the missing information in your chart.

CHART A		CHART B	
 Martin likes... ✓	 Martin doesn't like... ✗	 Martin likes... ✓	 Martin doesn't like... ✗
singing			playing tennis
painting			shopping
listening to music			ironing
gardening			studying
drawing			running
acting			cooking

- 3) Study the information for a minute and then close your notebook. Try to remember what Martin likes doing and what he doesn't like doing. Report to your partner like this: *He likes singing, but he doesn't like playing tennis.* The one who remembers most of Martin's likes and dislikes is the winner.

**WATCH OUT**



**Spelling & Pronunciation: Nasals**

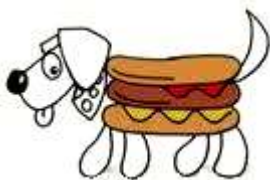
< m > or < mm > are usually pronounced /m/ as in *some* and *summer*

< n >, < nn > or < kn > are usually pronounced /n/ as in *sun*, *dinner* and *know*

< ing > and < nk > are always pronounced /ŋ/ as in *singing* and *thanks* but

< ng > is sometimes /ŋ/ (e.g. *singer*) and sometimes /ŋg/ (e.g. *finger*)

- 4) **HAVING FUN!** Take a look at the following jokes and circle the words that are pronounced with nasal sounds. Then, work in pairs and practise these jokes. Pay special attention to nasals!!!



What kind of dog always runs a fever?  
"A hot dog!"



What did one wall say to the other?  
"We are meeting at the corner!"



What did the cat say when he burnt his tail?  
"This is the end of me!"



What did the dog's right eye say to his left eye?  
"Just between us, something smells!"



What's the worst weather for mice?  
"When it's raining cats and dogs!"



What kind of dog can jump higher than a house?  
"Any kind! A house can't jump!"

(Taken from Hall, K. & L. Eisenberg. 1990. *101 Cats and Dogs Jokes*. USA: Scholastic).

**5) Transcribe the following text. Then practice it in pairs.**

Mark: Hi Anne! Are you going out this evening?

Anne: Yes, I am. I'm going to a concert with Matt!

Mark: Who's singing?

Anne: *Keane*. It's the English band that sings "*Everybody is Changing*".

/mɑ:k/ .....

/æn/ .....

/mɑ:k/ .....

/æn/ .....

- **TREE OR THREE?:** Do units 12, 13 & 14.
- **USING THE DICTIONARY:** Transcribe the words below.

mice ..... jump ..... corner ..... burnt .....

end ..... between ..... something ..... smells .....

**HOMework**

**CONSONANTS: Fricatives /s/ & /z/**


1) Two typical consonant sounds in English are /s/ & /z/. Listen to your teacher saying the words below. Match these words with the corresponding sounds.

THESE		
THIS		

2)  Listen and write the sounds /s/ or /z/ in each word.

- |   |        |   |   |   |           |   |   |    |           |   |   |
|---|--------|---|---|---|-----------|---|---|----|-----------|---|---|
| 1 | these  | / | / | 5 | isn't     | / | / | 9  | certainly | / | / |
| 2 | size   | / | / | 6 | pronounce | / | / | 10 | words     | / | / |
| 3 | style  | / | / | 7 | dress     | / | / | 11 | suits     | / | / |
| 4 | please | / | / | 8 | it's      | / | / |    |           |   |   |

(Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 41).

3)  Fill in the gaps with the words from the previous exercise. Then listen to check your answers and practice the dialogues.

- 1) A. Do you like this ..... *dress* ..... ?  
 B. The ..... you, but ..... the wrong ..... it?



- 2) A. Can you ..... for me, ..... ?  
 B. Yes, .....

(Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 41).

4) Answer the questions below:

a. Which two days of the week have /s/?

1. ....
2. ....

b. Which three days of the week have /z/?

1. ....
2. ....
3. ....

(Adapted from Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press).

HOMEWORK

- TREE OR THREE?:** Do units 1 & 2.
- USING THE DICTIONARY:** Transcribe the words below.

these ..... please..... dress ..... words .....


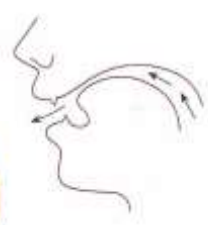
size ..... isn't ..... it's ..... certainly .....

style ..... pronounce ..... suits .....

**CONSONANTS: Fricatives /s /, /z / & /ʃ/**

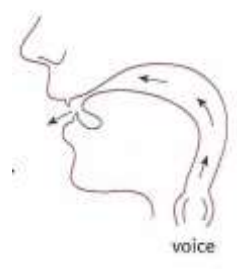
1) Match the drawings below with their corresponding descriptions.

1.


/ʃ/

2.



/z/

3.



/s/

a. There is some contact between the tip of the tongue and the alveolar ridge. The air escapes with friction. It is a voiceless sound as the vocal cords are not vibrating.

b. There is some contact between the tip of the tongue and the alveolar ridge. The air escapes with friction. It is a voiced sound as the vocal cords are vibrating.

c. The tip and front of the tongue touch the alveolar ridge and the hard palate. The air escapes with friction. It is a voiceless sound as the vocal cords are not vibrating.

2)  Listen and say A or B.



(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Activity 3D.B p.33).

3) Read the text below and pay attention to the words in bold. *How is /ʃ/ typically spelt?*

Sheila is a **receptionist** at an **International** Hotel in **Chicago**. She loves eating **delicious specialities** and learning languages. At the moment she's studying **Russian**.



/ʃ/

- > as in the word.....
- > as in the words.....
- > as in the word.....
- > as in the words.....
- > as in the word.....

4) Read the tongue twisters below. *What examples of the sounds /s/, /z/ and /ʃ/ can you find?* Then, practise the tongue-twisters. Start by saying them slowly and then quickly.

- a) Sheila sells sea shells on the seashore.  
And the shells that she sells are sea shells, I'm sure.



- b) Iris speaks Spanish and Sue speaks Irish.  
Does Iris really speak a lot of languages?



- c) I saw Susie sitting in a shoe shine shop.  
Where she sits she shines and where she shines she sits.



- d) Zena's Turkish washing machine spoilt  
Sam's original Swedish shorts.



**HOMEWORK**

- **TREE OR THREE?:** Do unit 36
- **USING THE DICTIONARY:** Transcribe the tongue-twisters below.

- a) Which of Shirley's children stole some cheese  
and fish from the kitchen shelf?

.....  
.....  
.....  
.....



- b) Sasha, the British designer, chased Sharon, the Scottish housewife.  
Sharon got so upset that she decided to push Sasha away.

.....  
.....  
.....  
.....

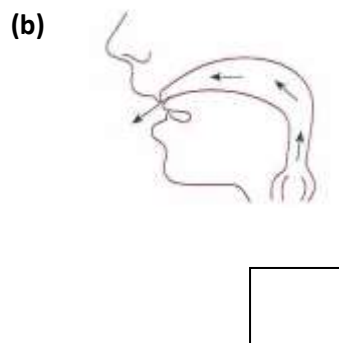
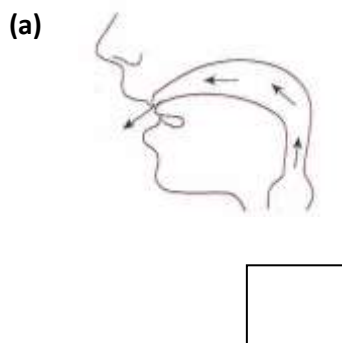




**CONSONANTS: Fricatives /θ/and /ð/**

1) The pictures below show how the fricative sounds /θ/and /ð/are produced.

Which sound is represented in (a) and which one in (b)? How do you know?



2) The letters < th > can be pronounced /θ/or /ð/. Put the following words into the correct column below, according to their pronunciation. Then listen to your teacher to check your answers.

those birthday theatre three there this thanks that them  
 Thursday the brother leather think thirty worth anything

Words with /θ/	Words with /ð/

- 3) To make these sounds, your tongue should be between your teeth. If you have difficulties with them, put your finger in front of your mouth and touch it with your tongue, like this:




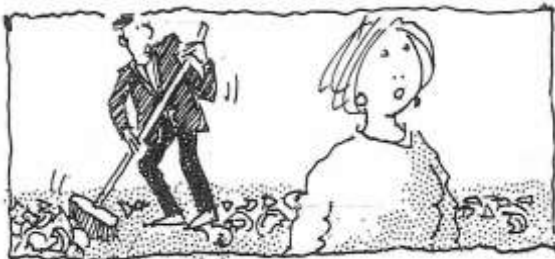
Now practise saying the words in the columns.

(Adapted from Cunningham, S. & B. Bowler. 1999. *New Headway Pronunciation: Intermediate*. Oxford: Oxford University Press).



< th > is generally pronounced /θ/ or /ð/. But it may also be pronounced /t/ in words like: *Thomas* and *Thailand*.

- 4)  Listen to some foreign students reading the following mini-dialogues aloud. Circle the words with < th > they pronounce incorrectly. Then, work in pairs and practice reading these exchanges aloud.



- A: Sorry I broke those plates.  
B: That's all right. I didn't really like them.



- C: There are your theatre tickets!  
D: Thanks a lot!



- E: It's Tom's birthday on Thursday!  
F: Yes, and I haven't got him anything.



**G:** Do you like my leather trousers?  
**H:** I think they're great!



**I:** How much is that watch worth?  
**J:** About thirty pounds.



**K:** This music's boring!  
**L:** Shh! My brother likes the Beatles!

(Adapted from Bowler, B. & S. Parminter. 1992. *Headway Pre-intermediate Pronunciation*. Oxford: Oxford University Press).

5)  Complete this rhyme using the words from the box. Then listen and check.

Work in pairs and read it aloud.

earth Heather brother neither mothers another together birth either brothers

Arthur had a .....	They wanted was a .....
And he didn't want .....	So Arthur's mother .....
And of the brothers, .....	Got them both .....
Wanted sisters .....	And told them all good .....
The last thing on this .....	Should learn to share their .....

(Hancock, M. 2007. *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge University Press. p. 43).

- **TREE OR THREE?:** Do units 4 & 5.
- **USING THE DICTIONARY:** Transcribe the words below.

neither ..... Arthur ..... both ..... theatre .....

others ..... another ..... earth ..... together .....

**HOMework**

**CONSONANTS: Fricatives /f/ & /v/**

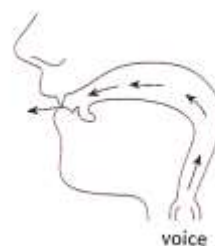
1) What sound is missing in each phrase? Once you have discovered the missing sounds, match the phrases with the corresponding pictures. Be careful! There is one extra phrase.



a) / \_\_ræŋk \_\_aund \_\_ɔ: \_\_rɒgz  
 'lɑ: \_\_ɪŋ ɒn ðə \_\_lɔ:/

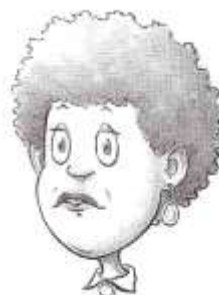


b) / \_\_z:ni \_\_rɔ:t ə \_\_ɪg \_\_rekfɛst  
 \_\_æk tə \_\_ed/



c) / \_\_iərə drəv\_\_ tə ' \_\_enis in ə \_\_æn/


2) To make the sounds /v/ and /f/, your top teeth should touch the inside of your bottom lip:



Now practise saying the phrases from exercise 1.

3) Write these words in ordinary spelling.

/ 'feri/ .....	/li:f/ .....
/nəʊ'vembə/ .....	/li:vz/ .....
/faɪv/.....	/lɑ:ft/ .....
/ 'vɪzɪtə/.....	/ 'fəʊn/ .....
/fɜ:st/ .....	/ 'vɪlɪdʒ/ .....

4)  Complete the poems below with the words from exercise 3. Then listen and check. Work in pairs to read them aloud.


**November the first**

..... the .....

..... left

One ..... falls

Four ..... left



**The Traveler**

"A .....? Having fun?

A fine day for traveling," he said.

"A café? A phone? Here?

I'm afraid not," he .....


You'll find one in the village.

Far? Not very far.

The ..... over the river.

Then a few more miles –

....., or seven or eleven.




(Adapted from Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 37).

5) Look at the words above and analyse the relationship between spelling and pronunciation.

**WATCH OUT**



<..... >, <..... > or <.....> are usually pronounced /f/as in .....,  
..... and .....  
<..... > is usually pronounced /v/as in ..... and .....

6)  Complete the conversation below with the words from the box. Then listen and check. Work in pairs and practice it.

fan	van
wife's	wives

Sid: My ..... left me.

Joe: Your ..... left you? How many .....did you have, Sid?

Sid: One wife. And now she has left me.

Joe: Oh, I see, ..... with an F, not ..... with a V!

Sid: That's right! Yes, she took the ..... and drove off.

Joe: What did she want the ..... for?

Sid: I said ....., you know, a kind of vehicle.

Joe: Oh, I see, ..... with a V, not ..... with an F.



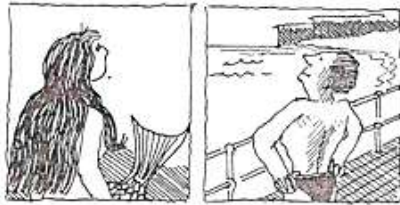
(Adapted from Hancock, M. 2007. *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge University Press. p. 25).

- **TREE OR THREE?:** Do units 8 & 9

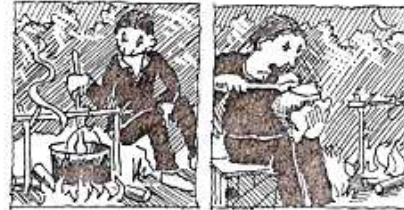
**HOMEWORK**

**CONSONANTS: Fricative /h/**

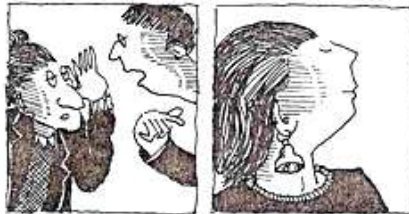
1) Listen to your teacher and tick (✓) the words you hear.



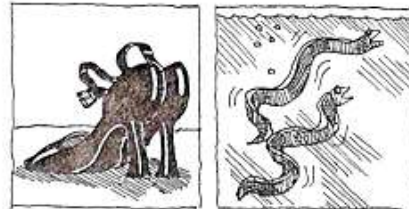
(a)  hair  air



(b)  heat  eat



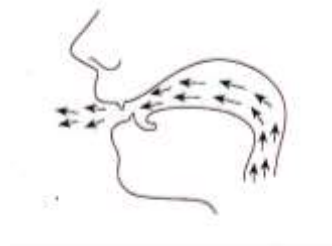
(c)  hearing  earring



(d)  heels  eels

(Cunningham, S. & B. Bowler. 1999. *New Headway Pronunciation: Upper Intermediate*. Oxford: Oxford University Press. p.10).

2) To make the sound /h/, push air out of your mouth without moving your tongue or using your voice.



(Adapted from Cunningham, S. & B. Bowler. 1999. *New Headway Pronunciation: Upper Intermediate*. Oxford: Oxford University Press. p. 10).

3) Work in pairs.

**Student A:** Say one of the words in 1

**Student B:** Point to the word you hear.

**Repeat this until Student A has said all the words. Then swap over. Pay attention to the pronunciation of /h/.**



**WATCH OUT**



<h> is usually pronounced /h/ at the beginning of words, but it is silent in words like: *hour* and *honest*. <h> is also silent when it comes after a vowel at the end of a word as in *Oh!* and *Ah!*

<rh> at the beginning of words is always pronounced /r/ as in *rhythm*.

<wh> at the beginning of words is usually pronounced /w/ as in *when* and *white*.

But, in words beginning with <who> are usually pronounced /h/ as in *who* and *whole*.

**4) The transcription of the dialogue below is incomplete. Listen to your teacher and fill in the gaps. Then practise it with a partner.**

Molly: Who's that with Henry Higgins?

Peter: It's his wife, Hazel.

Molly: Hazel? But his wife's name's Helen!

Peter: Oh no, Helen left him...he's married to Hazel now.

Molly: No! How did it happen?

Peter: Well, Henry and Helen had a holiday

in Honolulu. They had a horrible holiday, and when they arrived home, Helen left him!

Molly: I see...and who are those horrid little girls?

Peter: Holly and Hannah, Hazel's children from her first marriage.

Molly: But Henry hates children!





/'mɒli/..... ðæt wið ..... 'hɪɡɪnz /  
/'p<sup>h</sup>i:tə/ its hɪz waɪf ...../  
/'mɒli/...../ bət hɪz waɪfs neɪm ɪz ...../  
/'p<sup>h</sup>i:tə/ əv nəv .....left hɪm/hɪz 'mæɪd tə .....nəv/  
/'mɒli/ nəv / ..... dɪd ɪt ..... /  
/'p<sup>h</sup>i:tə/ wel /..... ən ..... ə ..... in  
,hɒnə'lu:lʊ:/ ðeɪ ..... ə ...../ ən wen  
ðeɪ ə'raɪvd ..... / ..... left hɪm /  
/'mɒli / aɪ si: / ən ..... ə ðəʊz ..... 'lɪtəl ɡɜ:lz /  
/'p<sup>h</sup>i:tə/ ..... ən ..... / ..... 'tʃɪldrən  
frəm hə fɜ:st 'mæɪdɪz/  
/'mɒli/ bət ..... 'tʃɪldrən /

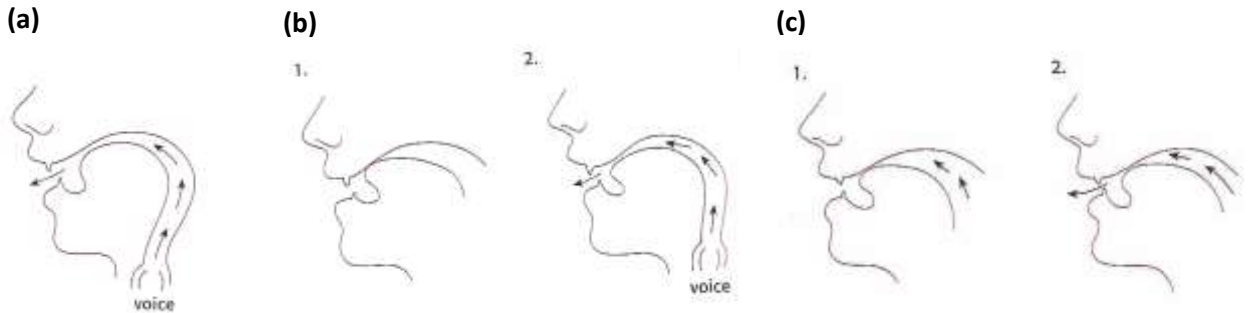
(Adapted from Cunningham, S. & P. Moor. 1996. *Headway Pronunciation: Elementary*. Oxford: Oxford University Press. p.30).

- **TREE OR THREE?:** Do unit 19.

**HOMEWORK**

**CONSONANTS: Affricates /tʃ/, /dʒ/ & fricative /ʒ/**

1) The pictures below show how /tʃ/, /dʒ/ and /ʒ/ are produced. Match the descriptions with the drawings.



**(a) /dʒ/** The tip and front of the tongue touch the alveolar ridge and the hard palate. This sound starts as a plosive, but the articulators come apart slowly and the air escapes with friction. It is a voiced sound.

**(b) /tʃ/** The tip and front of the tongue touch the alveolar ridge and the hard palate. This sound starts as a plosive, but the articulators come apart slowly and the air escapes with friction. It is a voiceless sound.

**(c) /ʒ/** The tip and front of the tongue touch the alveolar ridge and the hard palate. The air escapes with friction. It is a voiced sound.

2) Match the words with the pictures. Add the corresponding sound according to the pronunciation of each word. Then, listen to your teacher to check your answers.

a) television /'tʰɛlɪvɪ...ən/

1.



2.



b) cheese /...i:z/

3.



4.



c) garage /'gærɑ:.../

d) lounge /laun:.../

e) travel agent's /'trævəl ,eɪ...ənts/

6.



7.



f) matches /'mætʃ...ɪz/

5.



g) fridge /frɪ:.../

8.



9.



i) newsagent's /'nju:z ,eɪ...ənts/

**3) Match the questions on the left with the answers on the right. Then, ask and answer like this:**

*A: Where would you usually catch a coach?  
 B: At a coach station.*

- |                              |                        |
|------------------------------|------------------------|
| a) catch a coach             | a) at a coach station  |
| b) watch television?         | b) in the garage.      |
| c) arrange a holiday?        | c) in the fridge       |
| d) keep cheese?              | d) at a travel agent's |
| e) learn a foreign language? | e) in the lounge       |
| f) buy matches?              | f) at college          |
| g) keep a car?               | g) at a newsagent's    |

(Adapted from Hewings, M. 1993. *Pronunciation Tasks*. Cambridge: Cambridge University Press. p. 19).

**4) Say /ʒ/. Transcribe this conversation and practise it.**

Sid: Did you watch *Treasure Island* on television yesterday?  
 Joe: No, I watched a programme called *Leisure Time*.




/sɪd/ .....  
 /dʒəʊ/ .....

**Make similar conversations about these television programmes.**

<i>Measure for Measure</i>	<i>Reading for Pleasure</i>	<i>Casualty</i>
<i>The Colour Purple and the Colour Beige</i>	<i>Vision of the Future</i>	

(Taken from O'Connor, J. D. & C. Fletcher. 1989. *Sounds English*. Essex: Longman. p. 35).

**5)  Complete this conversation using words from the box. Listen and check. Then work in pairs and read the dialogue aloud.**

ships	chips
jeep	cheap

Sid: It is fish and .....<sup>1</sup> for lunch, Joe!  
 Joe: .....<sup>2</sup>? I can't eat .....<sup>3</sup>, they're too big!  
 Sid: I said .....<sup>4</sup>, you know, fried potatoes!  
 Joe: Oh, I see, .....<sup>5</sup> with a .....<sup>6</sup>, not ships with an SH.  
 Sid: That's right, you are a genius!

Joe: Was the fish expensive, Sid?  
 Sid: No, it was .....<sup>7</sup>  
 Joe: .....<sup>8</sup>? You bought a .....<sup>9</sup>?  
 Sid: No, .....<sup>10</sup>, the opposite of expensive.  
 Joe: Oh, I see, .....<sup>11</sup> with a CH, not  
 .....<sup>12</sup> with a J!



(Taken from Hancock, M. 2003. *English Pronunciation in Use*. Cambridge: Cambridge University Press. p. 33).

**WATCH OUT**



There are not many words with /ʒ/. It is usually spelt <si> or <s> as in *Asia* and *usually*.

<j>, <g>, <ge> or <dge> are usually pronounced /dʒ/ as in *jeep*, *general*, *age* and *fridge*.

<ch>, <t> or <tch> are generally pronounced /tʃ/ as in *cheap*, *future* and *watch*.

6)  Read the dialogue and fill in the blanks with the words in the box. Then, listen and check your answers.

Sid: We .....<sup>1</sup> all day.  
 Joe: We .....<sup>2</sup> our tents by the river.  
 Sid: Some of us slept. Some.....<sup>3</sup>  
 Joe: In the morning, we bridged the river.  
 Sid: And marched again until we reached the battlefield.  
 Joe: The battle raged for two nights.  
 Sid: Some of us .....<sup>4</sup> the shells.  
 Joe: Some of us .....<sup>5</sup> to survive.  
 Sid: The privileged ones?

watched marched managed  
 pitched dodged



"Cover me, Johnson—I've gotta tweeet this!"

(Adapted from Mortimer, C. 1985. *Elements of Pronunciation: Clusters*. Cambridge: Cambridge University Press. p. 34).

- **TREE OR THREE?:** Do units 37, 38 & 39.
- **USING THE DICTIONARY:** Transcribe the words below.

vision ..... pleasure ..... usually ..... decision .....

genius ..... arranged ..... managed ..... language .....

**HOMEWORK**

**CONSONANTS: Frictionless continuant /r/ & lateral /l/**

1) Listen and circle the word you hear.



a. That's a nice *rake* / *lake*.



b. They *grow* / *glow* at night.



c. Have you seen my *parrot* / *palette*?



d. She's finished her book about *grammar* / *glamour*.



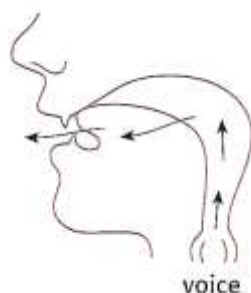
e. He *corrected* / *collected* the homework.

(Taken from Cunningham, S. & B. Bowler. 1999. *New Headway Pronunciation: Intermediate*. Oxford: Oxford University Press. p.43.).

2) To make the sound /r/, your tongue should be curled back in your mouth.



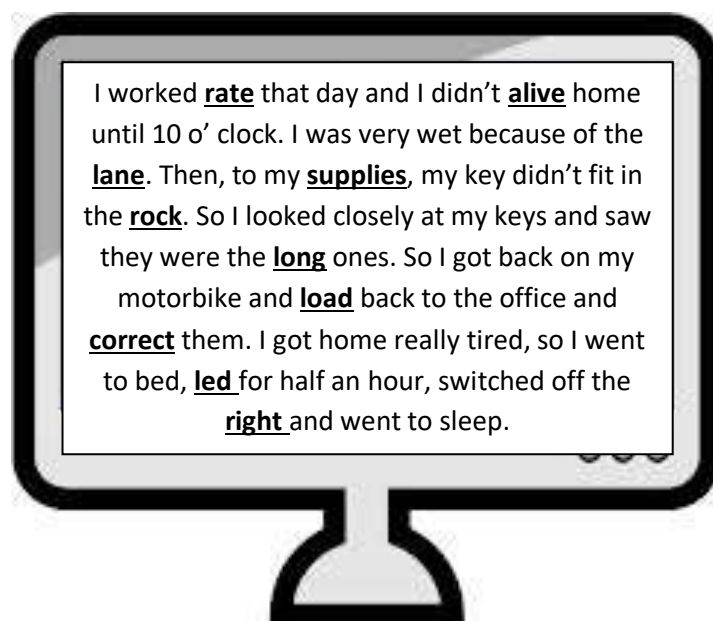
To make the sound /l/, your tongue should touch the top of your mouth behind your front teeth.



Now practise saying the phrases from exercise 1.

(Adapted from Cunningham, S. & B. Bowler. 1999. *New Headway Pronunciation: Intermediate*. Oxford: Oxford University Press).

- 3) Think of a computer which people speak into and it writes what they say. Here, the person speaking didn't make the difference clear between R and L. The underlined words are wrong. Correct them. Then read the right version.



(Adapted from Marks, J. 2007. *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press. p. 37).

- 4) Read the plot of the film "Brave" and transcribe the underlined words. Then read the text aloud and pay special attention to /l/ and /r/. Remember that in British English r is only pronounced when it comes before vowels!



In Scotland, the rebel Princess Merida is in a constant battle with her mother, Queen Elinor. One day Merida's mother offers her hand in marriage to one of the eldest sons of the Scottish clans. Upon hearing this news, Princess Merida goes to the forest where she meets a witch. She asks for a

spell to change her mother and the witch prepares a small cake to give to her. When her mother eats a slice of this cake, she turns into a bear. Now Merida has to fix her spell but the witch has travelled and she has only one day to bring her mother back.

Will her mother remain a bear forever? "Be careful what you wish for"!!!!


(Adapted from <http://www.imdb.com/title/tt1217209/reviews?start=20>).

- **TREE OR THREE?:** Do units 24 & 25.

**HOMEWORK**



### CONSONANTS: Clusters

- 1)  Read the dialogue and fill in the blanks with the words in the box.  
Then, listen and check your answers.

pound rent September returned warned problems

- A: He went. And he never.....  
B: He went when?  
A: Oh, about the end of.....  
B: Well, I ..... you.  
A: Don't remind me.  
B: You can't say you weren't warned.  
A: Anyway, he sent the .....  
B: Have you found a new tenant?  
A: Yes, a friend. Peg Bond. There won't be any .....  
B: I hope there won't.  
A: You don't know Peg, of course.  
B: Well... I once lent her a .....



- 2) Match the dialogues with the corresponding pictures





### Dialogue 1


A: She *sulks*.  
B: She always has *sulked*.  
A: And you should hear the *insults*!  
B: She *insults* him all the time.  
A: She never *helps* him.  
B: Never has *helped*.  
A: Well, we *warned* him.  
B: Oh. we *warned* him.  
A: We *forecast* the *results*.  
B: We did.  
A: Finish your ice-cream, *Harold*-  
before it *melts*.

### Dialogue 2

A: We were *robbed*!  
B: *Stripped* of everything!  
A: They *jumped* out into the road...  
B: And when we *stopped*...  
A: They *grabbed* me and *thumped* me in the ribs....  
B: And said if we didn't "shut our *traps*"...  
A: We'd be *stabbed*.  
B: They tied us with ropes...  
A: And *dumped* us in the back of a van.  
B: Finally they *dropped* us at the bottom of these *steps*...  
A: And the polite one I *described* to you...  
B: Oh, yes - he said he was sorry we'd been "*disturbed*"  
A: And *hoped* the ropes weren't too tight!  
B: Actually, he was rather charming!

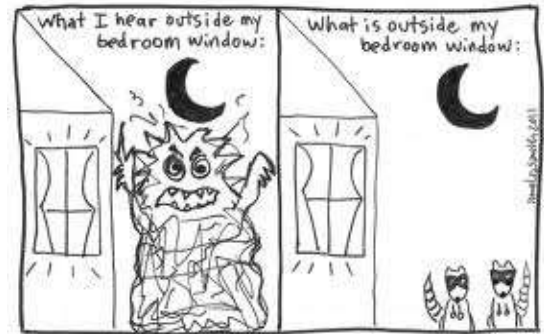
### Dialogue 3

A: If only they could've waited! Even *six months*!  
B: Or a *couple of months*, anyway.  
A: We've nothing *against* him, of course.  
B: Nothing at all.  
A: They're so young and *inexperienced*!  
B: Yes. But how *experienced* were we?  
A: We courted for years before our engagement was *announced*!  
B: Years, dear?  
A: Well, if you're sure they'll be happy...  
B: I'm *convinced*.

- 3)  Listen to the dialogues. Then, practise them in pairs paying attention to the pronunciation of the words in *italics*.

4)  Listen and write the missing sounds.

/ɪf ju laɪk 'nɔɪz \_\_\_ \_\_\_/  
/'nɔɪz\_\_\_ \_\_\_ ɪn ðə naɪt/  
/\_\_\_ \_\_\_ wɪ:kz/ fər ɪg'zɑ:mpəl/  
/skwi:\_\_\_ \_\_\_/ fər ɪg'zɑ:mpəl/  
/'skrætʃɪŋ ən '\_\_\_ \_\_\_ eɪpɪŋ/  
/'skweltʃɪŋ ən '\_\_\_ \_\_\_ wɔ:kɪŋ/  
/ðen ðɪs ɪz ðə p<sup>h</sup>leɪs fə ju:  
/ən ɪf ju laɪk 'skri:tʃ \_\_\_ \_\_\_/  
/'skri:tʃ\_\_\_ \_\_\_ ən skri:m \_\_\_/  
/əʊ/ ɪf ju laɪk skri:m \_\_\_/  
/ju:l lʌv ɪt hɪə/  
/də ju laɪk 'nɔɪz \_\_\_ \_\_\_/



5)  Listen and circle the incorrect words. Then, write the correct version.

- A: What a splendid summer day!  
B: A splendid day!  
A: We'll spread our sunblock!  
B: Splendid!  
A: We'll sprawl in the sun!  
B: We'll sprawl in the sun! Amazing!  
A: We'll sprint along the beach!  
B: We'll sprint?  
A: I'll sprint!  
B: Good!



## PART3 MISCELLANEOUS

Introducción a la Lengua Inglesa

Profesorado y Traductorado en Inglés



### Contents:

Speaking about pronunciation

Connected speech

Using the pronunciation dictionary



Facultad de Lenguas  
Universidad Nacional del Comahue



## SAYING LETTERS AND NUMBERS: Names, telephone numbers and e-mail addresses

- 1)  **Recognizing divisions: Listen to the way the speaker groups the numbers.**

/ 'ONE 'TWO ↘THREE / 'FOUR 'FIVE ↘SIX / 'SEVEN 'EIGHT ↘NINE / 'ONE 'FOUR  
↘SEVEN /  
/ 'TWO 'FIVE ↘EIGHT / 'THREE 'SIX ↘NINE /

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press, Unit 1, 1B.).

- 2) **There are other ways of saying the numbers!!!**

/ 'ONE ↗TWO / 'THREE ↗FOUR / 'FIVE ↗SIX / 'SEVEN ↗EIGHT / 'NINE ↘TEN /  
/ 'ONE 'TWO 'THREE ↗FOUR / 'FIVE 'SIX 'SEVEN ↗EIGHT / 'NINE ↘TEN /  
/ 'ONE 'TWO ↗THREE / 'FOUR ↗FIVE / 'SIX 'SEVEN ↗EIGHT / 'NINE ↘TEN /



(Taken from McDonald A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press, Unit 1, 1B.2).


- 3) **Listen to the way the speaker groups the letters in the alphabet.**

/ ↘At / 'A 'B ↘C / 'D 'E ↘F / 'G 'H ↘I / 'J 'K ↘L / 'M 'N ↘O / 'P 'Q 'R ↘S / 'T 'U ↘V /  
/ 'W 'X 'Y ↘Z / ↘dot / ↘0 / ↘slash /

- 4) **Try grouping the letters in different ways. For example: / 'A 'B 'C ↗D / 'E 'F ↗G /**  
...

We usually don't say letters or numbers in isolation. We group them together in units of two, three or four elements.



- 5)  **Listen to the recording. Separate the numbers and letters into groups. Mark ↗ or ↘ at the end of each group. When the voice does not change, use →.**

A: What's your phone number, Jackie?

B: My home's phone number's 0 8 2 9 2 5 8 0 4 9 and my  
mobile number is 6 0 7 4 8 3 double 7 5 2

A: What's your e-mail address?

B: My e-mail address is smith J that's

S M I T H J @ Coolmail . com



A: What's your website address?

B: It's W W W . J Smith . U K Let me spell that for you It's

J A Y S M I T H

A: Thank you.

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press , Unit 1, 1B.6).

**6) Practise saying the following information. Spell it for a classmate who doesn't know you. Group the letters and numbers.**



Your first name:

Your surname:

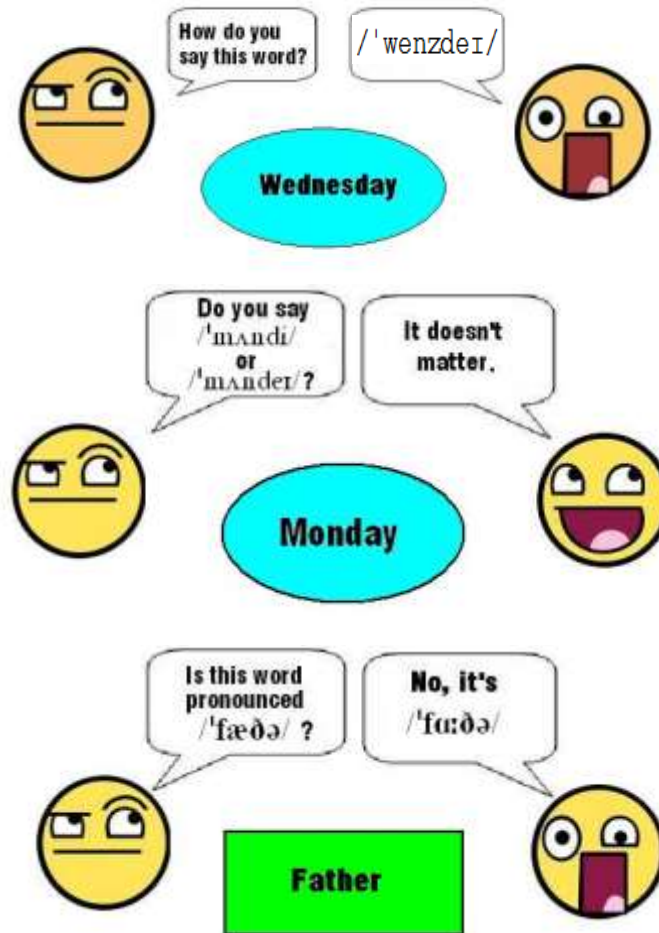
Your telephone number:

Your e-mail address:

### HOW TO USE ENGLISH IN THE CLASSROOM:

#### Asking and answering about pronunciation

- 1) Asking and answering about pronunciation: Notice how to ask and talk about pronunciation: Mark the intonation for these questions: ↗ or ↘.



- 2) Practise using these phrases to ask your teacher about the pronunciation of words you have just learnt. Write your questions. Pay attention to the intonation you use: ↗ or ↘.

- 1.....?
- 2.....?
- 3.....?

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press, Unit 2, 2A).

### USING THE PRONUNCIATION DICTIONARY: Phonetic transcription

#### 1) Notice the following dictionary entries for the verb “close”.

- Are they similar or different from the entries in a common dictionary?
- What information do they give you?

**close**<sup>1</sup> *verb, noun*  
*BrE* /kləʊz/   
*NAmE* /klaʊz/   
 ↪ see also **close**<sup>2</sup>  
 WINDOW/DOOR, ETC.  
**1** [**transitive, intransitive**] ~ (sth) to put sth into a position so that it covers an opening; to get into this position  
**SYN** shut  
 ♦ *Would anyone mind if I closed the window?*  
 ♦ *She closed the gate behind her.*  
 ♦ *It's dark now—let's close the curtains.*  
 ♦ *I closed my eyes against the bright light.*  
 ♦ *The doors open and close automatically.*  
**OPP** open

(Setter, J. 2007. *Oxford Advanced Learner's Dictionary*, 7<sup>th</sup> Edition. Oxford: Oxford University Press).

**close** *verb* UK US kləʊz || klaʊz  
**closed** kləʊzd || klaʊzd  
**closes** 'kləʊz ɪz -əz || 'klaʊz əz  
**closing** 'kləʊz ɪŋ || 'klaʊz ɪŋ  
 ,closed 'book UK US   
 ,closed ,circuit 'tele,vision UK US   
 ,closed 'shop UK US

(Wells, J. 2010. *Longman Pronunciation Dictionary*. 3<sup>rd</sup> Edition, London: Pearson Longman).

#### 2) Read the following pronunciation dictionary entries for common actions in the classroom. What information do they give you?

**listen** UK US 'lɪs ən  
 listen|ɪd d  
 listen|ɪŋ ɪŋ  
 listen|s z

**look** UK US lʊk ʃlu:k  
 looked lʊkt ʃlu:kt  
 looking 'lʊk ɪŋ ʃ'lu:k-  
 looks lʊks ʃlu:ks  
 'looking glass UK US



op|en UK  US   'əʊp | ən || 'oʊp | ən

op|ened ənd → md

op|ener ən ə || ən ə

op|enest ən ɪst əst


op|ening ən ɪŋ



op|ens ənz → mz

'open day UK  US 



,open 'house UK  US 



,open 'letter UK  US 



,open 'sandwich UK  US 

'open ,season UK  US 

,open 'secret UK  US 

,open 'sesame UK  US 

,Open ,Uni'versity UK  US 

,open 'verdict UK  US 



read *verb pres; noun* UK  US   ri:d (= reed)

read *verb past, past participle* UK  US   red (= red)

reading 'ri:d ɪŋ

reads ri:dz

'reading ,matter UK  US 

'reading room UK  US 

say UK  US   sei

said sed (!)

saying/s 'sei ɪŋ/z

says sez §seiz — *Preference poll, British English: sez 84%, seiz 16%.*



write UK  US   raɪt (= right)

writes raɪts

writing 'raɪt ɪŋ || 'raɪt ɪŋ

written 'rɪt ən

wrote rəʊt || rout



### LIAISON: Linking words together

- 1)  Listen to how a final consonant is joined to an initial vowel.



'an\_ old woman' sounds like 'a nold woman'

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 2, 2C.2).

- 2)  Listen and draw a line between sounds which are joined together.

- a. You aren't\_ old.
- b. He isn't an adult.
- c. My son isn't an engineer.

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 2, 2C.3).

- 3)  Listen again and repeat:

- a.            old.  
              told.  
              aren told.  
              you aren told. = you aren't old.



- b.            adult.  
              nadult.  
              a nadult.  
              ta nadult.  
              isn' ta nadult.  
              he isn tan adult. = he isn't an adult.



- c.            engineer.  
              an engineer.  
              tan engineer.  
              isn' tan engineer.  
              nisen' tan engineer.  
              My so nisen' tan engineer. = My son isn't an engineer.



(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 2, 2C.4).

**4) Unjumble the sentences. Practise reading them aloud. Mark liaison.**

1- My / is / sister / that:

That is my sister.



2- brother / This / my / is / Thomas

.....



3- sisters / are / These / Phil's

.....



4- Peter's / This / uncle / man / isn't / old

.....



5- aren't / and / Mike / brothers / Tom

.....



6- artist / woman / excellent / an / is / This

.....



**5) Write your own examples about your relatives and friends. Use the symbol    to signal liaison.**

.....

.....

.....

.....

**6) Look at the pictures and complete the sentences. Use is (+) or isn't (-).**

1- (+) My father \_\_\_\_\_



6- (+) Will \_\_\_\_\_



2- (-) Susan \_\_\_\_\_



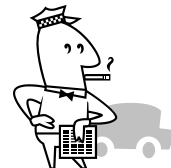
7- (-) John \_\_\_\_\_



3- (+) Tom's uncle \_\_\_\_\_



8- (+) Henry \_\_\_\_\_





**RHYTHM, INTONATION IN QUESTIONS (↗ - ↘) & SOUNDS /i: ɪ æ ʌ /**

1)  Listen to the dialogue *On the bus*. Then do the following:

- Complete the chart on the following page.
- Mark the rhythm of the tone units.
- Mark the intonation of the questions in the dialogue (↗ or ↘). They're written in black type.

Jeff: / Excuse me / **are you a medical student?** /

Anita: / Yes, I am /

Jeff: / Oh / Yeah, / me too / **What's your name?** /

Anita: / Anita / **and you?** /

Jeff: / I'm Jeff / **Where are you from?** /

Anita: / I'm from London / but my mum and dad aren't British / They're from China / **Are you from London?** /

Jeff: / No, I'm not / I'm from Nottingham / My mum's English / but my dad isn't / He's from Trinidad /

Anita: / Oh really? /

Jeff: / Yeah / Oh / this is my stop. / OK / bye / Nice to meet you.../ Sorry / **what's your name again?** /

Anita: / Anita /

Jeff: / Nice to meet you, Anita /

A: / Bye Jeff / See you! /



	Profession	Lives in...	Parents' nationalities
Jeff			Father: Mother:
Anita			Father: Mother:



4) Listen to the dialogue again. Identify words with the following sounds: /i: ɪ æ ʌ /. Then group the words under the right sound in the chart below.

/i:/	/ɪ/	/æ/	/ʌ/



5) Finally, as you listen to the dialogue again, complete the transcription below with the words in the box. Pay attention to the rhythm of the missing word.

/mʌm/	/mi:/	/'brɪtɪʃ/	/æm/	/'nɒtɪŋəm/	/'trɪnɪdæd/
/mi:t/	/ju/	/ju:/	/'medɪkəl/	/ə'ni:tə/	/'lʌndən/

/ dʒef / ek'skju:z mi / ə ju ə 1\_\_\_\_\_ 'stju:dənt /  
 / ○ ● ○ / ○ ○ ○ ● ○ ○ ○ ○ /

/ ə'ni:tə / jes\_ɑɪ 2\_\_\_\_\_ /  
 / ○ ○ ● /

/ dʒef / əv /jeə / 3\_\_\_\_\_ tu: / wɒts jɔ: neɪm /  
 / ● / ● / ○ ● / ○ ○ ● /

/ ə'ni:tə / 4\_\_\_\_\_ / ən ju: /  
 / ○ ● ○ / ○ ● /

/ dʒef / aɪm dʒef / weər\_ə ju frəm /  
 / ○ ● / ○ ○ ○ ● /

/ ə'ni:tə / aim frəm 5 \_\_\_\_\_ / bət maɪ mʌm ən dæd ɑ:nt 6 \_\_\_\_\_ /  
/ ○ ○ ● ○ / ○ ○ ○ ○ ○ ○ ● ○ /

/ ðeə frəm 'tʃaɪnə / ə 7 \_\_\_\_\_ frəm 'lʌndən /  
/ ○ ○ ● ○ / ○ ○ ○ ● ○ /

/ dʒef / nəʊ aim nɒt / aim frəm 8 \_\_\_\_\_ / maɪ 9 \_\_\_\_\_ z ʊ'ɪŋɡlɪʃ /  
/ ○ ○ ● / ○ ○ ● ○ ○ / ○ ○ ○ ● ○ /

/ bət maɪ dæd ʊ'ɪzənt / hɪz frəm 10 \_\_\_\_\_ /  
/ ○ ○ ○ ● ○ / ○ ○ ● ○ ○ /

/ ə'ni:tə / əʊ 'rɪəli /  
/ ○ ● ○ /

/ dʒef / jeə / əʊ / ðɪs ɪz maɪ stɒp / əʊ'keɪ / baɪ / naɪs tə 11 \_\_\_\_\_ ju /  
/ ● / ● / ○ ○ ● / ○ ● / ● / ○ ○ ● ○ /

/ 'sɒri / wɒts jɔ: neɪm ə'gen /  
/ ● ○ / ○ ○ ● ○ ○ /


/ ə'ni:tə // ə'ni:tə /  
/ ○ ● ○ /

/ dʒef / naɪs tə mi:t 12 \_\_\_\_\_ ə'ni:tə /  
/ ○ ○ ● ○ ○ ○ ○ /


/ ə'ni:tə / baɪ dʒef / si: ju /  
/ ● ○ / ● ○ /



**VOICED OR VOICELESS SOUNDS?**

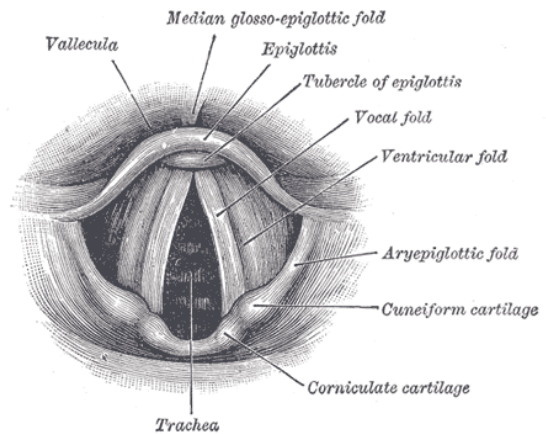
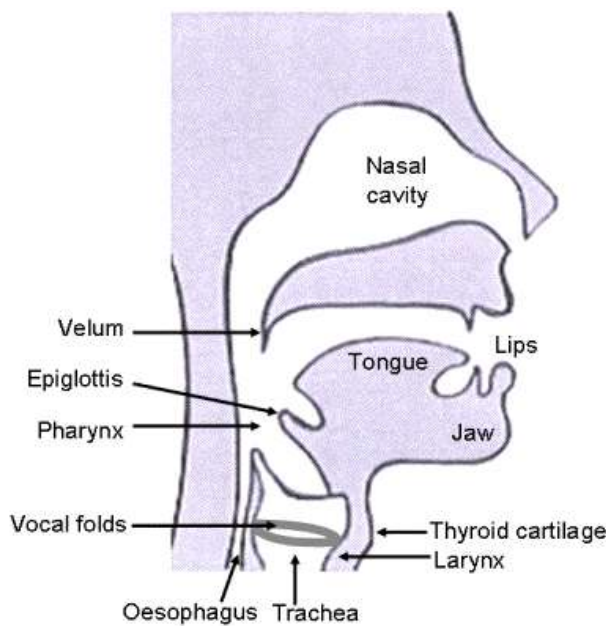
- 1)  Listen to the following sounds. Are they voiced or voiceless? Write (+) below the sounds if they are voiced, and (-) if they are voiceless.

/ a:                  i:                  p                  d                  m                  t                  k /  
 /ʃ                  z                  s                  b                  n                  g                  æ/

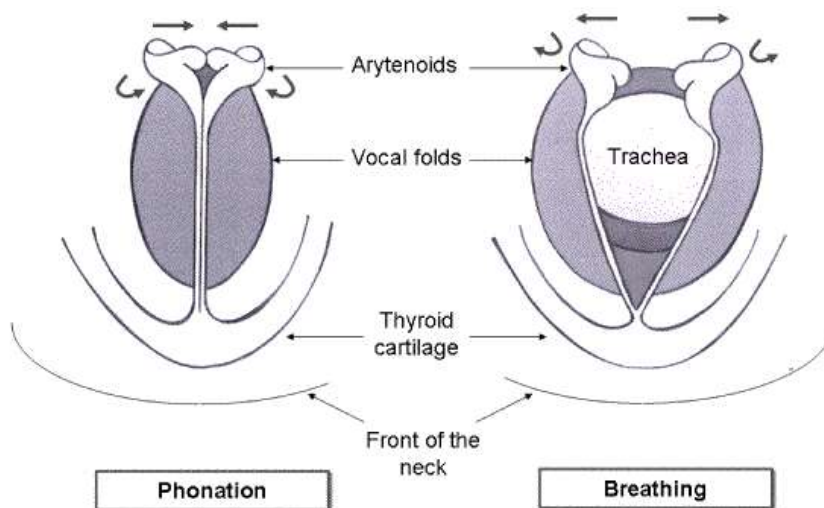
- 2)  Now listen to the consonant sound in between the vowels. Are they voiced or voiceless? Mark (+) or (-) as above.

/ a:ba:                  a:ka:                  a:ma:                  a:ga:                  a:pa:                  a:ta: /  
 / a:za:                  a:ʃa:                  a:ka:                  a:fa:                  a:va:                  a:da: /

- 3) Look at the following diagrams of the vocal chords. Is there any connection between the vocal chords and voiced and voiceless sounds?



(Taken from: [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)).



(Taken from: <http://www.phys.unsw.edu.au/jw/voice.html> ).

4) Complete the chart below. While you read the examples softly put your hand over your throat. Can you perceive the vibration of the vocal chords or not? Write voiced or voiceless in the last column.

Sound	Examples	Voiced or voiceless?
/p/	paper – pen – put – pill	
/tʃ/	chair – chain – chin – chat	
/v/	van – vet – view - village	
/θ/	thin – thought – thing – thanks	
/m/	mouth – mum – meet – make	
/i:/	see – fee – pea - tea	
/z/	zoo – easy – zebra – design	
/l/	long – late – lake - low	
/j/	young – year – yes - you	
/ɔ:/	door – floor – saw - poor	

**PRONOUNCING PLURALS, IS, POSSESSIVE CASE and VERBS IN THE  
THIRD PERSON SINGULAR**

1) Read the following text. What does 's' stand for in each case?

The verb to be "IS" as in...

*Tom's tall.*

The 3<sup>rd</sup> person singular verb as in...

*Lisa speaks English.*

The plural noun as in...

*There are ten chairs.*

The possessive case as in...

*Helen's sister.*

**Justin's Life**

Justin's forty years old. He's a bachelor who is deeply in love with his best friend's sister. Unfortunately, she does not love him. He lives far away from the office so he has to take



several buses. He always arrives late. He takes a lot of coffee breaks. He often leaves for lunch at 12 o'clock and comes back to the office at two. Justin leaves the office at five o'clock, but he finishes work at four. In the last hour, he phones his friends, writes personal emails, plays computer games, and does crosswords. Later, in his free time, he studies different languages and watches all the football matches on TV.

2)  Now listen to the text. How is the 's' pronounced in each case?

**Justin's Life**

Justin's forty years old. He's a bachelor who is deeply in love with his best friend's sister.

/ 'dʒʌstɪn hi frɛnd /

Unfortunately, she does not love him. He lives far away from the office so he has to take

/ lɪv /



several buses. He always arrives late. He takes a lot of coffee breaks. He often leaves for

/ 'bʌs ə'raɪv teɪk breɪk li:v /

lunch at 12 o'clock and comes back to the office at two. Justin leaves the office at five

/ kʌm li:v /

o'clock, but he finishes work at four. In the last hour, he phones his friends, writes

/ 'fɪnɪʃ fəʊn frend raɪt /

personal emails, plays computer games, and does crosswords. Later, in his free time, he

/ 'i:meɪl pleɪ geɪm dʌ 'krɒswɜ:d /

studies different languages and watches all the football matches on TV.

/ 'stʌdi 'læŋgwɪdʒ 'wɒtʃ 'mætʃ /



If the ..... sound is ....., 's' is pronounced / ...../ , as in the following examples:.....

If the ..... sound is ....., 's' is pronounced / ...../ , as in the following examples:.....

If the ..... sounds are /...../, 'es' is pronounced / ...../ , as in the following examples:.....

## PRONUNCIATION OF THE PAST & PAST PARTICIPLE OF REGULAR VERBS

### 1) Is the final sound in these verbs voiced or voiceless?

close    move    turn    knock    walk    ask    look    stop    notice    start    wait  
/kləʊz    mu:v    tɜ:n    nɒk    wɔ:k    ɑ:sk    lʊk    stɒp    'nəʊtɪs    stɑ:t    weɪt /

### 2) Listen to the sounds in the story: write the actions the man did in the right order.

.....  
.....

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press, Unit 9 D1, track 52).

### 3) Listen to the song “Nightmare Hotel”. Did the man leave the hotel, or was he trapped there forever? As you listen again, transcribe the pronunciation of the past tense in the script below.

#### *Nightmare Hotel*

I **walked** up the hill  
/ wɔ:k /  
To the Nightmare Hotel  
I **stopped** at the door  
/stɒp /  
But I couldn't see the bell

I **knocked** and I **waited**  
/ nɒk                weɪt /  
In the cold and windy night  
I **looked** in the window  
/lʊk /  
But there wasn't any light

That's when I **noticed**  
/'nəʊtɪs /  
The door was open wide  
Then it **started** raining  
/ stɑ:t /

So I **walked** inside.  
/wɔ:k /

The door **closed** behind me  
/kləʊz /



I **asked**, 'Who's there?'  
/ɑ:sk /

That's when I **noticed**  
/'nəʊtɪs /

The rats on the stairs

I **turned** round to leave  
/tɜ:n /

But I couldn't see the door  
That's when I **noticed**  
/'nəʊtɪs /

The body on the floor

Then the body **moved**  
/mu:v /

The woman wasn't dead  
She told me her story  
This is what she said:

I also **walked** up  
/wɔ:k /

to the Nightmare hotel...

How is the -ed form pronounced? Group the verbs which have the same pronunciation for -ed:

1 -ed is pronounced .....

2 -ed is pronounced .....

3 -ed is pronounced .....

(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 9 D2, track 53).

#### 4) Now complete the rules for the pronunciation of -ed



**How is the past form pronounced? What does the pronunciation of '(e)d' depend on?**


✓ If the ..... sound is ....., 'ed' is pronounced /...../, as in the following examples:.....

✓ If the ..... sound is ....., 'ed' is pronounced /...../, as in the following examples:.....

**What happens when the final sound is /t/ or /d/?**

✓ If the final sound is ....., 'ed' is pronounced /...../, as in the following examples:.....

**How is the past of 'say' pronounced? say - said**  
/seɪ sed /

5)  Present or past? Listen and say A or B. Where does liaison occur in the examples? Mark it    , for example: I stop    at the door.

A (present)	B (past)
I stop at the door.	I stopped at the door.
I knock and I wait.	I knocked and I waited.
I look in the window.	I looked in the window.
I walk inside.	I walked inside.
I turn round.	I turned round.
The body moves.	The body moved.

(Taken from McDonald A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 9 D.3, track 54).

6)  Listen and write the sentences in the correct box.

~~Steve stopped~~                  Nick knocked.                  Wendy ended.  
~~Walter waited~~                Stacy started.                  Luke looked.

1-syllable verb ○	2-syllable verb ○ ○
Steve stopped	Walter waited

Complete the rule below:

If the verb ends with the sounds ..... or ....., the past simple ending has an extra syllable, and it is pronounced .....



(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 9 D.4, track 55).



7) Listen to the story. Choose the best title.

a. My aunt's house

b. the wrong house

c. the old house



8) Listen to the story. Complete the blanks with the correct verb, and transcribe the pronunciation of the verb in the correct tense. Mark liaison where necessary. Then practice reading the story aloud, paying attention to the correct pronunciation of the past tense forms and liaison.

I 1..... my aunt the other day. She 2..... in a new house, and all the houses in her street are the same, and ehm, so anyway, I 3..... the car and I 4..... to the house, and ehm... I, ehm... I 5..... on the door and 6..... , and 7....., and 8....., well so finally I 9..... the door, and it wasn't 10....., so I 11..... it and 12..... inside and, and I 13..... everything was different – it was the wrong house! I 14..... into a complete stranger's house!  
Oh no! Ooops!



(Taken from McDonald, A. & M. Hancock. 2008. *English Result: Elementary*. Oxford: Oxford University Press. Unit 9 D.5, track 56).

**LIAISON, REGULAR PLURAL AND PAST FORMS**

1) Match the word in A to the opposite in B.

**A**  
 get up  
 open  
 arrive  
 start

**B**  
 finish  
 leave  
 go to bed  
 close

(Adapted from Cunningham, S. & P. Moor. 2001. *New Headway Pronunciation: Elementary*. Oxford: Oxford University Press. Unit 3, 3)



2) How do you pronounce the verbs above in the 3<sup>rd</sup> person singular of the simple present? Pay attention to the voicing of the final sound in the infinitive form of the verb. Listen and count the words you hear ( 'o'clock' = one word). Then listen again and write in the missing words.

a. \_\_\_\_\_ bank opens \_\_\_\_\_.

b. He goes \_\_\_\_\_ seven \_\_\_\_\_.

c. This office \_\_\_\_\_ half past two.

d. We get up \_\_\_\_\_ o'clock.

e. Her plane \_\_\_\_\_ two fifteen.

f. The programme \_\_\_\_\_ about \_\_\_\_\_ thirty.

g. The film \_\_\_\_\_ at half \_\_\_\_\_

h. My train \_\_\_\_\_ about \_\_\_\_\_

/ət/ /ə/  
 at nine o'clock



/ət/ /ə/  
 at two o'clock



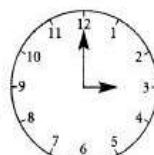
/ət/ /ə/  
 at seven o'clock



/ət/ /ə/  
 at twelve o'clock



/ət/ /ə/  
 at three o'clock



/ət/ /ə/  
 at five o'clock



### 3) TELLING THE TIME

Notice how we pronounce times in English.

At nine o'clock  
/ət naɪn ə k'lɒk /  
• ○ • ●

At half past six  
/ət hæf pɑ:s sɪks /  
• ○ • ●

At a quarter past one  
/ət ə k'wɔ:tə pɑ:s wʌn /  
• • ○ • • ●

At a quarter to one  
/ət ə k'wɔ:tə tə wʌn /  
• • ○ • • ●



### 4) LIAISON


When we speak fast, we also link words together. We do this when one word ends with a consonant sound and the next word begins with a vowel sound.

The bank opens at nine o'clock.  
/ðə bæŋk ə'pəʊnz ət naɪn ə k'lɒk /  
• ○ ○ • • ○ • ●

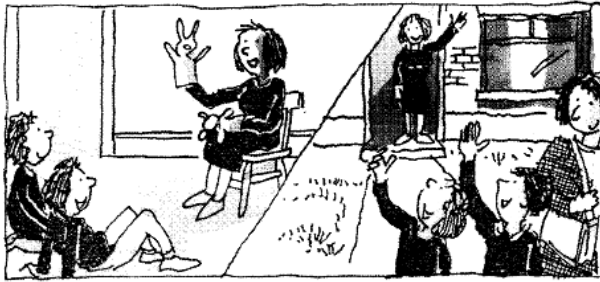


5) Mark liaison in the sentences in 2 above. Then, practise saying them aloud. Speak fast, using weak forms and linking and with the correct rhythm.

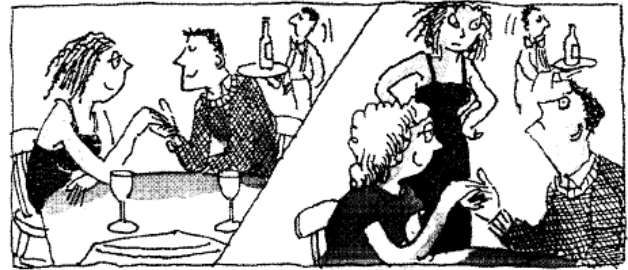
### HEARING PAST SIMPLE FORMS

1)  In a sentence the –ed form is sometimes difficult to hear. Sometimes it is difficult to hear the difference between the /t/ and /d/ endings. When a verb is linked to the next word because the word starts with a vowel sound, the endings are much clearer. Listen to the three pairs of sentences below. Can you hear the difference between a (Present Simple) and b (Past Simple)?

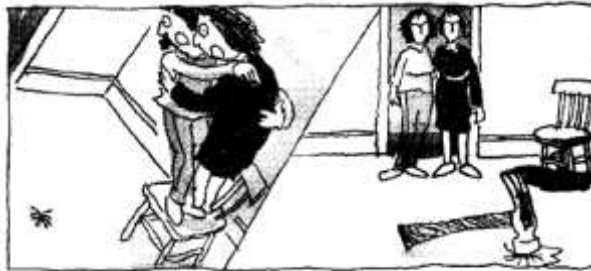




- 1 a We like her.  
 b We liked her.



- 2 a I love him.  
 b I loved him.



- 3 a They hate it.  
 b They hated it.

(Adapted from Cunningham, S. & P. Moor. 2001. *New Headway Pronunciation Elementary*. Oxford: Oxford University Press. Unit 7, 3).



2) Listen to the sentences and identify the verb you hear, Present Simple or Past simple. Listen again and mark liaison.

A Present Simple	B Past Simple
1a. We arrive on Monday morning.	1b. We arrived on Monday morning.
2a. It opens at nine o'clock.	2b. It opened at nine o'clock.
3a. I finish work on Friday afternoon at six o'clock.	3b. I finished work on Friday afternoon at six o'clock.
4a. They close on Monday.	4b. They closed on Monday.
5a. They start at eight o'clock.	5b. They started at eight o'clock.
6a. The trains stop at midnight.	6b. The trains stopped at midnight.

**3) Choose the right continuation for the sentences in 2, present or past.**

1. When we go away for the weekend...  
.....
2. Yesterday the owner of the cafeteria was ill so...  
.....
3. I had a very busy week last week:  
.....
4. The museum is open every day, but  
.....
5. Classes are very early at university:  
.....
6. There was a railway strike last week, so  
.....






**4) Listen to the beginnings of three stories about three friends. Notice the way the –ed ending of the past tense verbs is pronounced.**

- a. Last night Bert stopped at the supermarket on his way home.
- b. Yesterday afternoon Fred called a restaurant to book a table for two.
- c. Yesterday evening Sid invited Amanda to dinner.


**5) The rest of the stories are mixed up. Listen as you read, and sort the sentences into the correct column, according to the pronunciation of the –ed in the past tense verbs.**

- |   |   |
|---|---|
| d. He arranged a meeting with his daughter there.                 | j. He started cooking at four o'clock.          |
| e. He cooked a big supper for his wife and children.              | k. He waited for her all evening.               |
| f. He decided to cook her favourite meal.                         | l. They watched a good film on TV after a meal. |
| g. He smoked a couple of cigarettes after getting the food ready. | m. They enjoyed it a lot.                       |
| h. He washed up after supper.                                     | n. The food was wasted because she didn't come. |
| i. They ordered a lot of the most expensive things on the menu.   | o. They arrived home at midnight.               |

 <b>Bert /t/</b>	 <b>Fred /d/</b>	 <b>David /ɪd/</b>
Last night Bert stopped at the supermarket on his way home	Yesterday afternoon Fred called a restaurant to book a table for two.	Yesterday evening David invited Amanda to dinner.

(Taken from Bowler, B. & S. Parminter. 1992. *Headway Pre-Intermediate Pronunciation*. Oxford: Oxford University Press. Unit 3, 1).

6) **Work in a group of three people. Choose the story of one of the three friends, Bert, Fred or David. Read the sentences in each of the stories and mark liaison. Then read aloud the stories of the three friends. Tell the classmates in your group the stories of the friend you have chosen. Pay attention to the way you pronounce the past form of the verb and to liaison with the following word. Who had the worst evening, do you think?**

7)  **Listen and write the past tense pronunciations /t/ or /d/ in the following sentences. Then, practise saying them paying attention to liaison.**



1. /ʃi wɔ:k\_\_\_ ɔ:l deɪ/



4. /hi traɪ\_\_\_ ə pi:s/



2. /wi wɒtʃ\_\_\_ ɪt 'keəfəli/



5. /ðei plæn\_\_\_ ɪt wi:kz ə'gəʊ/




3. /ðei 'ɑ:n sə\_\_\_ 'evrɪbɒdɪz 'kwɛstʃənz/



6. /ɪt wɒʃ\_\_\_ ɔ:l ðə 'glɑ:sɪz 'bjʊ:təfli/


(Adapted from Bowler, B. 2002. *New Headway Pronunciation: Pre-Intermediate*. Oxford: Oxford University Press. Unit 3.5).

7)  Listen to this conversation in a hospital waiting room. Note that you can pronounce /r/ at the end of a word, when the next word begins with a vowel. Mark the links.

- A: We've been waiting for an hour and a half.  
 B: Say your aunt is very ill. A doctor ought to see her at once.  
 A: There isn't any doctor available. They're all busy.  
 A: Ask the receptionist to hurry up.  
 A: I've asked her over and over again. The more I ask, the longer I wait.



(Adapted from O'Connor, J.D. & C. Fletcher. 1996. *Sounds English*. Longman. Unit 21).

8)  Listen to Ann and her mother talking. Mark linking /r/. Then, listen and check.

- Mother:** After all, you're only twenty-four, Ann.  
**Ann:** Mother, at twenty-four a girl's rather old.  
**Mother:** At fifty-four a girl's rather older, isn't she?  
**Ann:** But mother, I don't suppose father even notices.  
**Mother:** Father appreciates your mother "as nature intended"!  
**Ann:** You're always nice. Where are you going, by the way?  
**Mother:** To my regular appointment with the hairdresser, if you want to know.  
**Ann:** For a shampoo?  
**Mother:** I have some gray hair, at the roots- which nature never intended!



(Adapted from Mortimer, C. 1985. *Elements of pronunciation*. Cambridge: Cambridge University Press. Track 93).

Part 4

# READING, TRANSCRIPTION & DICTATION

Introducción a la Lengua Inglesa

Profesorado y Traductorado en Inglés



/ˈriːdɪŋ\_ən ˌtrænˈskɪrɪpʃən  
pʰræktɪs / pʰɑːt fəː /



## Contents:

Texts and exercises for transcription practice

Texts for reading aloud in phonetic script



Facultad de Lenguas  
Universidad Nacional del Comahue



### IN THE STREET: Rhythm, intonation & vowels



1) Listen to the dialogue *In the Street*. Then do the following:

- Mark the rhythm in each tone unit, and the intonation in the questions (in black type).
- Identify the sounds /i: ɪ æ ʌ /
- Transcribe the pronunciation of the underlined pronouns.

**Natalia:** / Excuse me / **Are you** Eddy Martinez? /

**Eddy:** / Yes, that's right /

**Natalia:** / How do you do, Mr. Martínez? / I love your books /

**Eddy:** / Oh really? / thank you. / Erm... **What's your** name? /

**Natalia:** / Natalia Dubois /

**Eddy:** / Nice to meet you, Miss Dubois / **or is it Mrs. Dubois? / or Ms. Dubois? /**

**Natalia:** / Please just call me Natalia /

**Eddy:** / OK / **Where are you from Natalia?** / You aren't French... /

**Natalia:** / No, I'm from Australia / but my father's Belgian /

**Eddy:** / Really? / **Are you here on holiday?** /

**Natalia:** / No, I'm not / I'm here for work / I'm a teacher /

**Eddy:** / Oh, here's my taxi / Sorry / I'm late for a meeting /

**Natalia:** / No problem / Goodbye, Mr. Martínez /

**Eddy:** / Bye / Nice to meet you /



d. Group the words under the right sound in the chart below.

/i:/	/ɪ/	/æ/	/ʌ/

e. Finally, using a pronunciation dictionary transcribe the missing words.

/nə'tæliə / 1\_\_\_\_\_ mi / ə ju 'edi mɑ:'ti:nez /

/ 'edi / jes ðæts raɪt /

/nə'tæliə / haʊ 2\_\_\_\_\_ ju du: 3\_\_\_\_\_ mɑ:'ti:nez / aɪ 4\_\_\_\_\_ jɔ: bʊks /

/ 'edi / əʊ 'rɪəli / 5\_\_\_\_\_ ju / ɜ:m wɒts 6\_\_\_\_\_ neɪm /

/nə'tæliə / nə'tæliə du bwa: /

/ 'edi / naɪs tə 7\_\_\_\_\_ ju 8\_\_\_\_\_ du bwa: / ɔ:rɪzɪt 9\_\_\_\_\_

du bwa: / ɔ: 10\_\_\_\_\_ du bwa: /

/ nə'tæliə / 11\_\_\_\_\_ dʒʌst kɔ:l 12\_\_\_\_\_ nə'tæliə /

/ 'edi / əʊ'keɪ / weər ə 13\_\_\_\_\_ frɒm / nə'tæliə / ju a:nt frentʃ /

/ nə'tæliə / nəʊ / 14\_\_\_\_\_ frəm 15\_\_\_\_\_ /

/ bət maɪ 16\_\_\_\_\_ z 'beldʒən /

/ 'edi / 'rɪəli / ə ju hɪər ən 'hɒlədeɪ /

/ nə'tæliə / nəʊ aɪm nɒt / aɪm hɪə fə wɜ:k / aɪm ə 17\_\_\_\_\_ /

/ 'edi / əʊ / hɪəz maɪ 18\_\_\_\_\_

/ 'sɒri / aɪm leɪt fər ə 19\_\_\_\_\_ /

/ nə'tæliə / nəʊ 'prɒbləm / gʊd'baɪ 'mɪstə mɑ:'ti:nez /

/ 'edi / baɪ / naɪs tə 20\_\_\_\_\_ ju /





**MY FAVOURITE FOOD: Extra practice “THERE, HAVE GOT & SOME”**

1) Complete the phonetic transcription of the following text with the missing words.

Pay particular attention to the pronunciation of “THERE”, “HAVE GOT” and “SOME”. Remember to:

- a. Check you notes on weak forms.
- b. Use your pronunciation dictionary for the rest of the words.
- c. Add aspiration, linking “r”, and liaison where necessary.

My favourite food is Chinese fried rice. It’s got rice, and there’s usually some meat in it, some egg, different vegetables and salt. There isn’t any butter in it. The Chinese don’t use butter very much.



/ maɪ \_\_\_\_\_ ɪz \_\_\_\_\_ fraɪd  
 \_\_\_\_\_ / \_\_\_\_\_  
 / ən \_\_\_\_\_ 'ju:zuəli \_\_\_\_\_ in ɪt /  
 \_\_\_\_\_ / 'dɪfərənt \_\_\_\_\_ /  
 ən \_\_\_\_\_ // \_\_\_\_\_ 'eni \_\_\_\_\_ in ɪt /  
 / ðə \_\_\_\_\_ dəʊnt ju:z \_\_\_\_\_ 'veri maʊtʃ //

(Adapted from McDonald, A. & M. Hancock. 2008. *English Result Elementary Workbook*. Oxford: Oxford University Press, Unit 6B).

**Key to exercises**

**Page 34**

/weə / weə / weə / weə /  
 /ðeə / ðeə / ðeə / ðeə /  
 / wen / wen /  
 /naʊ / naʊ /  
 /hu: /  
 /ju: /  
 /mi: /  
 /ju: /

**Page 35**

/eɪ / ðəz ə wʊmən / in maɪ 'bɪs / ən ʃi:z ʃi: wɒnts tə si: ju /  
 /bi: / bət aɪm 'bɪzi /  
 /eɪ / wel ʃi:z ʃi: wɒnts tə si: ju /  
 /bi: / bət aɪm 'bɪzi /  
 /eɪ / bət ʃɪz ʃɔ: ju:l wɒnt tə si: hæ /  
 /bi: / ɪz ʃi: 'prɪti /  
 /eɪ / ɪn ə sɔ:t əv weɪ ʃɪz 'prɪti / bət ʃɔ: 'bɪzi /  
 /bi: / ɪn ə sɔ:t əv weɪ aɪm 'bɪzi / bət pə'hæps aɪ ɔ:t tə /

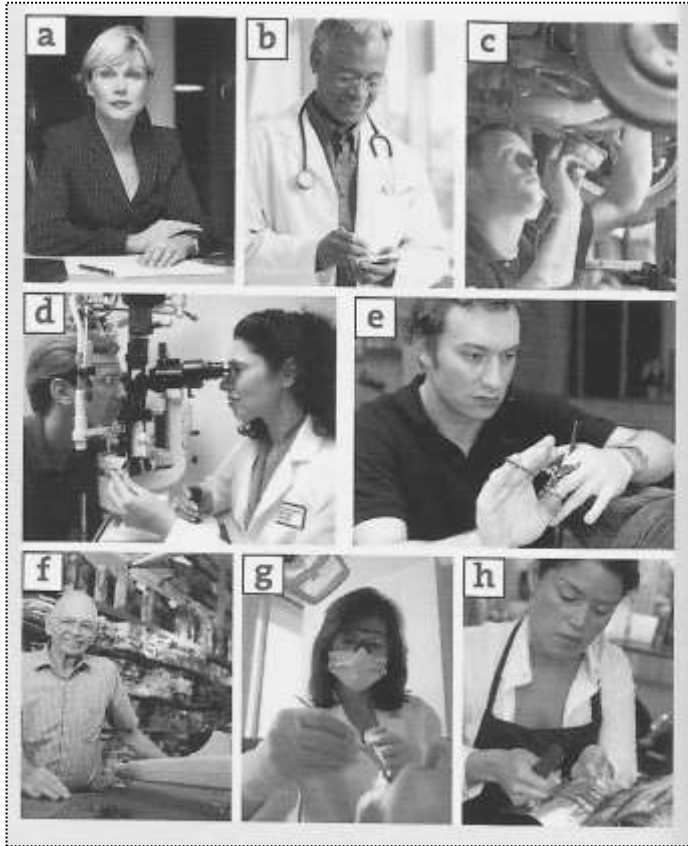
**Page 135**

/ maɪ 'feɪvərɪt fu:d ɪz ˌtʃaɪ'ni:z fraɪd raɪs / ɪts ɡɒt raɪs / ən ðəz 'ju:zuəli səm mi:t ɪn ɪt / səm ɛɡ / 'dɪfərənt  
 'vedʒətəbəlz / ən sɔ:lt // ðər ɪznt 'eni bʌtər ɪn ɪt // ðə ˌtʃaɪ'ni:z dəʊnt ju:z 'bʌtə 'veri maʊtʃ



**PROFESSIONS**

1) Write the pronunciation of the professions in the pictures.



- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....
- g) .....
- h) .....

2) Read this dialogue and fill in the blanks with the missing words. Then, practice it in pairs.

/a'p<sup>h</sup>ɔɪntmənt/ /'fɔ:ti/ /,ɑ:ftə'nu:n/ /'z:liə/ /tə'mɒrəʊ/

/ət ðə 'dentists/

/ri'sepʃənɪst/ kən aɪ help ju/

/dʒɪm/ jes/ aɪd laɪk tə meɪk ən ..... wɪð mɪz sti:l p<sup>h</sup>li:z/

/ri'sepʃənɪst// jes / əf k<sup>h</sup>ɔ:s/ haʊ ə'baʊt ðə deɪ 'ɑ:ftə tə'mɒrəʊ/

/dʒɪm/ jes/ ðæts faɪn/

/ri'sepʃənɪst/ 'mɔ:nɪŋ ɔ:r ...../

/dʒɪm/ ðə 'mɔːnɪŋz 'betə fə mi/

/ri'sepʃənɪst/ haʊ ə'baʊt mɪd 'mɔːnɪŋ/ seɪ i'levən 'θɜːti/

/dʒɪm/ kʊd ɪt bi ə bɪt..... / seɪ tʰen 'θɜːti/

/ri'sepʃənɪst/ ɪz tʰen ..... faɪv əʊ'kʰeɪ/

/dʒɪm/ jɛs / ðæts faɪn/

/ri'sepʃənɪst/ əʊ'kʰeɪ/ tʰen 'fɔːti faɪv/ ðə deɪ 'ɑːftə ...../ neɪm pʰliːz/



(Adapted from McDonald, A. & M. Hancock .2008. *English Result Elementary*. Oxford: Oxford University Press. P. 116).

### ANA'S E-MAIL: Pronunciation of "(E)S"

- 1) Read Ana's email. Transcribe the underlined words and mark the pronunciation of '(e)s'. Mark liaison between the '(e)s' and other words.

**B** *I* U **T** **T** **A** **T** Plain Text:

Dear Linda:

I like my new class a lot! I study with Satomi, Pablo, and Paula. Our teacher's name is Jim. We look at the pictures in the book and Jim tells us the words. Next, we repeat the words together. Then we listen to conversations on the CD. We have a conversation with our partner, and Jim listens. He tells us if we are right or wrong. It's fun to work with a partner! Sometimes we read texts from the book and write answers to the questions. If we don't understand, we ask the teacher questions, and he helps us. Do you remember our classes at school? These classes are different!

Love,

Ana

(Adapted from McDonald, A. & M. Hancock .2008. *English Result Elementary*. Workbook. Oxford: Oxford University Press. Unit 2C).



/ \_\_\_\_\_ fə \_\_\_\_\_ /  
/ \_\_\_\_\_ / \_\_\_\_\_ fə ðə \_\_\_\_\_  
\_\_\_\_\_  
/ ðə \_\_\_\_\_ ɪz \_\_\_\_\_ / \_\_\_\_\_ ðə  
\_\_\_\_\_ / ən \_\_\_\_\_ its \_\_\_\_\_ / bʌt ɪts \_\_\_\_\_  
\_\_\_\_\_ / ɪz ðæt \_\_\_\_\_ /  
/ \_\_\_\_\_ / \_\_\_\_\_ ðə \_\_\_\_\_ /  
/ \_\_\_\_\_ əv \_\_\_\_\_ / ðə \_\_\_\_\_  
\_\_\_\_\_  
fə ðə \_\_\_\_\_ əv \_\_\_\_\_ / bʌt kən \_\_\_\_\_  
\_\_\_\_\_ əv \_\_\_\_\_ /  
/ \_\_\_\_\_ / \_\_\_\_\_ fə ði \_\_\_\_\_ /  
/ ɪts ə \_\_\_\_\_ / bʌt \_\_\_\_\_  
ɪz ði \_\_\_\_\_ /  
ɪts ə \_\_\_\_\_ / bʌt \_\_\_\_\_  
ə ðə \_\_\_\_\_ /  
/ \_\_\_\_\_ / \_\_\_\_\_ /  
/ \_\_\_\_\_ ər \_\_\_\_\_  
/ \_\_\_\_\_ ər \_\_\_\_\_ /  
/ \_\_\_\_\_ / \_\_\_\_\_ ðə \_\_\_\_\_ /  
/ ðəz ə \_\_\_\_\_ r ɒn ðə \_\_\_\_\_ / bʌt ðə \_\_\_\_\_  
\_\_\_\_\_  
/ \_\_\_\_\_ / \_\_\_\_\_ ɪt ɪf \_\_\_\_\_ it /  
/ \_\_\_\_\_ fə \_\_\_\_\_ /  
\_\_\_\_\_ ðə \_\_\_\_\_  
\_\_\_\_\_ / bʌt ɪts \_\_\_\_\_ /

2) Practise reading the text from the ordinary spelling version above, and then from the phonetic script. Prepare the text to be read aloud in class.

### HOLIDAYS: Past tense

1) Transcribe the pronunciation of the following verbs in the present and the past.

	PRESENT	PAST
a. happen		
b. look		
c. notice		
d. relax		
e. walk		
f. decide		
g. stay		
h. play		
i. talk		
j. want		
k. is (x5)		
l. isn't		

2) Complete the story with the verbs above. Transcribe the pronunciation of the verbs in the text. Mark liaison. Prepare the text to be read aloud.

### HOLIDAYS

Holidays? Don't talk to me about holidays! We had a terrible holiday last year. Let me tell you what 1..... We 2..... a different holiday, so we 3..... to go camping. We 4..... at a campsite near the beach. It 5..... a beautiful place, very quiet. We 6..... a lot. We went fishing and swimming, and we went sailing on some small boats. It 7..... great!







OFFICE LIFE: Reading practice

1) Practise reading the following conversation aloud.

/ 'ɒfɪs laɪf /  
 / 'epɪsəʊd wʌn /



1 / bɒs/wɪ 'ju:ʒuəli wɜ:k naɪn tə faɪv hɪə 'dʒɑ:stɪn  
 / ʒo: r 'ɔ:lweɪz leɪt /  
 / 'dʒɑ:stɪn / nɒt 'ɔ:lweɪz 'mɪstə 'mɪnɪt /



2

/ bɒs/ jes / ju 'ɔ:lweɪz ə'rɑ:v leɪt/  
 / 'dʒɑ:stɪn/ bət aɪ 'neɪvə li:v leɪt /



3

/ bɒs/ ən haʊ 'ɒfən də ju  
 hæv 'kɒfɪ breɪks /  
 / 'dʒɑ:stɪn/ nɒt 'veri  
 'ɒfən 'mɪstə 'mɪnɪt /



4

/ bɒs/ bət ʒo: r 'ɔ:lweɪz ət ðə 'kɒfɪ  
 məʃi:n wɪð 'hɒli/  
 / 'dʒɑ:stɪn/ ðəts nɒt tru:/ aɪm 'ɒfən ət ðə  
 'kɒfɪ məʃi:n wɪðəʊt 'hɒli/



5

/ bɒs/ ən ə'nʌðə θɪŋ / ðə lɑ:ntʃ  
 breɪk ɪz ən əʊə / bət ju  
 'sɑ:mtaɪmz li:v ət twelv ə kɪk  
 / ən kʌm bæk tə ði 'ɒfɪs ət tu:  
 / ɪk'spleɪn ðæt plɪ:z /



6

/ 'dʒɑ:stɪn/ wel/ aɪ 'sɑ:mtaɪmz ɡəʊ  
 fə lɑ:ntʃ wɪð 'hɒli / ən wɪ æd  
 əʊə lɑ:ntʃ əʊəz tə'geðə / wʌn ən  
 wʌn meɪk tu:/



7

/ bɒs/ 'dʒɑ:stɪn / ɪts naɪn'θɜ:ti faɪv  
 /stɑ:t wɜ:k naʊ /  
 / 'dʒɑ:stɪn/ naɪn 'θɜ:ti faɪv/ əʊ nəʊ/  
 aɪm leɪt fə mɑ: 'kɒfɪ breɪk



SUE & IRIS: Reading practice

1) Practise reading the following dialogue aloud.

1 / su: / / ən 'aɪərəs /  
/su: ən 'aɪərɪs ə 'stju:dənts / ðeɪ lɪv tə'geðə rɪn  
ə 'stju:dənt flæt /

2 / 'sɒrɪ /  
/əv / ju dəunt ,ʌndə'stænd  
frentʃ / aɪ spi:k frentʃ  
'veri wəl /

3 / 'rɪəli /  
/wau / də ju  
spi:k'eni'ʌðə  
'læŋgwɪdʒɪz /  
/əv jəs / ɪn  
'pæris ðeɪ θɪŋk  
aɪm frentʃ /

4 /jes / aɪ du: /  
aɪm 'veri gud  
ət 'fɔrɪn  
'læŋgwɪdʒɪz /

5 /wɒt 'ʌðə  
'læŋgwɪdʒɪz  
də ju spi:k /  
/aɪ spi:k 'dʒɜ:mən'veri wəl /  
ən aɪ spi:k ə 'lɪtəl 'pəʊlɪʃ  
/ ən ɪ'tæljən / 'mɑ:mɑ miɑ /  
aɪ lʌv ɪ'tæljən / ɪts mɑɪ  
'feɪvɪrɪt 'læŋgwɪdʒ / də  
ju: spi:k ɪ'tæljən /

6 /nəv / aɪ dəunt / aɪm nɒt 'veri  
gud ət 'læŋgwɪdʒɪz / aɪ spi:k  
'geɪlɪk / ən ə 'lɪtəl bɪt əv  
'aɪərɪʃ / mɑɪ 'bɔɪfrendz 'aɪərɪʃ /

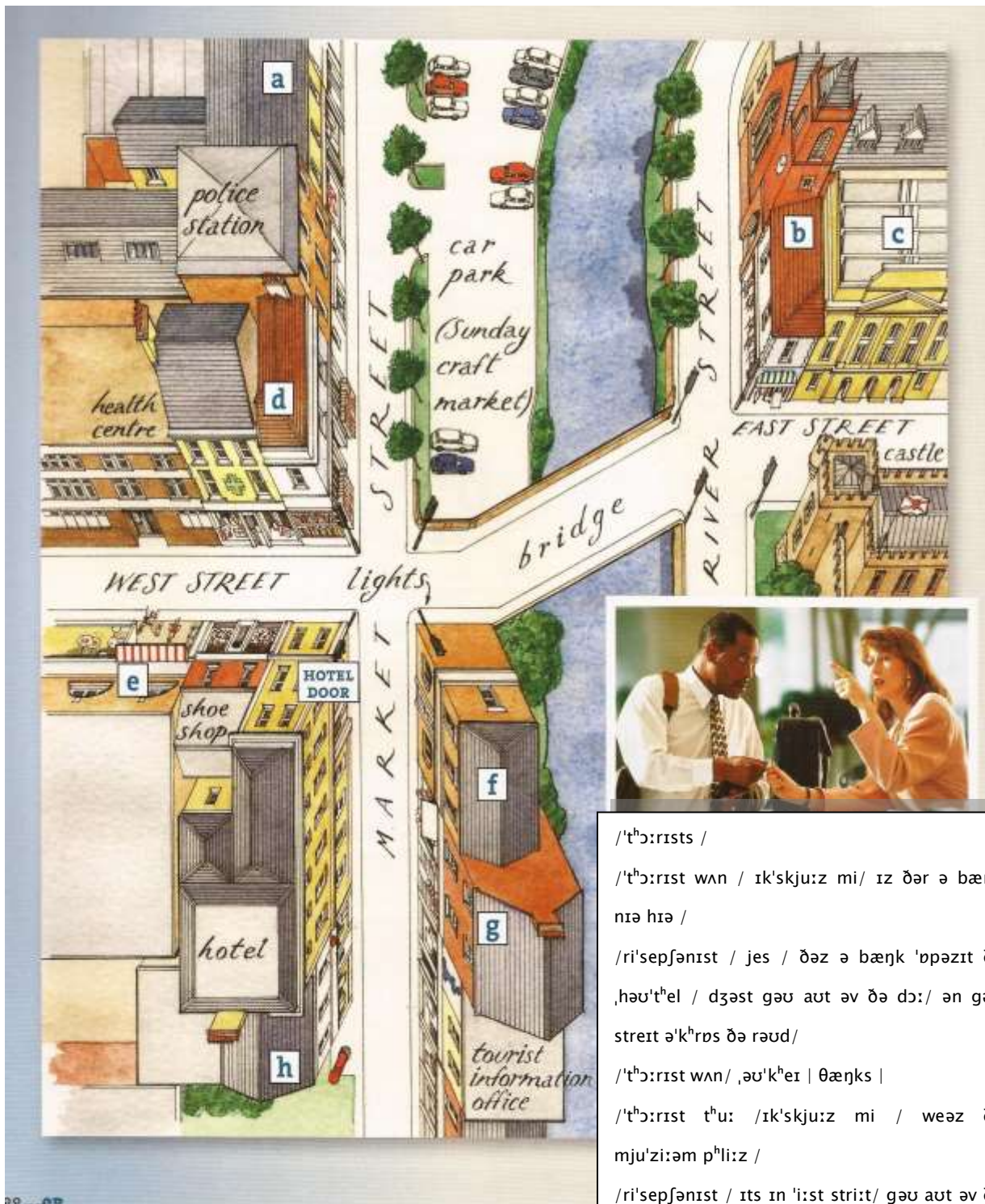
7 / 'sɒrɪ /  
/ 'βwenos ðɪɑs /  
ɪz ðə 'kæpɪtəl əv  
,ɑ:dʒən'ti:nə /əv/  
ðə fəʊn /

8 /hə'ləʊ /



**TOURIST INFORMATION OFFICE: Reading practice**

1) Practise reading the following dialogue aloud.



/tʰɔːrɪsts /  
 /tʰɔːrɪst wʌn / ɪk'skjuz mi / ɪz ðər ə bæŋk  
 nɪə hɪə /  
 /rɪ'sepʃənɪst / jes / ðəz ə bæŋk 'bɒpəzɪt ðə  
 ,həʊt'el / dʒəst ɡəʊ aʊt əv ðə ɒː / ən ɡəʊ  
 streɪt ə'kʰrɒs ðə rəʊd /  
 /tʰɔːrɪst wʌn / ,əʊ'kʰeɪ | θæŋks |  
 /tʰɔːrɪst tʰuː / ɪk'skjuz mi / weəz ðə  
 mjuːzɪəm pʰliːz /  
 /rɪ'sepʃənɪst / ɪts ɪn 'iːst striːt / ɡəʊ aʊt əv ðə  
 ,həʊt'el ən tʰɜːn left / tʰɜːn raɪt ət ðə laɪts /  
 ɡəʊ ə'kʰrɒs ðə brɪdʒ / ən streɪt θn / ðə  
 mjuːzɪəmz θn ðə left / 'bɒpəzɪt ðə 'kʰɑːsl /  
 /tʰɔːrɪst tʰuː / 'bɒpəzɪt ðə 'kʰɑːsl / θæŋks /

THREE STEPS TO HEALTHY LIVING & GOOD INTENTIONS: Reading practice

1) Practise reading the following texts aloud.

**|θri:  
 steps tə 'helθi 'lɪvɪŋ|**

|bæt 'dɒktə pə'tɪrɪjə 'kʰɑ:lən|  
 |wi 'ɒfən stɑ:t ðə jɜ: wɪð ðə best əv ɪn'tʰenʃənz|  
 |bæt tʰu: 'ɒfən | wi fə'get ðəm 'ɑ:ftə ðə fɜ:st  
 mənθ| səu| wɒt kən wi du: |tə meɪk 'əʊə gud  
 ɪn'tʰenʃənz kʰəm tʰru:|

**1** |bi: ɪrə'listɪk|  
 |dɑʊnt 'ser | aɪm 'gəʊɪŋ tə lu:z 'tʰwenti 'kʰi:ləʊz  
 nekst mənθ|  
 |ser | aɪm 'gəʊɪŋ tə lu:z wʌn 'kʰi:ləʊ|

**2** |gɪv 'dɪ:teɪz|  
 |dɑʊnt 'ser | aɪm 'gəʊɪŋ tə du: 'sɑ:mθɪŋ ə'baʊt  
 maɪ helθ|  
 |ser | aɪm 'gəʊɪŋ tə rʌn fə 'tʰwenti 'mɪnɪts  
 'evri deɪ|

**3** |θɪŋk 'pʰɒzətɪv|  
 |dɑʊnt 'ser | aɪm 'gəʊɪŋ tu ɪt 'bɔ:ɪŋ 'sælədz ən  
 hæv nəʊ 'səʊfəl laɪf|  
 |ser | aɪm 'gəʊɪŋ tu ɪt fref frʊt 'evri deɪ|

**|gəʊ θɪn | ju kən du: ɪt|**



|gʊd ɪn'tʰenʃənz |

|aɪm 'gəʊɪŋ tə kʰwɪt | aɪm nɒt  
 'dʒəʊkɪŋ |

|aɪm 'gəʊɪŋ tə kʰwɪt 'sməʊkɪŋ |

|aɪ kʰwɪt | ðæts ɪt |

|jes | aɪm 'gəʊɪŋ tə get fɪt|

|nəʊ 'steɪŋ aʊt leɪt |

|ən aɪm 'gəʊɪŋ tə lu:z weɪt |

|les 'ʃʊgər ɪn maɪ tʰɪ: |

|fæt frɪ: | ðæts mi: |

|gʊd gʊd gʊd |

|gʊd ɪn'tʰenʃənz |

|aɪm 'gəʊɪŋ tə dʒɔɪn ə dʒɪm |

|aɪm 'gəʊɪŋ tə rʌn | aɪm 'gəʊɪŋ  
 tə swɪm |

|les stres | les mes |

|aɪm 'gəʊɪŋ tə lɜ:n tə pʰleɪ tʃes  
 |

|aɪm 'gəʊɪŋ tə dɪŋk grɪ:n tʰɪ: |

|wɒtʃ les tʰɪ: vɪ: |

|fæt frɪ: | ðæts mi: |

|sməʊk frɪ: | ðæts mi: |

|gʊd gʊd gʊd |

|gʊd ɪn'tʰenʃənz |

### TRANSCRIBING TEXTS

1a) Transcribe the text below in phonetic script.

#### No car zones

Many people have cars in the city. But pollution is a problem because of the traffic. Nowadays, some city centers around the world don't have cars. These no car zones are areas for people, bicycles and public transport only. For example, eight million people live in the centre of London and another two million people go to work there every day. The city centre is very noisy with hundreds of cars, buses and taxis, but there are also a lot of beautiful parks with free music concerts. /At lunch time / and after work,/ many people go there/ for a break./



Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

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1 b) Provide the rhythmical pattern for the underlined phrases.

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**2a) Transcribe the text below in phonetic script.**

**Shannon**

Shannon is a photographer and journalist. She loves the outdoors, and so a lot of her photography is in mountains or on the ocean. She is also interested in the conservation of water.



She works in an office, but she doesn't often stay inside all day. For example, she likes riding horses and surfing. And at home, she says, **“I love spending time with my family, / playing games / and eating big meals together.”**

Hughes, J. (2019). *Life Elementary. Workbook*. National Geographic Learning. 2<sup>nd</sup> Edition.

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**2b) Provide the rhythmical pattern for the underlined phrases.**

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**3a) Transcribe the text below in phonetic script.**

**Problem**



Daughter: Dad, I have a problem! I need to get to the centre of town quickly. I'm meeting my friends there at seven, so I only have ten minutes. I need to get a taxi, so could you give me some money?

Dad: Er, I'm afraid I don't have any money. / Try asking your mother. / Or ask your brother. / He always has money!//

Hughes, J. (2019). *Life Elementary. Workbook*. National Geographic Learning. 2<sup>nd</sup> Edition.

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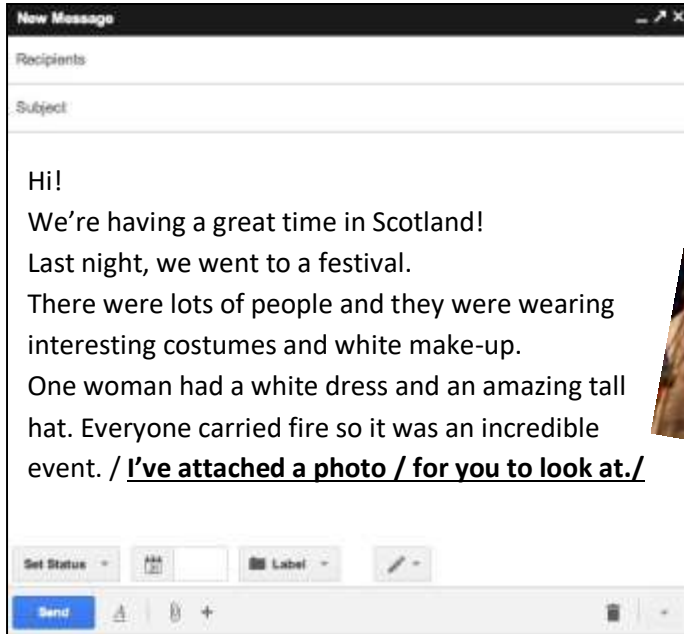
**3b) Provide the rhythmical pattern for the underlined phrases.**

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4a) Transcribe the text below in phonetic script.

Festivals



Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

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4b) Provide the rhythmical pattern for the underlined phrases.

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5a) Transcribe the text below in phonetic script.

Famous Faces



/ Frida Kahlo painted and studied art / when she was young./ On August 21, 1929, she married the artist Diego Rivera and they lived and worked in Mexico City. During the nineteen thirties, they

travelled around the world. Their paintings were famous in many countries. Today, Frida and Diego's faces are on the Mexican 500-peso note.

Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

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5b) Provide the rhythmical pattern for the underlined phrases.

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### DICTATIONS

**1a) Warming – up: Listen to an interview with a student in London. Complete the interviewer’s notes with adjectives.**

*In the city centre*

The shops are <sup>1</sup> .....

There are lots of <sup>2</sup> ..... places like art galleries and museums.

London has <sup>3</sup> ..... theatres.

The restaurant is <sup>4</sup> ..... with tourists and is <sup>5</sup> ..... at lunchtime.

The parks in London are beautiful and <sup>6</sup> .....



Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student’s Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

**1b) Listen to the interview again and transcribe it into phonetic script.**

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**1c) Listen to the following phrases. Provide their rhythmical patterns.**

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**2a) Warming – up: Listen to a conversation between two friends. Answer the questions below.**

***How was your weekend?***

1. What city did the girl visit at the weekend?
2. What place did she visit there?
3. What did she see in that place?
4. Did she like it?
5. Did she go with anyone else?



Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

**2b) Listen to the conversation again and transcribe it in phonetic script.**

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**2c) Provide the rhythmical pattern for the following phrases.**

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**3a) Warming – up: Listen to an interview with Andy Torbet. Choose the correct answers.**

1. *Where is the interviewer with Andy?*

- a. Next to a mountain
- b. Next to the sea
- c. Next to a forest

2. *Where's Andy from?*

- a. England
- b. Wales
- c. Northern Ireland
- d. Scotland



3. *Which objects are in his rucksack?*

A camera    a first-aid kit    gloves    a hat    a laptop    pens

Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

**3b) Listen to the interview again and transcribe it in phonetic script.**

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**3c) Provide the rhythmical pattern for the following phrases.**

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**4a) Warming – up: Listen to an interview with Adrian Seymour. Answer the questions below.**

- 1) What does Adrian do for a living?
- 2) Where is he planning to go this year?
- 3) What is he going to do there?
- 4) What is he going to do in the summer?
- 5) What is he going to do in the autumn?
- 6) How long will it take to finish his project?
- 7) What is he going to do in the winter?



Hughes, J., Stephenson, H. & P. Dummett. (2019). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

**4b) Listen to the interview again and transcribe it in phonetic script.**

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**4c) Provide the rhythmical pattern for the following phrases.**

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**5a) TRAVELLING AND FOOD.**

**Warming – up:** Listen to a travel writer for National Geographic magazine. Answer the questions below.

1. Why does he say he has a great job?
2. Why does he really love travelling?
3. Where does he always go when he arrives in a new city?
4. His favourite place in Bangkok is Chinatown. Why?
5. What is his favourite dish?



Hughes, J., Stephenson, H. & P. Dummett. (2014). *Life Elementary. Student's Book*. National Geographic Learning. 2<sup>nd</sup> Edition.

**5b) Listen to the interview again and transcribe it in phonetic script.**

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**2c) Provide the rhythmical pattern for the following phrases.**

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