

TEACHING OF PRONUNCIATION & VOCABULARY

I. PRONUNCIATION

Good pronunciation is an important skill in language learning. Those who mispronounce their words are laughed at by others. The language teacher should try to make an effort to teach the correct pronunciation. But he should not expect perfect pronunciation from his students because it is very difficult for the learners of English as a foreign language. English pronunciation is very irregular. There is no correspondence between the spelling and the pronunciation. The problem of silent letters puzzles our students. The sounds of English and Urdu are basically different. Some letters give many sounds. Some sounds are short, some are long. Some letters in a word are written but they are not pronounced. However, with the help of some classroom practical activities, a good teacher can greatly improve the pronunciation of his students.

The individual sounds that make up a language are called 'phonemes'. Standard

British English has 26 letters but 44 phonemes (sounds): 24 consonant sounds, 20 vowel sounds. The teacher should help students with both recognition and production of these individual sounds, ... including charts of articulation. Non-native speakers need to know where individual words are stressed. Some words are spelt identically but have two pronunciations which give different meanings. The tone of the message is often as important as the message itself.

1. Consonant Sounds

The teacher should use the following drill to give his students the idea of consonant sounds:

Letters	Sounds in Words
b	bad, bed, beg, bit, bid
c	cat, cot, can, cup, cap
d	do, did, dot, dig, dug
f	fat, fan, for, fox, fur
g	get, go, got, gum, gun
h	has, hen, her, him, hop
j	jam, jug, jet, jar, jump
k	kid, kit, king, kill, kiss
l	lad, leg, lid, let, log
m	man, mat, mad, mill, mud
n	nib, net, not, nun, nut
p	pan, peg, pit, pot, pup
s	sad, sat, set, sun, sit
t	tap, ten, tin, top, to
v	van, vain, vet, vine, vale
w	wall, web, wed, will, we

wh	what, when, where, why
y	yes, you, yard, yell
z	zoo, zebra, zinc, zero
ch	chap, chat, chap, chin, chum, rich
th	think, thing, bath, month, this, that
sh	shall, shed, ship, shop, dash, rush
ng	sing, ring, wing, bring, sung

2. Vowel Sounds: Long and Short

The teacher should use the following drill to give his students the idea of short and long vowel sounds:

Letters	Sounds in words
Short vowel- a	and, bag, cap, rat, hat, has, bad
Short vowel- e	hen, pen, let, leg, bed, red, well
Short vowel-i	is, kid, dish, his, pin, fit, this
Short vowel- o	hot, cock, box, dog, fox, pot
Short vowel- u	bus, gun, hut, tub, run, must
Long vowel- a	ate, hate, mate, rate, tape
Long vowel- e	be, he, she, tree, free, flee
Long vowel- i	fine, line, bite, life, wife, child
Long vowel- o	hope, rope, nose, broke, store
Long vowel- u	tube, mute, use, fuse, huge

Vowel	a	e	i	o	u
Short	at	her	bit	hop	us
Long	ate	he	bite	hope	use

3. Silent Letters

In pronunciation, some letters are silent; it means they are written but not spoken. Here is a list of such letters. The teacher should encourage the students to practice these.

Combination	Word	Silent Letter
mb	comb	b
bt	doubt	b
ck	pick	k
sc	scissors	c
ed	edge	d
gn	sign	g
kn	know	k
lf	half	l
lk	talk	l
lm	calm	l
pr	pneumonia	p
ps	psychology	p
isl	island	s
tch	match	t
st	listen	t
wr	write	w

4. The phonemic chart-activities

(a) Phonemic dictation

In this activity, there are some missing words which are replaced by the students. The key to this activity is that the sound indicates a particular phoneme. For example

Sound	Words with sounds (students to write)
-------	---------------------------------------

c	cup, cap,
---	-----------------

b	bat, bet, bit,
---	----------------------

short-a	fat, mat,
---------	-----------------

long-a	fate, mate,
--------	-------------------

(b) Using songs

- Choose a song that has lots of rhyming words in it at the ends of its lines.
- Take the rhyming words out of the song and put them on a worksheet or on the board.
- Ask the students to match them to the symbols they include.
- Give them a hint of how many words for each symbol.
- Then talk about how songs often have rhyming words at the ends of lines.
- The students listen and attempt to put the words back into the song.
- This can be attempted before they listen with more advance learners.

5. Rhyming pair game

This activity is a pronunciation and memory game. It works best if the teacher splits the class into small groups. He will need to produce a set of cards for each group with one word on each

Phonemes

Each one of these meaning-distinguishing sounds in a language is described as a **phoneme**. When we learn to use alphabetic writing, we are actually using the concept of the phoneme as the single stable sound type that is represented by a single written symbol. It is in this sense that the phoneme /t/ is described as a sound type, of which all the different spoken versions of [t] are **tokens**. Note that slash marks are conventionally used to indicate a phoneme, /t/, an abstract segment, as opposed to the square brackets, as in [t], used for each phonetic or physically produced segment.

An essential property of a phoneme is that it functions contrastively. We know there are two phonemes /f/ and /v/ in English because they are the only basis of the contrast in meaning between the words *fat* and *vat*, or *fine* and *vine*. This contrastive property is the basic operational test for determining the phonemes in a language. If we change one sound in a word and there is a change of meaning, the sounds are distinct phonemes.

Natural Classes

The descriptive terms we used to talk about sounds in Chapter 3 can be considered “features” that distinguish each phoneme from the next. If the feature is present, we mark it with a plus sign (+) and if it is not present, we use a minus sign (-). Thus /p/ can be characterized as [-voice, +bilabial, +stop] and /k/ as [-voice, +velar, +stop]. Because these two sounds share some features, they are sometimes described as members of a **natural class** of phonemes. Phonemes that have certain features in common tend to behave phonologically in some similar ways. Table 4.1 presents an analysis of some of the distinguishing features of four English phonemes. Only /p/ and /k/ have sufficient features in common to be members of a natural class. They are both voiceless stops.

TABLE 4.1

/p/	/k/	/v/	/n/
-voice	-voice	+voice	+voice
+bilabial	+velar	+labiodental	+alveolar
+stop	+stop	+fricative	+nasal

In contrast, /v/ has the features [+voice, +labiodental, +fricative] and so cannot be in the same natural class of sounds as /p/ and /k/. Although other factors will be involved, this feature analysis could lead us to suspect that there may be a good phonological reason why words beginning with /pl-/ and /kl-/ are common in English, but words beginning with /vl-/ or /nl-/ are not. This type of feature analysis allows us to describe not only individual phonemes, but also the possible sequences of phonemes in a language.

Phones and Allophones

While the phoneme is the abstract unit or sound type ("in the mind"), there are many different versions of that sound type regularly produced in actual speech ("in the mouth"). We can describe those different versions as **phones**, which are phonetic units, in square brackets. When we have a set of phones, all of which are versions of one phoneme, we add the prefix "allo-" (= one of a closely related set) and call them **allophones** of that phoneme.

For example, the phoneme /t/ can be pronounced in a number of physically different ways as phones. The [t] sound in the word *tar* is normally pronounced with a stronger puff of air than is present in the [t] sound in the word *star*. If you put the back of your hand in front of your mouth as you say *tar*, then *star*, you should feel some physical evidence of **aspiration** (the puff of air) accompanying the [t] sound at the beginning of *tar* (but not in *star*). This aspirated phone is represented more precisely as [t^h].

In the last chapter, we noted that the [t] sound between vowels in a word like *writer* often becomes a flap, which we can represent as [ɾ]. That's another phone:

We also saw that a word like *butter* can have a glottal stop as the middle consonant in the pronunciation, so the part written as "t" may be pronounced as [ʔ], which is yet another phone. In the pronunciation of a word like *eighth* (/eɪtθ/), the influence of the final dental [θ] sound causes a dental articulation of the [t] sound. This can be represented more precisely as [t̪]. That's yet another phone. There are even more variations of this sound which, like [t^h], [ɾ], [ʔ] and [t̪], can be represented in a more precise way in a detailed, or narrow phonetic transcription. Because these variations are all part of one set of phones, they are referred to as allophones of the phoneme /t/, as shown in Table 4.2.

The crucial distinction between phonemes and allophones is that substituting one phoneme for another will result in a word with a different meaning (as well as a different pronunciation), but substituting allophones only results in a different (and perhaps unusual) pronunciation of the same word.

TABLE 4.2

Phoneme	Allophones	Example
/t/	[t ^h]	(<i>tar</i>)
	[ɾ]	(<i>writer</i>)
	[ʔ]	(<i>butter</i>)
	[t̪]	(<i>eighth</i>)

Complementary Distribution

When we have two different pronunciations (allophones) of a sound type (phoneme), each used in different places in words, they are said to be in **complementary distribution**. That is, the [t^h] pronunciation of the phoneme /t/ with aspiration is used word-initially, as in *tar*, but never after another consonant in initial position, as in *star*. The places where /t/ occurs with aspiration, and without aspiration, never overlap and so the different pronunciations are in complementary distribution.

Minimal Pairs and Sets

Phonemic distinctions in a language can be tested via pairs and sets of words. When two words such as *fan* and *van* are identical in form except for a contrast in one phoneme, occurring in the same position, the two words are described as a **minimal pair**. When a group of words can be differentiated, each one from the others, by changing one phoneme (always in the same position in the word), they are described as a **minimal set**. Examples of contrasting pairs and sets are presented in Table 4.3.

TABLE 4.3

Minimal pairs		Minimal sets
<i>fan</i> - <i>van</i>	<i>bath</i> - <i>math</i>	<i>big</i> - <i>pig</i> - <i>rig</i> - <i>fig</i> - <i>dig</i> - <i>wig</i>
<i>bat</i> - <i>beat</i>	<i>math</i> - <i>myth</i>	<i>fat</i> - <i>fit</i> - <i>feet</i> - <i>fete</i> - <i>foot</i> - <i>fought</i>
<i>sit</i> - <i>sing</i>	<i>myth</i> - <i>Mick</i>	<i>cat</i> - <i>can</i> - <i>cap</i> - <i>cab</i> - <i>cash</i> - <i>cadge</i>

Phonotactics

This type of exercise with minimal sets also allows us to see that there are definite patterns in the types of sound combinations permitted in a language. The first minimal set in Table 4.3 does not include forms such as *lig* or *vig*. According to my dictionary, these are not English words, but they could be viewed as possible English words. That is, our phonological knowledge of the pattern of sounds in English words would allow us to treat these forms as acceptable if, at some future time, they came into use. They might, for example, begin as invented abbreviations (*I think Bubba is one very ignorant guy. ~ Yeah, he's a big vig!*). Until then, they represent "accidental" gaps in the vocabulary of English.

It is, however, no accident that forms such as [fsɪg] or [rɪŋɪg] do not exist or are unlikely ever to exist. They have been formed without obeying some constraints on the sequence or position of English phonemes. Such constraints are called the **phonotactics** (i.e. permitted arrangements of sounds) in a language and are obviously part of every speaker's phonological knowledge. Because these constraints operate on a unit that is larger than the single segment or phoneme, we have to move on to a consideration of the basic structure of that larger phonological unit called the syllable.

Syllables

A **syllable** must contain a vowel or vowel-like sound, including diphthongs. The most common type of syllable also has a consonant (C) before the vowel (V) and is represented as CV. The basic elements of the syllable are the **onset** (one or more consonants) followed by the **rhyme**. The rhyme (sometimes written as "rime") consists of a vowel, which is treated as the **nucleus**, plus any following consonant(s), described as the **coda**.

Syllables like *me*, *to* or *no* have an onset and a nucleus, but no coda. They are known as **open syllables**. When a coda is present, as in the syllables *up*, *cup*, *at* or *hat*, they are called **closed syllables**. The basic structure of the kind of syllable found in English words like *green* (CCVC), *eggs* (VCC), *and* (VCC), *ham* (CVC), *I* (V), *do* (CV), *not* (CVC), *like* (CVC), *them* (CVC), *Sam* (CVC), *I* (V), *am* (VC) is shown in Figure 4.1.

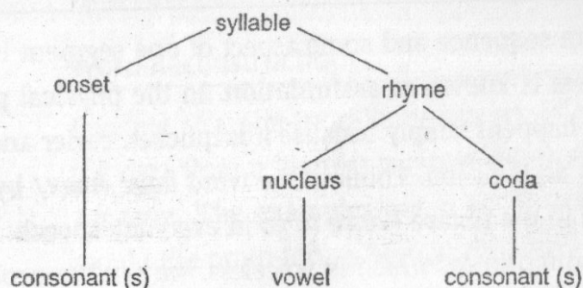


Figure 4.1

Consonant Clusters

Both the onset and the coda can consist of more than a single consonant, also known as a **consonant cluster**. The combination /st/ is a consonant cluster (CC) used as onset in the word *stop*, and as coda in the word *post*. There are many CC onset combinations permitted in English phonotactics, as in *black*, *bread*, *trick*, *twin*, *flat* and *throw*. Note that liquids (/l/, /r/) and a glide (/w/) are used in second position.

English can actually have larger onset clusters, as in the words *stress* and *splat*, consisting of three initial consonants (CCC). When we study the phonotactics of these larger onset consonant clusters, we can find a fairly regular pattern. The first consonant must always be /s/, followed by one of the natural class of voiceless stops (/p/, /t/, /k/), plus a liquid or a glide (/l/, /r/, /w/). We can check if this description is adequate for the combinations in *splash*, *spring*, *strong*, *scream* and *squeeze* (/skwiz/). Does the description also cover the second syllable in the pronunciation of *exclaim*? How about /ɛk-skleɪm/? Remember that it is the onset of the syllable that is being described, not the beginning of the word. See Task D on page 51 for more syllables and clusters.

Phonemic Chart

Vowels	i:	ɪ	ʊ	u:	ɪə	eɪ			
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	short	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	long	
Consonants	p	b	t	d	tʃ	dʒ	k	g	
	f	v	θ	ð	s	z	ʃ	ʒ	
	m	n	ŋ	j	l	r	w	h	
									vowels
									diphthongs
									s
								voiced	
								unvoiced	

The 44 phonemes of Standard British English with examples of common spellings.

adapted by AlbaEnglish.co.uk

Phonetic alphabets reference

The *IPA* column contains the symbol in the International Phonetic Alphabet, as used in phonemic transcriptions in modern English dictionaries.

The *ASCII* column shows the corresponding symbol in the Antimoon ASCII Phonetic Alphabet, which can be used to type the pronunciation of words on a computer without the use of special fonts.

For a full description of the alphabets + audio recordings of the sounds, visit www.antimoon.com/ipa

vowels

IPA	ASCII	examples
ʌ	^	cup, luck
ɑ:	a:	arm, father
æ	@	cat, black
ə	..	away, cinema
e	e	met, bed
ɜ:ʳ	e:(r)	turn, learn
ɪ	i	hit, sitting
i:	i:	see, heat
ɒ	o	hot, rock
ɔ:	o:	call, four
ʊ	u	put, could
u:	u:	blue, food
aɪ	ai	five, eye
aʊ	au	now, out
oʊ/əʊ	Ou	go, home
eəʳ	e..(r)	where, air
eɪ	ei	say, eight
ɪəʳ	i..(r)	near, here
ɔɪ	oi	boy, join
ʊəʳ	u..(r)	pure, tourist

consonants

IPA	ASCII	examples
b	b	bad, lab
d	d	did, lady
f	f	find, if
g	g	give, flag
h	h	how, hello
j	j	yes, yellow
k	k	cat, back
l	l	leg, little
m	m	man, lemon
n	n	no, ten
ŋ	N	sing, finger
p	p	pet, map
r	r	red, try
s	s	sun, miss
ʃ	S	she, crash
t	t	tea, getting
tʃ	tS	check, church
θ	th	think, both
ð	TH	this, mother
v	v	voice, five
w	w	wet, window
z	z	zoo, lazy
ʒ	Z	pleasure, vision
dʒ	dZ	just, large

special symbols

IPA	ASCII	meaning
ˈ	,	ˈ is placed before the stressed syllable in a word. For example, the noun <i>contract</i> is pronounced /ˈkɒntrækt/, and the verb <i>to contract</i> is pronounced /kənˈtrækt/.
˒	(r)	/ka:˒/ means /ka:r/ in American English and /ka:/ in British English.
i	i(:)	/i/ means /i/ or /ɪ/ or something in between. Examples: <i>very</i> /ˈveri/, <i>ability</i> /əˈbɪlɪti/, <i>previous</i> /ˈpri:vɪəs/.
ᵻ	.l	ᵻl shows that the consonant /l/ is pronounced as a syllable. This means that there is a short vowel (shorter than the /ə/ sound) before the consonant. Examples: <i>little</i> /ˈlɪᵻl/, <i>uncle</i> /ˈʌŋkᵻl/.
ᵻn	.n	ᵻn shows that the consonant /n/ is pronounced as a syllable. Examples: <i>written</i> /ˈrɪᵻn/, <i>listen</i> /ˈlɪsᵻn/.

1

Bye, buy

Introducing letters and sounds

A

In writing, words are made of letters. In speech, words are made of sounds. Letters are not always the same as sounds. For example, the words *key* and *car* begin with the same sound, but the letters are different. We can see this clearly if we read the two words in phonemic symbols: /ki:/, /kɑ:/. In the examples below, word pairs have the same pronunciation but different spelling:

buy	bye	sun	son
weak	week	weigh	way
too	two	write	right

! Note: There are some exercises to help you learn the phonemic symbols in Section D1.

B

There are two kinds of sounds: consonant sounds (C) and vowel sounds (V). For example, in *duck*, there are three sounds, consonant–vowel–consonant (CVC). The number of sounds in a word is not usually the same as the number of letters. We can see this if we write the word using phonemic symbols (see Section D1). For example, *duck* is /dʌk/.

C

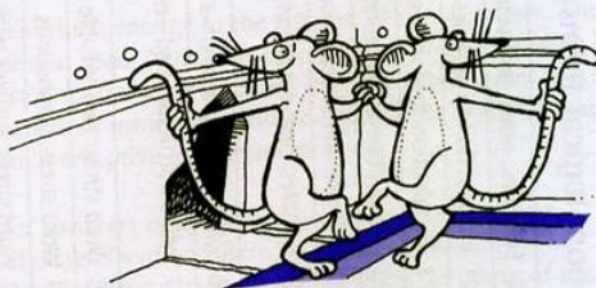
Writers often play with the sounds in words. For example, if they are finding a name for a cartoon character, they might:

- repeat the first sound, for example **D**onald **D**uck.
- repeat the final sound or sounds (this is called rhyme), for example **R**onald **McD**onald.

A1

Listen to these examples of names and expressions with sound-play. Notice that the writer is playing with the *sound*, not the spelling. For example, in **Dennis the Menace**, the last three sounds of the words are the same, but the spelling is completely different.

Mickey Mouse
 Rudolf the red-nosed reindeer
 Dennis the Menace
 Bugs Bunny
 news and views
 rock and roll
 wine and dine
 While the cat's away, the mice will play.



D

There are probably some sounds in English which do not exist in your language, and others which are similar but not exactly the same. This can make it difficult to hear and make the distinction between two similar words in English.

A2

Listen to these pairs. Are any of them difficult for you?

boat – vote hit – heat so – show sung – sun wine – vine wet – wait

!

Note: To find out which sounds are usually easy or difficult for speakers of your language, see Section D3 *Guide for speakers of specific languages*.

Exercises

- 1.1 In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using words from the box.

son some meat way threw pears sent ~~week~~ buy piece road two

^{week}
Last ~~week~~, I cent my sun Jamie to the shops to
bye sum food. He got a peace of meet and too
pairs. On the weigh home, the bag broke. The
food fell onto the rode and got dirty. In the end,
Jamie through the food in the bin.



- 1.2 How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

EXAMPLE

night CVC (three sounds: first a consonant, then a vowel and finally another consonant)

1 dog

4 gorilla

2 rabbit

5 snake

3 frog

6 bee

- 1.3 Listen to these possible names of cartoon animals. Do they have the same first sounds? (Write A.) Do they rhyme? (Write B.)

A3

EXAMPLE Sam the lamb B

1 Phil the fox

5 Polly the parrot

2 Mary the canary

6 Deborah the zebra

3 Ida the spider

7 Myrtle the turtle

4 Claire the bear

8 Kitty the cat

- 1.4 Listen to these sounds. Do you have a similar sound in your language? If you do, write a tick (✓).

A4

1 /f/ (shoe)

5 /dʒ/ (June)

2 /ɜ:/ (girl)

6 /əʊ/ (soap)

3 /æ/ (hat)

7 /θ/ (thing)

4 /z/ (zoo)

8 /l/ (life)

Now go to Unit 21

2

Plane, plan

The vowel sounds /eɪ/ and /æ/

When you say the letters of the alphabet, A has the long vowel sound /eɪ/. You hear this sound in the word *plane*. But the letter A is also pronounced as the short vowel sound /æ/, as in the word *plan*.

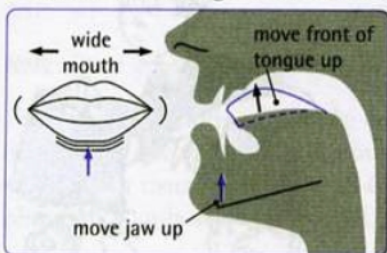
A

A5a

- Listen to the sound /eɪ/ on its own. Look at the mouth diagram to see how to make this long vowel sound.

A5b

- Listen to the target sound /eɪ/ in the words below and compare it with the words on each side.

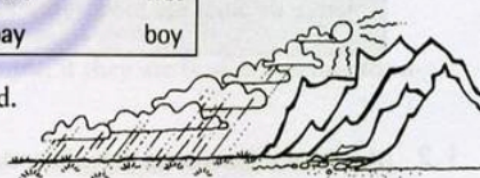


target /eɪ/		
meat	mate	met
come	came	calm
white	wait	wet
buy	bay	boy

A5c

- Listen and repeat these examples of the target sound.

play played plate
grey grade great
aim age eight



"The rain in Spain falls mainly on the plain."

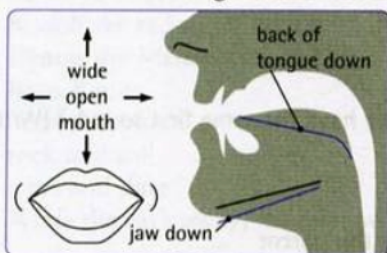
B

A6a

- Listen to the sound /æ/. Look at the mouth diagram to see how to make this short vowel sound.

A6b

- Listen to the target sound /æ/ in the words and compare it with the words on each side.



target /æ/		
mud	mad	made
sing	sang	sung
pen	pan	pain
hot	hat	heart

A6c

- Listen and repeat these examples of the target sound.

bank bag back
can cash catch
ham has hat



"The fat cat sat on the man's black hat."

Important for listening

In most accents, the following words have the vowel /æ/: *ask dance castle bath fast* But in South East England, speakers change the A sound in words such as these to /ɑ:/. (For more about /ɑ:/ see Unit 14.)

C

Spelling

	frequently
/eɪ/	A-E (<i>mate</i>), AY (<i>say</i>), EY (<i>grey</i>), EI (<i>eight</i>), AI (<i>wait</i>), EA (<i>great</i>)
/æ/	A but note that if there is an R after the A (and the R does not have a vowel sound after it), A has a different pronunciation, for example <i>arm</i> : see Unit 14.

Exercises

2.1 Write words for the things in the picture in the correct part of the table.

/eɪ/	/æ/
cake	apple



2.2 These words all contain the vowel sound /æ/. Make another word with the same consonant sounds, but changing the vowel sound to /eɪ/.

EXAMPLES pan pain

plan plane

1 at

4 tap

2 mad

5 ran

3 man

6 hat

2.3 Listen and circle the word with a different vowel sound.

A7 EXAMPLE black want mad hand

1 sad bag salt tap

5 case lake name care

2 far fat map add

6 space change plate square

3 watch catch match land

7 break great heat weight

4 rain said fail train

Then listen again and check.

2.4 Listen and circle the word you hear. If you find any of these difficult, go to section D4 *Sound pairs* for further practice.

A8

1 Man or men? Did you see the *man* / *men*?

(⇒sound pairs 1)

2 Cap or cup? Have you seen my *cap* / *cup*?

(⇒sound pairs 2)

3 Hat or heart? She put her hand on her *hat* / *heart*.

(⇒sound pairs 3)

4 Pain or pen? I've got a *pain* / *pen* in my hand.

(⇒sound pairs 4)

5 Hay or hair? There are bugs in this *hay* / *hair*.

(⇒sound pairs 5)

Follow up: Record yourself saying the sentences in 2.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 22

3

Back, pack

The consonant sounds /b/ and /p/

A

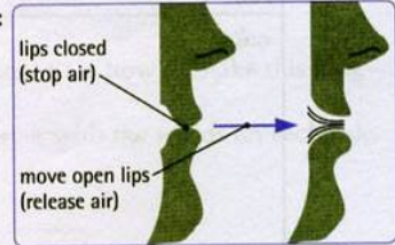
When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/. In words, they have the consonant sounds /b/ and /p/.

• Look at the mouth diagram to see how to make these sounds:

A9a

• Listen to the sounds /b/ and /p/.

The mouth is in the same position for both sounds, however in the sound /b/ there is voice from the throat, in /p/, there is no voice from the throat. Instead, there is a small explosion of air when the lips open.



B

A9b

• Now listen to the sound /b/ on its own.

A9c

• Listen to the target sound /b/ in the words below and compare it with the words on each side.

target /b/

vest	best	vest
cups	cubs	cups
covered	cupboard	covered

A9d

• Listen and repeat these examples of the target sound.

buy bird bread
 rubber about able
 job web globe



"Bernie brought a big breakfast back to bed."

C

A10a

• Listen to the sound /p/ on its own.

A10b

• Listen to the target sound /p/ in the words below and compare it with the words on each side.

target /p/

full	pull	full
cubs	cups	cups
coffee	copy	coffee

A10c

• Listen and repeat these examples of the target sound.

park please price
 open apple spring
 tape help jump



"Pat put purple paint in the pool."

D

Spelling

	frequently	notes
/b/	B (<i>job</i>) BB (<i>rubber</i>)	B is sometimes silent (<i>comb</i>).
/p/	P (<i>open</i>) PP (<i>apple</i>)	PH pronounced /f/ (<i>phone</i>). P is sometimes silent (<i>psychology</i>).

Exercises

- 3.1 First read this conversation to the end, and then write the letter 'b' or 'p' in each gap.
 Listen and check your answers.

SID: Where are the ...p...ears?
 JOE:ears?!!! Did you sayears?
 SID: No,ears, you know, fruit!
 JOE: Oh, I see,ears with a P! They're in theack.
 SID: What, in theack of the truck?
 JOE: No, in theack, you know, with a P!
 SID: Oh, I see,ack with a P! Would you like one?
 JOE: No, I'll have aeach, please.
 SID: A beach?!!!



Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

- 3.2 The word *ape* contains the two sounds /eɪ/ and /p/. If you reverse the sounds, you get the word *pay* /peɪ/. Reverse the sounds in these words and write the new word.

EXAMPLE topsspot.....

- 1 peach 4 step
- 2 cab 5 keeps
- 3 lip

- 3.3 Listen. In one word in each group, the 'b' or 'p' is not pronounced. Circle the word.

A12 EXAMPLE double (doubt) Dublin

- 1 lamb label lab 5 recipe repeat receipt
 2 crab robbed climb 6 possibly psychology special
 3 cup cupboard copy 7 Cambridge combine combing
 4 photo potato paper

- 3.4 Listen and tick (✓) the sentence you hear, A or B. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

	A	B	
1	There's a bear in that tree.	There's a pear in that tree.	(⇒sound pair 28)
2	He had the beach to himself.	He had the peach to himself.	(⇒sound pair 28)
3	They burned it.	They've earned it.	(⇒sound pair 29)
4	Say 'boil'.	Save oil.	(⇒sound pair 29)
5	This is a nicer pear.	This is a nice affair.	(⇒sound pair 30)
6	Would you like a copy?	Would you like a coffee?	(⇒sound pair 30)

Follow up: Record yourself saying the sentences in 3.4, choosing sentence A or B. Make a note of which you say. Then listen to your recording in about two weeks. Is it clear which sentences you said?

Now go to Unit 23

4

Rice, rise

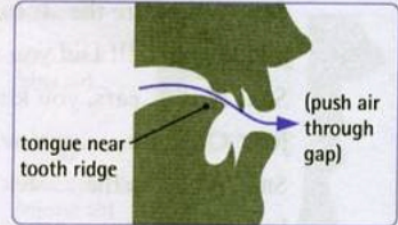
The consonant sounds /s/ and /z/

A

When you say the alphabet, the letters C and S are pronounced /si:/ and /es/. Notice they both have the consonant sound /s/. But S is also often pronounced as the consonant sound /z/.

A14a

- Listen to the sounds /s/ and /z/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /s/, there is no voice from the throat. It sounds like the noise of a snake. In the sound /z/, there is voice from the throat. It sounds like the noise of a bee.



B

A14b

- Now listen to the sound /s/ on its own.

A14c

- Listen to the target sound /s/ in the words below and compare it with the words on each side.

target /s/

zoo	Sue	zoo
rise	rice	rise
shave	save	shave
thing	sing	thing



"It's six or seven years since Sydney's sister sang that song."

A14d

- Listen and repeat these examples of the target sound.
sad city science scream
glasses concert lost
bus place class

C

A15a

- Listen to the sound /z/ on its own.

A15b

- Listen to the target sound /z/ in the words below and compare it with the words on each side.

target /z/

Sue	zoo	Sue
place	plays	place
breathe	breeze	breathe
beige	bays	beige



"Zebras in zoos are like dolphins in pools."

A15c

- Listen and repeat these examples of the target sound.
zoo zero
lazy easy scissors exact
size wise times

D

Spelling

	frequently	sometimes	notes
/s/	S (sad), SS (class) C (place)	SC (science)	X can spell /ks/ (mix). S is not always pronounced /s/ (sugar, rise, plays).
/z/	Z (zero), S (nose)	ZZ (buzz) SS (scissors)	X spells /gz/ (exact). -SE at the end of a word is usually pronounced /z/ (rise).

E



Pronunciation may be connected to grammar: use /ju:s/ = noun use /ju:z/ = verb
close /kləʊs/ = adjective close /kləʊz/ = verb house /haʊs/ = noun house /haʊz/ = verb

Exercises

- 4.1 Find a way from Start to Finish. You may *not* pass a square if the word contains the sound /z/. You can move horizontally (↔) or vertically (↕) only.

START					
spots	squares	prize	since	six	sports
streets	wise	sells	sits	exact	escapes
rice	rise	sense	science	lose	lost
oasis	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	boxes
plays	phase	nose	smiles	focus	concert
FINISH					

- 4.2 Complete this conversation using words from the box. Then listen and check.

eyes ice niece knees

SID: Alice's *niece* is nice.

JOE: *Are* nice, Sid. Plural. Her *are* nice.

SID: I'm not talking about her, I'm talking about her

JOE: Oh, I see, with a C.

SID: That's right. She has nice

JOE: How can be nice? It's too cold.

SID: Not, you fool! : E-Y-E-S!



Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

- 4.3 Listen to the sentences. Look at the words in *italics*. Underline the words in *italics* which contain the sound /s/ and circle the ones which contain the sound /z/. Then listen again and repeat.

A17

EXAMPLE You can have my tent. It's no *use* to me. I never *use* it.

- I'm not going to *advise* you. You never take my *advice*.
- Your tooth is *loose*. You'll *lose* it if you're not careful.
- The shop's very *close* to home, and it doesn't *close* till late.
- I can't *excuse* people who drop litter. There's no *excuse* for it.

- 4.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D *Sound pairs* for further practice.

A18

- Price or prize? I got a good *price* / *prize* for that painting. (⇒sound pair 31)
- He sat or he's at? I don't know where *he sat* / *he's at*. (⇒sound pair 31)
- Suit or shoot? They didn't *suit* / *shoot* him. (⇒sound pair 32)
- Saved or shaved? I've *saved* / *shaved* a lot in the past few days. (⇒sound pair 32)
- Sink or think? We didn't *sink* / *think*. (⇒sound pair 33)
- Closed or clothed? They were *closed* / *clothed* for the cold weather. (⇒sound pair 33)

Now go to Unit 24

5

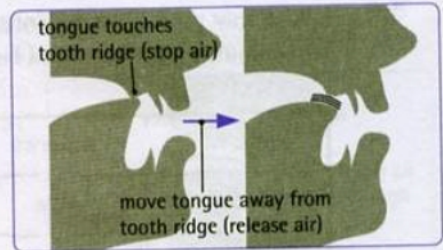
Down town

The consonant sounds /d/ and /t/

A

A19a

- Listen to the sounds /d/ and /t/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /d/ there is voice from the throat. In /t/, there is no voice from the throat. Instead, there is a small explosion of air out of the mouth when the tongue moves away from the ridge behind the teeth.



B

A19b

- Now listen to the sound /d/ on its own.

A19c

- Listen to the target sound /d/ in the words below and compare it with the words on each side.

target /d/

town	down	town
they	day	they
page	paid	page
wrote	road	wrote



"David's daughter didn't dance but David's dad did."

A19d

- Listen and repeat these examples of the target sound.
- dog dead dream
address advice sudden
third food mind

C

A20a

- Listen to the sound /t/ on its own.

A20b

- Listen to the target sound /t/ in the words below and compare it with the words on each side.

target /t/

die	tie	die
hard	heart	hard
three	tree	three
each	eat	each



"Betty bought a tub of butter."

A20c

- Listen and repeat these examples of the target sound.
- talk Thomas train twelve
butter until hated
night worked west

Important for listening

- In many accents, including American accents, the letter T is pronounced like a /d/ when it is between two vowel sounds. So in America, *writer* /raɪtə/ sounds like *rider* /raɪdə/.
- In some accents, for example in some parts of London, the T between two vowel sounds is made not with the tongue but by stopping the air at the back of the throat to make a short silence. So in these accents, *butter* is pronounced *bu'er*. In fast speech, many speakers drop the /d/ or /t/ when they come between two other consonant sounds. So *facts* /fæktz/ sounds like *fax* /fæks/.

D

Spelling

	frequently	sometimes	rarely	notes
/d/	D (<i>dog</i>), DD (<i>address</i>)			
/t/	T (<i>tie</i>) TT (<i>butter</i>)	(E)D past tense ending	TH (<i>Thomas</i>)	T can be silent (<i>listen</i>).

Exercises

- 5.1 Complete these rhymes with words from the box. Then listen and check. The second time you listen to the rhymes pause after each line and repeat it.

A21

rude said ~~late~~ head fight polite food wait

There was a young lady called Kate,
Who always got out of bed late.
The first thing she
When she lifted her
Was 'I thought it was better to

There was a young waiter called Dwight,
Who didn't like being
If you asked him for
He was terribly
And invited you out for a

- 5.2 Listen to and repeat these pairs of words. Then put them into the sentences below and listen and repeat the sentences.

A22a

build / built wide / white ~~weighed / weight~~ heard / hurt
down / town dry / try send / sent

A22b

EXAMPLE

Last year, Tom weighed more than Sam, but now they both have the same weight.

- It wasn't in a day; it takes ages to a cathedral like that.
- When you're out in the mountains, you have to to stay
- He it to the wrong address, so he had to another copy.
- It my ears when I that noise.
- The sofa is too to go through that door.
- We went the hill and into the

- 5.3 Circle the word which does *not* have the sound /t/. You can use a dictionary.

EXAMPLE asked castle letter first

- eight Thames whistle walked 4 ended wished left hoped
- Thomas needed time liked 5 whiter greater soften written
- listen winter eaten after

- 5.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 *Sound pairs* for further practice.

A23

- Wider or whiter? Choose Dentocream for a *wider / whiter* smile! (⇒sound pair 34)
- Dry or try? You have to *dry / try* it out. (⇒sound pair 34)
- Breeding or breathing? These animals aren't *breeding / breathing*! (⇒sound pair 35)
- Thought or taught? She *thought / taught* for a long time. (⇒sound pair 35)
- Aid or age? For us, *aid / age* is not important. (⇒sound pair 36)
- What or watch? *What / Watch* a game! (⇒sound pair 36)

Now go to Unit 25