<table>
<thead>
<tr>
<th></th>
<th>Sounds</th>
<th>Comparison</th>
<th>Spelling &amp; Sound</th>
<th>Structure</th>
<th>Intonation</th>
<th>Postscript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>5-6 Consonants</td>
<td>-</td>
<td>9 ‘ghoti’</td>
<td>11 Function / Content</td>
<td>13 Patterns</td>
<td>15 IPA</td>
</tr>
<tr>
<td></td>
<td>7-8 Vowels</td>
<td></td>
<td>10 Schwa</td>
<td>12 Schwa Function</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17-18 Fricative Consonants</td>
<td>19-20 θ vs ð</td>
<td>21-22 &lt; s &gt; Endings</td>
<td>23-24 Schwa Function Words</td>
<td>25-26 Sentence Stress / Tonic Syllable</td>
<td>27 Homographs</td>
</tr>
<tr>
<td>2</td>
<td>29-30 Long Vowels</td>
<td>31-32 ɪ vs i:</td>
<td>33-34 Silent &lt; r &gt;</td>
<td>35-36 2 Syllable Words</td>
<td>37-38 Wh- Questions</td>
<td>39 Homophones</td>
</tr>
<tr>
<td>3</td>
<td>41-42 Plosive Consonants</td>
<td>43-44 Glottal Stop vs /t/</td>
<td>45-46 &lt; d &gt; Endings</td>
<td>47-48 3 Syllable Words</td>
<td>49-50 Yes/No Questions</td>
<td>51 Silent Syllables</td>
</tr>
<tr>
<td>4</td>
<td>53-54 Short Vowels</td>
<td>-</td>
<td>56 &lt; h &gt; Function</td>
<td>59-60 Joining</td>
<td>61-62 Prominence</td>
<td>63 Verb/Noun Stress</td>
</tr>
<tr>
<td>5</td>
<td>55 /h/ Fricative</td>
<td>57-58 Silent Letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>65-66 Approximant Consonants</td>
<td>67 Weak ə vs ɪ</td>
<td>69-70 &lt; o &gt;</td>
<td>71-72 Vowel Joining</td>
<td>73-74 Question Tags</td>
<td>75 ‘have’</td>
</tr>
<tr>
<td>7</td>
<td>68 Weak ɪ vs i</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>77-80 Diphthong Vowel Sounds</td>
<td>-</td>
<td>81-82 &lt; o &gt;</td>
<td>83-84 Compounds</td>
<td>85-86 High-fall</td>
<td>87 ‘do’</td>
</tr>
<tr>
<td>9</td>
<td>89-90 Nasal Consonants</td>
<td>91-92 ŋ vs ŋ</td>
<td>93-94 &lt; a &gt;</td>
<td>95-96 Double Stress Compounds</td>
<td>97-98 Fall-rise</td>
<td>99 ‘are’</td>
</tr>
<tr>
<td>10</td>
<td>101-102 Affricate Consonants</td>
<td>103-104 Long vs Short Vowels</td>
<td>105-106 Contractions</td>
<td>107-108 Stress Shift</td>
<td>109-110 Adverbials</td>
<td>111 Phrasal Verbs</td>
</tr>
</tbody>
</table>
How to Use this E-Book

‘The Sound of English’ is a fully interactive pdf with the following features:

• **Audio**: click on the icons next to each activity to hear the audio.
• **Index**: click on the page you require to go straight there.
• **Answer Key**: click on the question mark to go straight to the answers.

---

**Sentence Stress | Intonation**

- Listen to the following exchange:
  
  A: "What would you like?"
  
  B: "A cup of tea."

- Which words are stressed?
- Of the stressed words, which words are strongest?

---

**EXERCISE**

- Match the content words on the left with the content words on the right.

---

**DRILL**

- Repeat the rhythm followed by each sentence from the exercise:

  . x . X

  . x . X | a pair of shoes

---

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**Follow us** on Facebook & Twitter for updates:

---

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# Introduction

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Consonants</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling &amp; Sound</td>
<td>‘ghoti’</td>
<td>Schwa</td>
</tr>
<tr>
<td>Structure</td>
<td>Function &amp; Content</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>Patterns Usage</td>
<td></td>
</tr>
<tr>
<td>Postscript</td>
<td>IPA</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key Pages 113-114
**Consonant Types | Sound**

- Consonant sounds are produced by **blocking air** as it leaves the mouth.
- This course shows you how to pronounce all 25 **consonant sounds** of English.
- Below is an example of each consonant sound - listen and read them.

<table>
<thead>
<tr>
<th>Type of Sound</th>
<th>Sound</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>plosive</strong></td>
<td>p</td>
<td>pin</td>
<td>cap</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>bag</td>
<td>robe</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>time</td>
<td>late</td>
</tr>
<tr>
<td></td>
<td>d</td>
<td>door</td>
<td>feed</td>
</tr>
<tr>
<td></td>
<td>k</td>
<td>cash</td>
<td>sock</td>
</tr>
<tr>
<td></td>
<td>g</td>
<td>girl</td>
<td>flag</td>
</tr>
<tr>
<td></td>
<td>ʔ</td>
<td>-</td>
<td>football</td>
</tr>
<tr>
<td><strong>fricative</strong></td>
<td>f</td>
<td>full</td>
<td>knife</td>
</tr>
<tr>
<td></td>
<td>v</td>
<td>vest</td>
<td>cave</td>
</tr>
<tr>
<td></td>
<td>θ</td>
<td>think</td>
<td>earth</td>
</tr>
<tr>
<td></td>
<td>ʃ</td>
<td>those</td>
<td>bathe</td>
</tr>
<tr>
<td></td>
<td>s</td>
<td>sight</td>
<td>kiss</td>
</tr>
<tr>
<td></td>
<td>z</td>
<td>zoo</td>
<td>nose</td>
</tr>
<tr>
<td></td>
<td>ʃ</td>
<td>shirt</td>
<td>crash</td>
</tr>
<tr>
<td></td>
<td>ʒ</td>
<td>-</td>
<td>pleasure</td>
</tr>
<tr>
<td></td>
<td>h</td>
<td>high</td>
<td>-</td>
</tr>
<tr>
<td><strong>affricate</strong></td>
<td>tʃ</td>
<td>chose</td>
<td>catch</td>
</tr>
<tr>
<td></td>
<td>dʒ</td>
<td>joy</td>
<td>stage</td>
</tr>
<tr>
<td><strong>nasal</strong></td>
<td>m</td>
<td>mood</td>
<td>calm</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>now</td>
<td>turn</td>
</tr>
<tr>
<td></td>
<td>ɲ</td>
<td>-</td>
<td>bang</td>
</tr>
<tr>
<td><strong>approximant</strong></td>
<td>w</td>
<td>wall</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>j</td>
<td>yellow</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>room</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>l / ɹ</td>
<td>law</td>
<td>pill</td>
</tr>
</tbody>
</table>

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We use the articulators: **tongue, lips & teeth**, to block air.

The **places** where we block air in English are shown below.

**EXERCISE**

- Listen to the recording and match the sounds in the boxes with their articulation diagrams (number 1 has been done). The arrows point to the place of articulation.

0.2 -

1. θ / ð  
2. t / d / l / n  
3. f / v  
4. k / g / ƞ 
5. m / p / b  
6. h / ?

- Check your answers in the answer key on page 112.
A neutral English accent has **19 vowel sounds**.

There are 3 types of English vowel sound - **short**, **long** and **diphthong**.

**English spelling** does not always show us which sound to pronounce.

We will learn how to pronounce each individual vowel sound on this course.

<table>
<thead>
<tr>
<th>Type of Sound</th>
<th>Sound</th>
<th>Spellings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>ə</td>
<td>a, e, o, u</td>
<td>alive, the, today, supply</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>i</td>
<td>thin, sit, rich</td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>u, oo, ou</td>
<td>put, look, should</td>
</tr>
<tr>
<td></td>
<td>e</td>
<td>e, ea, ie</td>
<td>went, bread, friend</td>
</tr>
<tr>
<td></td>
<td>η</td>
<td>u, o</td>
<td>fun, love, money</td>
</tr>
<tr>
<td></td>
<td>æ</td>
<td>a</td>
<td>cat, hand, fan</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>o, a</td>
<td>rob, top, watch</td>
</tr>
<tr>
<td>long</td>
<td>i:</td>
<td>ee, ea</td>
<td>need, beat, team</td>
</tr>
<tr>
<td></td>
<td>u:</td>
<td>ew, oo, o_e</td>
<td>few, boot, lose</td>
</tr>
<tr>
<td></td>
<td>ɔ:</td>
<td>ir, ur, wor</td>
<td>third, turn, worse</td>
</tr>
<tr>
<td></td>
<td>ɔ</td>
<td>al, aw, or, our, oor</td>
<td>talk, law, port</td>
</tr>
<tr>
<td></td>
<td>a:</td>
<td>a, al, ar</td>
<td>glass, half, car</td>
</tr>
<tr>
<td>diphthong</td>
<td>ei</td>
<td>ay, ea, ae, ai</td>
<td>pay, great, maid</td>
</tr>
<tr>
<td></td>
<td>oi</td>
<td>oi, oy</td>
<td>noise, toy, choice</td>
</tr>
<tr>
<td></td>
<td>i:</td>
<td>ie, i_e, i, y</td>
<td>fine, like, might</td>
</tr>
<tr>
<td></td>
<td>o:</td>
<td>o, o_e, oa</td>
<td>no, stone, road</td>
</tr>
<tr>
<td></td>
<td>ou</td>
<td>ou, ow</td>
<td>round, how, brown</td>
</tr>
<tr>
<td></td>
<td>ɛe</td>
<td>eer, ear</td>
<td>beer, hear, steer</td>
</tr>
<tr>
<td></td>
<td>ɛe</td>
<td>are, ere, ea, ai</td>
<td>care, there, bear</td>
</tr>
</tbody>
</table>
A vowel sound is made by **shaping the mouth** as air flows out. 
- Articulators used to shape the mouth are: **tongue**, **lips** and **jaw**. 
- The chart below shows examples of mouth positions in English.

<table>
<thead>
<tr>
<th>Example</th>
<th>tongue</th>
<th>lips</th>
<th>jaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>i: (keep)</td>
<td>front</td>
<td>spread</td>
<td>close</td>
</tr>
<tr>
<td>ɜ: (bird)</td>
<td>centre</td>
<td>relaxed</td>
<td>mid</td>
</tr>
<tr>
<td>o (watch)</td>
<td>back</td>
<td>rounded</td>
<td>open</td>
</tr>
</tbody>
</table>

**DRILL**

- Repeat the following sentences. Notice your jaw opening each time.

1. Keep this red bag.  
2. Who took Paul’s watch?  
3. The bird runs fast.

- Which sentence contains only rounded vowels?

---

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Introduction | Spelling & Sound

- English spelling does not always indicate pronunciation.
- It was famously claimed that the word ‘fish’ could be spelt ‘ghoti’ because:

  ‘gh’ in ‘enough’ is pronounced /f/
  ‘o’ in ‘women’ is pronounced /ɪ/
  ‘ti’ in ‘motion’ is pronounced /ʃ/
  so ‘ghoti’ could be pronounced /fiʃ/!

* The pronunciation of many English sounds can be predicted by their spelling.
* The ‘Spelling & Sound’ section shows you how to select sounds accurately by interpreting spelling.

EXERCISE

- Each group of words contains an identical spelling.
- Circle the word that you think is pronounced differently from the others.

1. goose  loose  choose
2. nose  rose  lose
3. played  stopped  liked
4. father  author  Northern
5. paid  maid  said
6. put  but  hut
7. none  done  gone
8. foot  book  food
9. slow  now  cow
10. word  work  worn
11. watch  wall  was

- Listen and check your answers.
Schwa | Spelling & Sound

- Match the words below with the IPA transcription on the right:

<table>
<thead>
<tr>
<th>Word</th>
<th>IPA Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>around</td>
<td>'mænə</td>
</tr>
<tr>
<td>manner</td>
<td>'seɪnə</td>
</tr>
<tr>
<td>sailor</td>
<td>'kæktəs</td>
</tr>
<tr>
<td>cactus</td>
<td>əˈræʊnd</td>
</tr>
</tbody>
</table>

- Which sound appears in every IPA transcription?

0.8
- The schwa sound /ə/ can be spelt as <a>, <e>, <o> and <u>.
- The schwa is the **most common vowel sound** in English.
- The schwa is **weak** - it can never be stressed.
- The production of the schwa is **neutral**: lips, jaw and tongue are **relaxed**.

**EXERCISE**

- Every word in the box below contains one schwa sound.
- Listen to the recording and underline the schwa in each word.

<table>
<thead>
<tr>
<th>servant</th>
<th>persist</th>
<th>bacon</th>
<th>picture</th>
<th>commit</th>
<th>alive</th>
</tr>
</thead>
<tbody>
<tr>
<td>jumper</td>
<td>sublime</td>
<td>London</td>
<td>salad</td>
<td>Peru</td>
<td>structure</td>
</tr>
<tr>
<td>suggest</td>
<td>soldier</td>
<td>persuade</td>
<td>combine</td>
<td>balloon</td>
<td>terror</td>
</tr>
<tr>
<td>cushion</td>
<td>scripture</td>
<td>tighten</td>
<td>sofa</td>
<td>Russia</td>
<td></td>
</tr>
</tbody>
</table>

- Think of any word in English with 3 syllables or more.
- How many schwa sounds does it contain? Check in a dictionary.

**EXAMPLE:** ‘conspiracy’ = 2 schwa sounds.
- Listen to the sentence below:

“Shall we go for a walk?”

- Which words are stressed? Why?

Spoken English is divided into function and content words.

**Function words** carry only grammatical meaning, such as:

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepositions</td>
<td>to from for of with by</td>
</tr>
<tr>
<td>auxiliaries</td>
<td>are was do have could would shall can</td>
</tr>
<tr>
<td>articles</td>
<td>a an the</td>
</tr>
<tr>
<td>quantifiers</td>
<td>some any few all</td>
</tr>
<tr>
<td>pronouns</td>
<td>he she it you I this that</td>
</tr>
</tbody>
</table>

**Content words** carry real meaning such as:

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>nouns</td>
<td>car wedding James table joy</td>
</tr>
<tr>
<td>verbs</td>
<td>move drink turn enjoy think</td>
</tr>
<tr>
<td>adjectives</td>
<td>big interesting quiet slow bright</td>
</tr>
<tr>
<td>adverbs</td>
<td>quickly quietly fortunately often again</td>
</tr>
</tbody>
</table>

**EXERCISE**

- In the sentences below, underline the function words:

1. Can we go for a swim in the sea?
2. It’s a beautiful day in the South of England.
3. How do you want to pay for this, sir?
4. Jessica Smith is required in ‘Arrivals’ immediately.
5. When you get to the station, give me a call.
6. Would you like some of my carrot cake?
Schwa Function Words | Structure

- Read and listen to the passage below, the schwa sound is written in IPA:

I’d like to go shopping for a pair of shoes, but the shops are closed because the weather alert apparently lots of snow is coming in from the Highlands so the government has advised people to stay at home.

- Which function words are pronounced with a schwa sound in the passage?

✦ Many function words are pronounced with schwa when they are weak.
✦ If a function word is stressed, it can not be pronounced with schwa.
✦ Function words are always strong when said alone.

DRILL

- Say the word on the left alone (strong), then say it in the sentence on the right using the schwa sound (weak):

<table>
<thead>
<tr>
<th>Word (STRONG)</th>
<th>Sentence (WEAK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to /tə/</td>
<td>I went to work early. /tə/</td>
</tr>
<tr>
<td>are /ɑ:/</td>
<td>What are you doing? /ə/</td>
</tr>
<tr>
<td>was /wɔz/</td>
<td>Was it warm in Greece? /wəz/</td>
</tr>
<tr>
<td>from /frem/</td>
<td>This card’s from my family. /frem/</td>
</tr>
<tr>
<td>there /ðeə/</td>
<td>There weren’t enough drinks. /ðə/</td>
</tr>
<tr>
<td>can /kæn/</td>
<td>Where can we buy a map? /kən/</td>
</tr>
<tr>
<td>her /hər:/</td>
<td>Her car’s broken down. /hə/</td>
</tr>
<tr>
<td>for /fɔ:/</td>
<td>I’ll repeat for the last time! /fə/</td>
</tr>
</tbody>
</table>
- Listen to the following question being answered in three different ways:

A  Johnny, have you finished your homework?

1. Yes

B 2. Yes

3. Yes

- Which answer (B) means i) maybe ii) definitely iii) why are you asking me?

✦ Spoken English uses 3 intonation patterns - fall, fall-rise & rise.
✦ Intonation shows us the speaker's attitude to what they are saying.

DRILL

- Repeat after the recording:

1. a) Yes  b) Yes  c) Yes

2. a) No  b) No  c) No

EXERCISE

- Listen to the conversations and circle the answer you hear:

1. Are you married?  Yes

2. Did you enjoy the film?  Yes

3. Can you afford this meal?  Yes

4. You're drunk, aren't you?  No

5. Is this your first class?  No

6. Did you eat all the chocolate?  No
Intonation shows us a speaker’s attitude to their words.

This course will show you how to produce English intonation in your speech.

Some important examples of intonation usage are displayed below.

**EXERCISE**

1. **ATTITUDE**

   - Listen to the following conversation twice:

     0.18
     A “Dad, I’ve got some news, I’m getting married!”
     B “Excellent”

     i) How is the father’s reaction different in each case?
     ii) How does he show this with intonation?

2. **IMPLIED MEANING**

   - Listen to the following conversation twice:

     0.19
     A “What did you think of the film?”
     B “It was good.”

     i) What is the difference in meaning between the two versions?
     ii) How is the intonation in the word ‘good’ different the second time?

3. **REPETITION**

   Listen to the following conversation:

     0.20
     A “Who are you meeting tonight?”
     B “Nicole Kidman.”
     A “Who are you meeting tonight?”
     B “Not the Nicole Kidman!”

   - Person A says the same question twice, but the intonation is different the second time. How does it change and why?
- Look at the dictionary entry for the word “personally”:

personally /'pɜːsnli/

- What differences do you notice between the spelt and the IPA versions?

* IPA (International Phonetic Alphabet) shows the way we pronounce words.
* In English, the pronunciation of a word often differs from its spelling, making IPA a very useful study tool to improve your pronunciation.
* Stress is marked in IPA using the symbol /'/.

EXERCISE

i) Write the words from the box below into the chart next to their IPA transcription.
ii) Write the silent consonant from each word into the 3rd column.

<table>
<thead>
<tr>
<th>Word</th>
<th>IPA</th>
<th>Silent Consonant(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>autumn</td>
<td>/ɔːtəm/</td>
<td>n</td>
</tr>
<tr>
<td>half</td>
<td>/haːf/</td>
<td>/</td>
</tr>
<tr>
<td>laem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nəʊ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'arlənd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'kæbæd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rait</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'ɔfən</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'hænbæg</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Listen to the recording to check your answers and practise saying the words.
## Chapter 1

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Fricative Consonants</th>
<th>ŋ v θ ð s z ʒ ʒ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Comparison</td>
<td>/θ/ vs /ð/</td>
<td><img src="image.png" alt="Image" /></td>
</tr>
<tr>
<td>Spelling &amp; Sound</td>
<td>&lt;s&gt; Endings</td>
<td><img src="image.png" alt="Image" /></td>
</tr>
<tr>
<td>Structure</td>
<td>Schwa Function Words</td>
<td><img src="image.png" alt="Image" /></td>
</tr>
<tr>
<td>Intonation</td>
<td>Sentence Stress</td>
<td><img src="image.png" alt="Image" /></td>
</tr>
<tr>
<td>Postscript</td>
<td>Homographs</td>
<td><img src="image.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Answer Key Pages 115-116**
Fricatives are made by **squeezing air** between two articulators.

- There are **9 fricative consonant sounds** in English (see chapter 5 for /h/):

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings / Examples</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>&lt; f, gh, ph &gt;</td>
<td>teeth + lip</td>
</tr>
</tbody>
</table>
|       | **fee food first face phone beef roof laugh**  
|       | **rough loft free flute fright flower**        |
| v     | < v >                |          |
|       | **video vet van vote vow leave move serve love**  
|       | **pave drove wives knives of**                  |
| θ     | < th >               | tongue + teeth |
|       | **third thought thing thumb theory tooth worth**  
|       | **path myth cloth month maths athlete health**   |
| ð     | < th >               |          |
|       | **these that other there the smooth bathe**      
|       | **although clothes mouths rhythm**               |
| s     | < s, c, x >          | alveolar |
|       | **seed soup certain said south worse force case**  
|       | **nice mouse first past risk fax**               |
| z     | < z, s >             |          |
|       | **zoo zip zone cheese lose Mars buzz because**   
|       | **lazy size rose design**                        |
| fʃ    | < sh, ch, ti, s >    | post-alveolar |
|       | **sheet shoe ship sugar champagne show marsh**   
|       | **Welsh rush cash sanction patient station**     |
| ʒ     | < s, g >             |          |
|       | **explosion Peugeot usual collage Asia measure**  
|       | **vision**                                        |
Fred and Fiona phoned Fred’s nephew in Finland on Friday.

I feel fabulously fit, laughed Alfred at Farnham food festival.

Thanks for the theatre. I thought it was thrilling.

Cathy’s methods as an orthodontist thoroughly thrash her methods as a philanthropist.

I must say, it’s been so fabulous staying in such splendid surroundings.

Tonight’s supper is a choice: sea bass or a salad sandwich.

Sharon should show more patience in relation to her Welsh relations.

Should she sell shorts, shirts, fish and sea shells in the same shop?

Valerie drove the delivery van to Dover then vanished to Valencia.

Have Vincent and Vicky invited David to their cave?

I gather that the rhythm of this is Northern, rather than Southern.

Don’t bother with other paths, this one’s further but smoother than the others.

These lazy boozers spend their days dosing in a haze - I’m amazed.

As long as Zack remains in this business I won’t resign.

Did they measure the corrosion after the explosion in Asia?

Peugeot’s vision is unusual Asian exposure.
<th> | Sound Comparison

- Listen carefully to the two <th> sounds pronounced 4 times each:

1. θ 2. ð

- What differences are there between the two sounds?

EXERCISE

- Listen to the words in the box below and write them into the correct column in the chart according to the pronunciation of <th>:

South Southern both thought this the thank those bathe bath baths fifths rather author mouths mouth months soothe

<table>
<thead>
<tr>
<th>/θ/</th>
<th>/ð/</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>Southern</td>
</tr>
</tbody>
</table>

Check your answers before continuing.

- In the notes, write an example for each rule from the table above:

RULES

✦ Most **content words** are pronounced with /θ/  _____________
✦ All **function words** are pronounced with /ð/  _____________
✦ Verbs ending <the> are pronounced with /ð/  _____________
✦ Plural words ending <vowel + ths> are pronounced /ð/  _____________
✦ Plural words ending <consonant + ths> are pronounced /θ/  _____________
✦ Words containing <ther> are pronounced /ð/  _____________

EXCEPTIONS

✦ Plurals pronounced /θ/: deaths, moths, cloths.
✦ **Content words pronounced** /ð/: smooth, rhythm.
✦ ‘with’ and its derivatives (withdraw, within etc.) can be pronounced /θ/ or /ð/.

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- Circle the odd word out in each line:

1. month mouth \underline{mouths} moth mathematics
2. father brother author heather further
3. thought healthy those atheist throw
4. months births clothes sevenths widths
5. this that the thin them

---

**EXERCISE**

“Go from start to finish **only** on voiced /ð/ squares. You can only move vertically and horizontally, **NOT** diagonally.”

<table>
<thead>
<tr>
<th>theory</th>
<th>bother</th>
<th>author</th>
<th>cloth</th>
<th>faith</th>
<th>birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>breathe</td>
<td>these</td>
<td>leather</td>
<td>athlete</td>
<td>both</td>
</tr>
<tr>
<td>South</td>
<td>thing</td>
<td>earth</td>
<td>father</td>
<td>breath</td>
<td>seventh</td>
</tr>
<tr>
<td>bath</td>
<td>thought</td>
<td>ninth</td>
<td>Southern</td>
<td>nothing</td>
<td>thousand</td>
</tr>
<tr>
<td>teeth</td>
<td>together</td>
<td>those</td>
<td>other</td>
<td>catholic</td>
<td>maths</td>
</tr>
<tr>
<td>feather</td>
<td>rhythm</td>
<td>theatre</td>
<td>death</td>
<td>threat</td>
<td>path</td>
</tr>
<tr>
<td>although</td>
<td>eighth</td>
<td>tooth</td>
<td>myth</td>
<td>anthology</td>
<td>ninth</td>
</tr>
</tbody>
</table>

START

FINISH

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Listen to the following sentence:

Why’s Matt’s son wearing those badges?

- How is the <s> at the end of each bold word pronounced?
- Why has the <s> been added to each word?

When we add an <s> to a word (root), the following rule applies:

- Root words ending in voiceless sounds + <s> will be pronounced /s/:  
  EXAMPLES: bits, shops, wants
- Root words ending in voiced sounds + <s> will be pronounced /z/:  
  EXAMPLES: shoes, things, ways
- Root words ending in: /s, z, ʃ, ʒ, tʃ, dʒ/ + <s> will be pronounced /ɪz/:  
  EXAMPLES: faces, watches, cages

**DRILL**

<table>
<thead>
<tr>
<th>Root ends with:</th>
<th>Example</th>
<th>+ s</th>
<th>&lt;s&gt; sound</th>
<th>IPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>voiceless sound</td>
<td>cap</td>
<td>caps</td>
<td>/S/</td>
<td>/kæps/</td>
</tr>
<tr>
<td></td>
<td>state</td>
<td>states</td>
<td>/stɛts/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tank</td>
<td>tanks</td>
<td>/teŋks/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>laugh</td>
<td>laughs</td>
<td>/laːfs/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>what</td>
<td>what's</td>
<td>/wɔts/</td>
<td></td>
</tr>
</tbody>
</table>

| voiced sound    | star    | stars       | /Z/       | /staːz/      |
|                 | rub     | rubs        | /rʌbz/    |              |
|                 | mug     | mugs        | /mʌɡz/    |              |
|                 | show    | shows       | /ʃəʊz/    |              |
|                 | gather  | gathers     | /ɡæðəz/   |              |

| /s, z, ʃ, ʒ, tʃ, dʒ/ | miss   | misses      | /ɪz/      | /mɪsɪz/      |
|                      | lose   | loses       | /luːz/    | /luːz/       |
|                      | push   | pushes      | /pʊʃɪz/   | /pʊʃɪz/     |
|                      | match  | matches     | /meɪtʃɪz/ | /meɪtʃɪz/    |
|                      | badge  | badges      | /bedʒɪz/  | /bedʒɪz/     |
**EXERCISE**

- Using the audio file, add an `<s>` to the words in the box, then place them in the correct column according to their pronunciation.

| top | hand | choose | lob | tank | beg | miss | return | fax | want | chase | laugh | surf | love | create | answer | amaze | pray | alert | push | inch | prefer | match | seem | age | look | climb | badge | crack | interest |
|-----|------|--------|-----|------|-----|------|--------|-----|------|-------|-------|------|------|---------|---------|-------|------|-------|------|------|--------|--------|-------|------|-------|-------|-------|--------|
| /s/ | /z/  | /ɪz/   |     |      |     |      |        |     |      |       |       |      |      |         |         |       |      |       |      |      |        |        |       |      |       |       |       |         |

1. **top** hand choose **lob** tank beg miss return fax want chase laugh surf
2. love create answer amaze pray alert push inch prefer match seem age
3. look climb badge crack interest

- Check your answers and practise saying the words.

**EXERCISE**

- Circle the odd word out in each line:

1. draws stars employs requires **devastates**
2. raids lobbs traces bugs remembers
3. invests sacks maps **fails** coughs
4. houses mashes rages passes drags
5. aims fails shelters grills talks
6. places stores tears retires alludes

- Check your answers and practise saying the words.
Schwa | Structure

- Listen carefully to the sentence:

There are a few of them.’

- How many schwa vowel sounds were pronounced?

* Function words are normally weak in pronunciation.
* Many function words are pronounced with a schwa when they are weak.

DRILL

- Repeat at the same time as the recording using the schwa vowel sound for every word then clapping your hands on the Θ symbol:

1. Θ to Θ a Θ the Θ some Θ
2. Θ are Θ were Θ was Θ have Θ
3. Θ that Θ shall Θ and Θ would Θ
4. Θ her Θ there Θ for Θ from Θ
5. Θ do Θ does Θ can Θ but Θ

EXERCISE

- Listen to the sentences and write the missing words in. All missing words are weak function words pronounced with schwa:

1. ____ ____ parents coming ____ ____ show?
2. ____ we buy ____ chocolate ____ Margaret?
3. ____ ____ ____ card ____ Claire today.
4. ____ we meet ____ dinner in ____ bar?
5. What ____ I done ____ ____ dinner?
6. ____ you ____ I ask her?
7. ____ they think ____ we will?

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Stressed Function Words | Structure

* Function words are not pronounced with schwa if they are:
  1. Stressed due to meaning.

  1.14 🎧 EXAMPLE: A Is that present from David?  
                  B No, it’s for David!

  2. At the end of the sentence/unit:

  EXAMPLE: A Who’s the present for?  
            B It’s for John.

EXERCISE

- In the following sentences, circle the bold words if they are pronounced with schwa:

  1.15 🎧 1. to  
          A Come on! It’s time to go to school!  
          B Oh, but mum, do I have to?

  2. from  
          A Where are you from?  
          B I’m from Poland.

  3. for  
          A Is this card for me?  
          B I don’t know who it’s for.

  4. are  
          A Kevin and Julie are getting married!  
          B Are they! How charming.

  5. was  
          A Was Geoffrey at the lecture last night?  
          B Yes I think he was.

  6. were  
          A If I were you, I’d find another job.  
          B I would if there were any other jobs.

  7. some  
          A I’ve got some Belgian chocolate here!  
          B Oooo - can I have some?

  8. can  
          A Can anyone help me carry these bags?  
          B I can!

  9. her  
          A Sarah seems really upset! What did you say to her?  
          B I only told her to talk more quietly!

- Practise saying the conversations with the recording.
Sentence Stress | Intonation

- Listen to the following exchange.

1.16

A “What would you like?”
B “A cup of tea.”

- Which words are stressed?
- Of the stressed words, which words are strongest?

✦ In spoken English we **stress content words**.
✦ **One word in every sentence** is more stressed than the others.
✦ Normally the **last content word** is the most stressed word.

EXERCISE

- Match the content words on the left with the content words on the right.

| a pair of shoes | beef of poems
| pint of wine | bread of shoes
| leg of milk | glass of flowers
| bunch of lamb | bag of crisps
| loaf of beef |

DRILL

- Repeat the rhythm followed by each sentence from the exercise:

1.17

. x . X

. x . X | a pair of shoes

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Tonic Syllable  |  Intonation

- Listen to the conversation and decide which word is most stressed in each sentence:

A  “Did you buy anything?”
B  “I wasn’t going to....”
A  “So what’s in the bag?”
B  “A pair of trousers.”

✦ One word carries more stress than the others in all sentences.
✦ This stressed word is called the ‘tonic syllable’.
✦ Normally the tonic syllable is found in the last content word of the sentence.

EXERCISE

- Circle the content words in the box below:

four  to  two  some  are  art  wife  half
would  us  use  something  sum  she  sheet
anything  sorting  with  wood

- Underline the tonic syllable in the last content word of these sentences:

1. What do you want from me?
2. You make me laugh.
3. Shall we give it to him?
4. I think she wanted something.
5. I’d certainly like you to.
6. It’s always so lovely to see them.
7. Can I have some?
8. Who’s this card for?
9. What a waste of time and money.
10. We used to have so much fun there.

1.19  - Listen and repeat the sentences placing a strong stress on the tonic.

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Homographs | Postscript

- Read the following two sentences:

1.20 "What on earth am I going to /riːd/ this summer holiday?"
"Have you /red/ "Wolf Hall"? It’s brilliant!"

- How are the 2 words in IPA written in English?

+ Homographs are words that are spelt the same but pronounced differently.

EXERCISE

- For each pair of sentences, write the homograph represented by the words in IPA:

1. a) What time does the shop /kləʊz/?
   b) Jill and Geoffrey have been /kləʊs/ friends since childhood.

2. a) It’s rare to find /led/ in piping or pencils these days.
   b) “Cambridge have taken the /liːd/ and look certain to win.”

3. a) Think of any /nʌmbə/ between 1 and 10.
   b) Yes, my mouth feels a bit /nʌmə/ with the anaesthetic.

4. a) I must admit, a /tɪə/ came to my eye at the end of ‘Titanic’.
   b) This certificate is worthless, I might as well /teə/ it up.

5. a) There’s quite a /wɪnd/ blowing from the North today.
   b) Johnny, don’t /wɑːnd/ your sister up like that!

6. a) For this chart, you need 3 columns and 5 /rəʊz/.
   b) Our neighbours are always having /raʊz/ about money.

- Check your answers in the key then listen to the sentences.
<table>
<thead>
<tr>
<th>Sounds</th>
<th>Long Vowels</th>
<th>i: u: ɔ: ɑ:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Comparison</strong></td>
<td>/ɪ/ vs /iː/</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Spelling &amp; Sound</strong></td>
<td>Silent &lt;r&gt;</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>2 Syllable Words</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td>Wh- Questions</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Postscript</strong></td>
<td>Homophones</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Answer Key Pages 117-118**

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What do British English speakers say when they are thinking?

- Spoken English contains **5 long vowel sounds**.
- Each long vowel uses **one unique position of the mouth**.
- Every long vowel sound has **several possible spellings**.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings</th>
<th>Examples</th>
<th>Mouth Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tongue</td>
</tr>
<tr>
<td>2.1</td>
<td>i:</td>
<td>feet, sheep, leave, easy, beach receive, achieve</td>
<td>front</td>
</tr>
<tr>
<td></td>
<td>ea</td>
<td>new, grew, few boot, food, shoot soup, route glue, Sue</td>
<td>back</td>
</tr>
<tr>
<td></td>
<td>ey</td>
<td>shirt, sir, bird turn, murder, curl word, world, worse</td>
<td>centre</td>
</tr>
<tr>
<td></td>
<td>or, uer</td>
<td>talk, hall saw, raw, law short, four, poor</td>
<td>back</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>glass, pass, fast calm, palm dark, farm</td>
<td>centre</td>
</tr>
</tbody>
</table>
EXERCISE

- Place the words in the box into the correct column below:

```
Tuesday jaw curse dream half park clue cheek word spoon grief
walk father suit Chinese horse thirty last evening church door food
shark earth brought quarter threw car worth beast
```

```
i:  u:  e:  o:  a:
```

- Listen to the words, then check your answers in the key.

DRILL

- Repeat the absurd sentences, paying attention to the long vowel sounds:

**i:**

Cheap sheets and eating cheese can besiege one’s sleep.

I dreamed of sheep, sleeping in the fields near Stevenage.

It’s truly a beautiful route from Waterloo to London Zoo.

**u:**

Is this food new to you? It’s a Sudanese stew!

**e:**

Burt the bird and Curt the worm are on the worst possible terms.

That was the first service I’ve heard in church with Shirley.

**o:**

At a quarter to four we’ll call Mr Ball’s daughter in Cornwall.

**a:**

Four walls, one door and a floor, no more.

I can’t laugh at Charles Darwin’s masterpiece, it’s too hard.

Half a banana tart, a Mars bar and a large glass of lager please.
Listen carefully to the following 2 sentences:

"Sit down!"
"Please, take a seat."

- What do you notice about the different pronunciation of the bold words?

There are 2 clear differences between the vowel sounds /ɪ/ and /iː/:

1. The position of the mouth (see chart below).
2. /iː/ is normally (though not always) longer than /ɪ/.

/iː/ is spelt with two vowels < ee / ei / ie / ea > in written English.

/i/ is spelt as < i > in written English (except when weak).

---

**Tongue** | **Jaw** | **Lips**
--- | --- | ---
\(ɪ\) | centre/front | mid-close | relaxed
\(iː\) | front | close | spread

---

**DRILL**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ɪ)</td>
<td>ship</td>
<td>lick</td>
<td>hit</td>
<td>sit</td>
<td>fit</td>
<td>bin</td>
<td>sin</td>
</tr>
<tr>
<td>(iː)</td>
<td>sheep</td>
<td>leak</td>
<td>heat</td>
<td>seat</td>
<td>feet</td>
<td>bean</td>
<td>seen</td>
</tr>
</tbody>
</table>
EXERCISE

- Using the consonant sounds in the left column, create two words, with /ɪ/ & /iː/. If you cannot think of the word, use a dictionary or the recording to help.

<table>
<thead>
<tr>
<th>Consonants</th>
<th>ɪ</th>
<th>iː</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 d ___ d</td>
<td>did</td>
<td>deed</td>
</tr>
<tr>
<td>2 tʃ ___ p</td>
<td>chip</td>
<td>cheap</td>
</tr>
<tr>
<td>3 r ___ d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 f ___ st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 ___ tʃ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 gr ___ n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 tʃ ___ k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 l ___ v</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 p ___ k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 s ___ k</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE

- Using words from the previous exercise, fill in the gaps:

1. a) I’m having fish and ___ chips for dinner, do you want some?
   b) £200 for that rusty old thing? Well, it’s not ___ cheap, is it?

2. a) When I told her, she went ______ with envy.
   b) Stop ______ ning! It’s not funny.

3. a) Give them £50 ______ and tell them to leave.
   b) If it’s a mosquito bite it will ______, but don’t scratch, it’ll make it worse.

4. a) It’s over, David, I just want you to ______.
   b) Where does your boyfriend ______, nearby?

5. a) I’ve got them in red, green and yellow, so take your ______.
   b) The highest ______ in the UK is Ben Nevis at 1344 metres.

6. a) Can you get ______ of this bag of rubbish for me?
   b) Can’t you ______? It says ‘don’t walk on the grass!’

- Listen, check and practise your answers.

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- Which word below does not contain a pronounced /r/?

bread  butter

* In British English we do not pronounce every written <r>.

2.10 * If an <r> appears **before a vowel sound**, we pronounce it:

**EXAMPLES**: rat, rice, pretty, strain, cry, story

* If an <r> appears **after a vowel sound**, we do not pronounce it.

**EXAMPLES**: car, court, learn, shorter, store

**EXERCISE**

- Write the correct words underneath the pictures, they contain silent <r>:

1. ______________  2. ______________  3. ______________

4. ______________  5. ______________  6. ______________

7. ______________  8. ______________  9. ______________

2.11 - Listen to check your answers.

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EXERCISE

-Circle the names that contain a silent \(< r >\) sound:

Eric    Heather    Shirley    Carla
Mary    Burt    Brenda    Laura
Rachel    Charlotte    Kirsty    Doreen

-Listen to check your answers.

EXERCISE

-Move from start to finish by only going on words that contain silent \(< r >\).
You may only move horizontally or vertically, NOT diagonally.

START

ray    three    increase    crash    release    father    interest
lorry    treatment    throw    crew    arrive    learn    horse
train    birthday    sharp    sport    harder    Syria    Berlin
warm    water    drill    crisps    important    Turkey    fork
Barcelona    revive    break    Peru    brilliant    Iraq    tray
poor    first    burn    liberal    Brighton    Andrew    grey
poorest    current    perfect    Liverpool    New York
richest    recent    Euro    real    Manchester    foreign    remote

FINISH

2.13 - Listen to check your route.

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Two Syllable Words | Structure

- Listen to the conversation:

2.14 🎧

“This picture is perfect!”

“I agree, it’s sublime!”

All English words of 2 syllables or more contain one main stress.

- The main stress may appear on the first syllable (X.) or the second syllable (.X).

- In IPA, stress is marked with the symbol ' / before the stressed syllable.

**EXAMPLES:** pur'suit, 'purchase, com'plete, 'common.

**DRILL**

2.15 🎧

<table>
<thead>
<tr>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.14 X . X</td>
</tr>
</tbody>
</table>

- 'anthem
- 'beggar
- 'castle
- 'forest
- 'England
- 'noble
- 'question

- a'maze
- be'lieve
- co'rupt
- for'give
- em'ploy
- po'lite
- sub'mit
EXERCISE

- Listen and place the words in the box below into the correct columns according to their stress patterns:

angle alive appeal beside awful bishop balloon carpet father commit foolish decide delete erase forbid pardon involve English candle machine persuade lettuce release orphan revise survive sofa turtle

<table>
<thead>
<tr>
<th>(X .) 1st Syllable Stress</th>
<th>(. X) 2nd Syllable Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>angle</td>
<td>alive</td>
</tr>
</tbody>
</table>

- Circle the word that contains a different stress pattern in each line:

1. palate passion parade pasta
2. conquer corrupt confess convince
3. able anchor amaze anxious
4. canal candle canon candy
5. master mansion machine marriage
6. police poker pocket ponder

- Check your answers in the answer key.

www.thesoundofenglish.org
- Listen to the question ‘where are you going?’ in these conversations:

2.17  
1. A I’m going on holiday.  
   B Where are you going?  
2. A I’m going to Antarctica.
   B Where are you going?

- How is the intonation different? Why?

✦ When we ask for **new information**, we normally use falling \_\_ intonation.
✦ When we **already know the answer** to a question, we use rising ↗ intonation.
✦ In new information questions, we normally **stress the last content word**.
✦ In repeated questions, we normally **stress the question word**.

**DRILL**

2.18  
1. \_Who?  
2. \_Where?  
3. \_Why?  
4. When will you get \_back?  
5. Why can’t you \_come?  
6. Which one is \_yours?  
7. Where are you \_going?  
8. What are you \_doing?  
9. How \_much?

2.19  
1. /Who?  
2. /Where?  
3. /Why?  
4. /When will you get back?  
5. /Why can’t you come?  
6. /Which one is yours?  
7. /Where are you going?  
8. /What are you doing?  
9. /How much?
EXERCISE

- Study the conversations and decide from the context if the intonation in the question is falling or rising. Circle the answers:

1. a) I’m meeting Zainab later. Who? 
   b) I’m meeting someone later. Who?

2. a) I should be back next year, it depends how my job goes. When will you get back? 
   b) I’m having a great time here, but I’m missing home. When will you get back?

3. a) I think I’ll have to miss tomorrow’s meeting. Why can’t you come? 
   b) I can’t come out tonight, my hair is too wet. I had to wash it 3 or 4 times. Why can’t you come?

4. a) Can you pass me my coat? Which one is yours? 
   b) My car’s over there, look, it’s the blue Rolls Royce! Which one is yours?

5. a) I’m at my sister’s house. What are you doing? 
   b) I’m having dinner with Queen Elizabeth. What are you doing?

6. a) Well, your car was in quite a bad state. That will be £860.00. How much? 
   b) Would you like to buy a ticket for today’s match? How much?

7. a) The match starts at 10pm. Where? 
   b) The car’s in the airport: car park 5, floor 3, space 34e. Where?

2.20 - Check your answers and practise the conversations with the recording.

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Homophones | Postscript

- Listen to the following dialogue:

2.21 “There /aːnt/ any apples left!”

“Ash your /aːnt/ Sue to get some – she’s going to the shops.”

- Which words are written in IPA? How are they spelt in written English?

+ Homophones are words that are pronounced identically, but spelt differently.

EXERCISE

i) Write the word for the IPA transcription in each sentence:

1 a) Breathe in the wonderful mountain /eə/! __________
   b) Who is the current /eə/ to the Spanish throne? __________

2 a) Jenny, you look so /bɔːd/! I thought you liked learning English. __________
   b) On the /bɔːd/ you can see this week’s figures. __________

3 a) /dɪə/ Karen, I have been meaning to write to you for ages. __________
   b) Richmond Park is full of /dɪə/ roaming around. __________

4 a) For the dough, we’ll need /flæʊə/, water and yeast. __________
   b) Put this beautiful /flæʊə/ by the window in some water. __________

5 a) I like your new /dʒiːzn/, very fashionable! __________
   b) Jane comes from strong /dʒiːzn/ - her mother’s 98! __________

2.22 - Listen to check your answers.

ii) Every IPA transcription in the box below is a homophone. Which two words do they produce in speech?

2.23 EXAMPLE: court / caught
## Chapter 3

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Plosive Consonants</th>
<th>p t k b d g</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Comparison</strong></td>
<td>/ʔ/ vs /t/</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling &amp; Sound</strong></td>
<td>⟨ed⟩ Endings</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>3 Syllable Words</td>
<td></td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td>Yes/No Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Postscript</strong></td>
<td>Silent Syllables</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key Pages 119-120
**Plosive Consonants | Sounds**

- Plosives are made by **fully blocking the flow of air** as it leaves the mouth.
- Sound is produced when the blocked air is released in an explosion.
- There are **6 plosive sounds** in spoken English:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings / Words</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>p</strong></td>
<td>piece, pence, park, pond, poet, pray, press, speak, stop, hope, sip, cup, map</td>
<td>bi-labial (both lips)</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>bean, best, bug, born, both, broke, break, beautiful, blue, blow, cab, herb, rob</td>
<td></td>
</tr>
<tr>
<td><strong>t</strong></td>
<td>tea, tan, turn, tough, tape, try, true, stay, stone, art, let, mate, bright, hat</td>
<td>alveolar</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>deep, done, dark, date, down, duty, due, dry, draw, bed, seed, said, hard</td>
<td></td>
</tr>
<tr>
<td><strong>k</strong></td>
<td>keep, kiss, cat, card, came, school, crown, quick, scream, excite, back, check, duck, lock</td>
<td>velar</td>
</tr>
<tr>
<td><strong>g</strong></td>
<td>give, gas, good, gone, guide, gear, glue, glove, grow, great, bag, log, dig, bug</td>
<td></td>
</tr>
</tbody>
</table>

- In many English accents a seventh plosive - the **glottal stop** is common. This sound is covered later in the chapter.
Paul and Peter are putting on a party in their apartment.

Stop pretending you can play poker, it’s pathetic, you’re appalling.

Take some time off tomorrow, Terry, you look tired.

Taste these nuts - their texture is terribly interesting.

Can you make this car turn corners a bit quicker?

It’s quite quiet here in October, but it’s chaotic at Christmas.

Bill Burns bought a big bag of beef then built a brick barbecue.

Betty was such a beautiful bride, but Ben was a boring best man.

Did David drive down to Devon?

Don’t be daft! Dracula didn’t design London’s dungeons!

The game’s golden goal was gloriously scored by Gary Gavins.

Go and give these gloves to Graham.
Listen carefully to the words below and decide which one does not contain a pronounced /t/ sound:

foot    football    footer

When a <t> appears at the end of a syllable followed by a consonant, it will normally be replaced with a glottal stop /ʔ/ in spoken English.

The glottal stop is produced by stopping the flow of air in the glottis.

### EXERCISE

1. Recite the monologue ‘Water’ pronouncing every underlined <t> as a /t/:

   ‘All that Katy wanted
   After waiting forty minutes
   In thirty degree heat
   For her naughty little daughter
   Was a little bottle of water.’

2. Listen to a recording where each underlined <t> in ‘Water’ is pronounced as /ʔ/.
   - Does the poem sound very different?
   - Have you ever heard an English speaker pronounce in this way?
   - If so, where were they from?
EXERCISE

- Circle the odd word out in each line of words considering the /t/ and /θ/ sounds:

1. outcome pitfall waiter thoughtful
2. butter banter bitter butler
3. Scotland Saturn Hotmail Batman
4. conservative atmosphere altogether timetable
5. waterfall meatball notebook lightning

EXERCISE

- Following the rules, circle the correct sound for the <t> in the conversations:

1. not
   a) A Who’s taken my car keys?
      B Not me, I don’t drive.
   b) A Thanks for the lift.
      B Not at all, it’s a pleasure.

2. that
   a) A Look! Johnny’s eaten all the chocolate but left those sandwiches you made for him!
      B That boy will be in trouble when he gets home.
   b) A Ha ha, look at Mr. Jones, he’s so drunk he can’t walk straight!
      B That isn’t funny, you know?

3. what
   a) A Hello Mandy - long time no see!
      B Keith! What are you doing here?
   b) A I think John’s angry with me.
      B Why, what did you say to him?

4. at
   a) A What time shall we have dinner?
      B At eight?
   b) A When’s the next train to Birmingham?
      B At nine thirty.

5. bit
   a) A Do you fancy going for a walk?
      B It’s a bit cold, isn’t it?
   b) A What shall we have with our tea?
      B A bit of cake?
Listen to the following sentence:

I chopped the garlic, boiled the potatoes and roasted the beef.

What is the difference in the pronunciation of the <ed> ending in each bold word?

When we add <ed> to a word (root), the following pronunciation rule applies:

✦ If the root ends in a voiceless consonant, the <ed> ending is pronounced /t/.
  EXAMPLE: chopped

✦ If the root ends in a voiced consonant or a vowel, the <ed> ending is pronounced /d/.
  EXAMPLES: boiled

✦ If the root ends in a <t> or a <d>, the ending is pronounced /ɪd/.
  EXAMPLES: roasted

### DRILL

<table>
<thead>
<tr>
<th>Root ending:</th>
<th>Example</th>
<th>+ ed</th>
<th>&lt;ed&gt; sound</th>
<th>IPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>voiceless sound</strong></td>
<td>stop crack miss laugh match</td>
<td>stopped cracked missed laughed matched</td>
<td>/t/</td>
<td>/stɒpt/ /krækt/ /mɪst/ /lɑːft/ /mætʃt/</td>
</tr>
<tr>
<td></td>
<td>star rub mug amuse gather</td>
<td>starred rubbed mugged amused gathered</td>
<td>/d/</td>
<td>/stɑːd/ /rʌbd/ /mʌgd/ /əmjʊzd/ /gæðəd/</td>
</tr>
<tr>
<td><strong>/t/ or /d/</strong></td>
<td>want invite post round invade</td>
<td>wanted invited posted rounded invaded</td>
<td>/ɪd/</td>
<td>/wɒntɪd/ /ɪnvɪtɪd/ /pɔːstɪd/ /raʊndɪd/ /ɪnvɪdɪd/</td>
</tr>
</tbody>
</table>

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EXERCISE

- Next to each word, write /t/, /d/ or /ɪd/ for the pronunciation of the <ed> ending:

  stated /ɪd/ looked /t/ argued /d/ dubbed ___
capped ___ interested ___ deleted ___ sipped ___
sacked ___ annoyed ___ chewed ___ rated ___
shifted ___ retired ___ faced ___ blinded ___
flashed ___ loved ___ ended ___ pushed ___
decided ___ climbed ___ headed ___ inched ___
surfed ___ pulled ___ answered ___ intruded ___

3.12 - Listen and check your answers.

EXERCISE

- In each line of words, circle the odd one out:

  A marked wished mixed killed kissed
  B entered rated murdered ordered formed
  C addressed designed judged lived opened
  D closed missed fixed crossed expressed
  E ended flooded needed twisted deepened
  F claimed admired pleased joked flowed

3.13 - Listen to check your answers.
3 Syllable Words | Structure

- Listen to the words below. Where is the main stress in each?

- 3 syllable words can have the **main stress on the 1st, 2nd or 3rd syllables**.
- If the main stress is on the 3rd syllable, there will also be **secondary stress** on the 1st syllable.
- Secondary stress is marked /ˌ/. **EXAMPLE:** /ˌenterˈtain/

### DRILL

- Repeat the rhythms and words in the chart below:

<table>
<thead>
<tr>
<th>Rhythm</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 X...</td>
<td>brilliant, qualify, negative, wonderful, character</td>
</tr>
<tr>
<td>2 .X.</td>
<td>together, beginning, completion, collision, emotion</td>
</tr>
<tr>
<td>3 x.X</td>
<td>understand, disbelief, referee, magazine</td>
</tr>
</tbody>
</table>

### EXERCISE

- Listen & circle the word in each line that contains a different stress pattern.

1. ignorant motivate nobody politely animal
2. inviting prevention relative eraser persuasion
3. passionate magazine Cantonese auctioneer afternoon
4. reflection impressive malicious interested invested
5. Africa Portugal Italy Jamaica Paraguay
6. professor lecturer musician translator consultant
EXERCISE

- Either by using a dictionary or the recording, place the words in the box into the correct column below:

| politics | kangaroo | supporter | afternoon | happily | Portuguese | believer | satisfied | Japanese | courageous | underneath | clarify | credible | prevention | quality | seventeen | tomorrow | cigarette | octopus | energy | annoying | picturesque | amusement | funeral | adventure | serviette | recommend | reaction | ignorant | wonderful | abolish | refugee | volunteer | syllable | consider |
|----------|----------|-----------|-----------|---------|-----------|----------|-----------|----------|----------|------------|----------|---------|-----------|----------|----------|----------|---------|----------|---------|---------|----------|-----------|----------|---------|-----------|---------|----------|-----------|---------|

<table>
<thead>
<tr>
<th>(X . .)</th>
<th>(. X .)</th>
<th>(x . X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Syllable Stress</td>
<td>2nd Syllable Stress</td>
<td>3rd Syllable Stress</td>
</tr>
<tr>
<td>politics</td>
<td>supporter</td>
<td>kangaroo</td>
</tr>
</tbody>
</table>

3.17 - Practise the words using the recording.
Listen to the two conversations below:

A Have you seen the time?
B No, are we late?
A Yes! Don’t you have a watch?
B No, but I have a phone. Could you pass it to me?

A Hello madam, Inspector Hoams. May I ask you some questions?
B Yes, go ahead.
A Were you at home last night?
B Yes, why? Has something happened?

Underline the questions in the conversations.
Which questions could be answered with ‘yes’ or ‘no’?
Is the intonation the same in every question?

Yes/No questions normally use rising or fall-rising intonation.
Falling intonation in a yes/no question sounds serious, formal or concerned.

DRILL

Repeat the five questions below in three ways as follows:

3.18  
A Have you seen the time?
B No, are we late?
A Yes! Don’t you have a watch?
B No, but I have a phone. Could you pass it to me?

A Hello madam, Inspector Hoams. May I ask you some questions?
B Yes, go ahead.
A Were you at home last night?
B Yes, why? Has something happened?

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Which questions could be answered with ‘yes’ or ‘no’?
Is the intonation the same in every question?

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Falling intonation in a yes/no question sounds serious, formal or concerned.

DRILL

Repeat the five questions below in three ways as follows:

3.19  
a) Rising Intonation ↝
3.20  
b) Fall-rising Intonation ↘ ↝
3.21  
c) Falling Intonation ↘

The tonic syllable in each question is in bold.

1. Does anybody have a pen?
2. Didn’t you go out last night?
3. Can I ask you a question?
4. Will there be anyone I know there?
5. Were my glasses on the table?
EXERCISE

- Listen to each question twice and circle the intonation pattern you hear:

1. Does anybody have a pen? [ ]
2. Didn't you go out last night? [ ]
3. Can I ask you a question? [ ]
4. Will there be anyone I know there? [ ]
5. Were my glasses on the table? [ ]
6. Has anybody got a camera? [ ]
7. Are you coming to the match? [ ]
8. Would they like some more tea? [ ]

EXERCISE

- Listen to the conversations and practise saying them with the recording.

1. A Are you coming out?
   B No, I've got to wash my hair. Are you going anywhere nice?
   A We're going to the pub. Can't you wash your hair tomorrow?
   B Oh ok then. Can you give me 5 minutes to get ready?

2. A Oh hello. May I speak to Mr. Smith?
   B Yes. Could I ask who's calling?
   A Yes, it's Mrs Jones.
   B Mrs Jones, would you kindly tell me the reason for your call?
   A I'm afraid it's personal. Is Mr Smith there? Or shall I call back?
   B I will put you through, hold on.

3. A Do you know this man?
   A Have you ever seen him before?
   A Did you have dinner with him last night?
   A Will you please answer me?
- Complete the crossword using the clues below.

**ACROSS**
1. Very unhappy.
2. An unspecified number, more than two.
3. Drama set to music on stage.
4. Force devoted to crime prevention.
5. Book that lists words and their meanings.
6. A place used for scientific experimentation.
7. Everything that has happened in the past.
8. A sweet food made from cacao.
9. The most normal or middle value.

**DOWN**
1. A painkiller commonly used for headache.
2. Not together.
3. A place that serves food.
4. A formal meeting on a large scale.
5. Natural substance.
7. Those who are related by blood or marriage.

- Check your answers using the recording.
- What is special about the grey squares?
- Practise saying the words with the recording.
<table>
<thead>
<tr>
<th>Sounds</th>
<th>Short Vowels</th>
<th>ɪ ʊ e ʌ æ ɒ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Comparison</td>
<td>/h/</td>
<td>Function &lt;h&gt;</td>
</tr>
<tr>
<td>Spelling &amp; Sound</td>
<td>Silent Letters</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Joining</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>Prominence</td>
<td></td>
</tr>
<tr>
<td>Postscript</td>
<td>Verb/Noun</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key Pages 121-122
4.1 Listen to the sentence below. Is any vowel sound repeated?

“Jim’s good friend’s duck ran off!”

* Spoken English contains 6 short vowel sounds:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings</th>
<th>Examples</th>
<th>Mouth Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td>pin, pick, bid, drink</td>
<td>centre/front</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>relaxed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mid close</td>
</tr>
<tr>
<td>U</td>
<td>oo, ou</td>
<td>push, bull, full, put</td>
<td>centre/back</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cook, stood, good</td>
<td>rounded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>could, would, should</td>
<td>mid close</td>
</tr>
<tr>
<td>e</td>
<td>ea/ie</td>
<td>pet, chef, slept, fresh</td>
<td>front</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bread, measure, friend</td>
<td>spread</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mid</td>
</tr>
<tr>
<td>A</td>
<td>ou, ou</td>
<td>bus, duck, brush, fun</td>
<td>centre/back</td>
</tr>
<tr>
<td></td>
<td></td>
<td>none, money, done</td>
<td>relaxed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough, rough</td>
<td>mid open</td>
</tr>
<tr>
<td>æ</td>
<td>a</td>
<td>pat, sad, thank, pan</td>
<td>front</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>spread</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>open</td>
</tr>
<tr>
<td>ɒ</td>
<td>(q)ua</td>
<td>pot, sock, chop, gone</td>
<td>back</td>
</tr>
<tr>
<td></td>
<td></td>
<td>what, want</td>
<td>rounded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>qualify, quantity</td>
<td>open</td>
</tr>
</tbody>
</table>
EXERCISE

- Place the words in the box below into the correct columns in the chart:

| pull | trust | cash | kick | dog | test | could | company | bag | quick | fashion | watch | fence | grill | bush | thorough | value | pleasure | shift | ready | shop | wrong | mother | ran | look | send | hunt | chip | add | wander | bug | wood | butcher | problem | leisure | wrist |
|------|-------|------|------|-----|------|-------|---------|-----|------|---------|-------|-------|-------|-----|----------|------|----------|------|-------|------|-------|-------|-----|-------|-----|-------|---------|--------|---------|------|

<table>
<thead>
<tr>
<th>I</th>
<th>Ù</th>
<th>Ė</th>
<th>Å</th>
<th>Æ</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>pull</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 - Listen and check your answers.

DRILL

4.4

This is history, listen! In sixteen sixty six, Britain didn’t exist.

Tim’s fitter than Jim, but Jim’s thinner than him.

I took the book to have a look.

The crook took the rook and put it on the bookshelf.

Wendy sent Fred a red leather bed as a wedding present.

I bet ten cents on the reds.

My son’s in London having fun in the sun.

Money is not enough, nor blood, nothing comes close to love.

The anarchist cat sat on the mat, having a chat with a radical rat.

In fact, the Titanic sank in the Atlantic.

What do you want Tom? A vodka and tonic on the rocks? Or a strong coffee?

I want you to stop blocking my shop with boxes of rotten socks.

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English contains one **glottal fricative** sound /h/.

/h/ only ever appears at the **beginning of a syllable**.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings / Examples</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>heat, whose, heard, hall, hard, hit, hood, ahead, hundred, hockey, hot, happy, behind, hope, hair.</td>
<td>glottal</td>
</tr>
</tbody>
</table>

**DRILL**

How happy Harry was having seen Henry’s house!

I hope Holland’s hippies have hot holidays in Haiti.
<h> in Function Words | Structure

- Listen to the pronunciation of the word ‘he’ in this conversation:

A “What’s he doing?”
B “He’s having lunch I think.”

- How is the pronunciation different in the second line?

* The following function words begin with <h>:
  he, her, him, have, had, has, his.

* The <h> in these function words is pronounced if the function word is unstressed and at the beginning or end of the sentence or phrase.

* This <h> will normally be silent in other positions of the sentence.

* Note that ‘have’, ‘had’ & ‘has’ also appear as content words (see pg 75).

EXERCISE

- Following the rules above, cross out the silent <h> and underline the pronounced <h> in the following sentences:

1. A Where’s he gone?
   B He said he was going to the bar.

2. A What does her brother do?
   B Her brother? He’s a plumber.

3. A How am I going to break the news to him?
   B Sit him down, give him a cup of tea and explain slowly.

4. A Have we got a map in here?
   B Oh no, we must have left it at home.

5. A What’s his name?
   B His first name’s David, but I’ve forgotten his surname.

4.9 - Check your answers and practise the dialogues.

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**Silent Letters | Spelling & Sound**

- Write the word for each picture in the gaps below them - each word contains a silent consonant:

> Write the word for each picture in the gaps below them - each word contains a silent consonant:

> 4.10

**DRILL**

<table>
<thead>
<tr>
<th>Silent Letter</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>debt, doubt, subtle, lamb, climb, numb, plumber, comb, thumb</td>
</tr>
<tr>
<td>h</td>
<td>honour, heir, hour, exhibit, exhaust, Thames</td>
</tr>
<tr>
<td>k</td>
<td>knee, know, knot, knife, knight</td>
</tr>
<tr>
<td>l</td>
<td>walk, talk, although, calf, half, chalk, yolk, calm, palm, salmon</td>
</tr>
<tr>
<td>n</td>
<td>column, autumn, condemn, damn, hymn</td>
</tr>
<tr>
<td>p</td>
<td>psychology, pneumonia, cupboard, receipt, pseudo, Psalm</td>
</tr>
<tr>
<td>s</td>
<td>island, aisle, debris</td>
</tr>
<tr>
<td>t</td>
<td>often, fasten, soften, listen, gourmet, mortgage, ballet</td>
</tr>
<tr>
<td>w</td>
<td>whole, who, sword, write, wrist, answer</td>
</tr>
</tbody>
</table>

* Written English contains **consonant spellings that are never pronounced.**
* Consonants < b, h, k, l, n, p, s, t & w > can be silent in speech.
- Using the clues at the bottom of the page, fill in the crossword below. The grey letter in the middle contains a silent letter in each case.

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th></th>
<th></th>
<th></th>
<th>w</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b</td>
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<td>3.</td>
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<td>5.</td>
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<td>6.</td>
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<td>t</td>
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<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>k</td>
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<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
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<td></td>
<td>l</td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
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<td>w</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>g</td>
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</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>w</td>
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</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>t</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLUES**
1. The response to a question.
2. An inability to speak.
3. A woman’s accessory, worn on the shoulder and where day-to-day things are kept.
4. The form of a dead person in an apparition.
5. Adjective. Originating from a different country or place.
6. The act of hearing something intently.
7. Verb. To use wool to create a garment using needles.
8. The yellow part of an egg.
9. Incorrect, the opposite of right.
10. An object or behaviour indicating information.
11. The first light before sunrise in the morning.
12. The worker who delivers mail.
- Listen carefully to the sentence below.

```
“Didn’t_you_offer_Anne_Ball_lunch?”
```

- How are the words joined where you see _ between words?

> *In spoken English we aim to join words together to create smooth speech.
> *There are different ways words and sounds can join as follows:

4.12

<table>
<thead>
<tr>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.12</td>
</tr>
</tbody>
</table>

1. **consonant + consonant** joining

When 2 identical sounds appear next to each other, we make one longer sound:

- Ball_lunch.
- I wish_Sharon well.

2. **consonant + consonant** assimilation

Some consonant sounds can join together to form a different sound (assimilate). Most commonly this happens to /t/ /d/ & /n/:

- didn’t_you t + j = tf
- Anne_Ball n + b = m
- That_man t + m = p

3. **consonant + vowel** joining

Final consonants move to the next syllable if the next syllable starts with a vowel:

- It isn’t _ always _ easy. = /ɪt tʃ ən tʃə: ɪ zi: zi/
- Dan _ and _ Anne _ aren’t _ in. = /dæn næn næ:n trən/

4. **vowel + vowel** joining

If one word ends with a vowel and the next begins with a vowel, we often join the words with one of /j/ /w/ or /r/

- you_offer (you w offer)
- We _ entered (we j entered)
- China _ expanded (china r expanded)
EXERCISE

i) Write a line between all words that will have a consonant + vowel join:

1. What___a lot___of nonsense.
2. It isn’t at all bad.
3. Can I take an apple?
4. I fell in love on holiday.
5. Her bank account is in the red.
6. It’s a bit of a joke.

ii) Repeat this recipe ensuring that the words are joined:

ITALIAN RECIPE
Wash and peel a tomato
Chop an onion
Heat a spoon of oil in a pan
Slice a bulb of garlic
Boil a pint of water with a pinch of salt
Cook a pound of pasta
Drain in a colander
Serve in a large bowl with olive oil.

iii) Circle the phrase in each line that will assimilate:

<table>
<thead>
<tr>
<th>word</th>
<th>Phrase 1</th>
<th>Phrase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hand</td>
<td>a handbag</td>
</tr>
<tr>
<td>2</td>
<td>bat</td>
<td>a bat and ball</td>
</tr>
<tr>
<td>3</td>
<td>grand</td>
<td>a grand party</td>
</tr>
<tr>
<td>4</td>
<td>London</td>
<td>London Underground</td>
</tr>
<tr>
<td>5</td>
<td>down</td>
<td>down under</td>
</tr>
<tr>
<td>6</td>
<td>red</td>
<td>a red car</td>
</tr>
<tr>
<td>7</td>
<td>one</td>
<td>one metre</td>
</tr>
</tbody>
</table>
Prominence | Intonation

- Listen to the conversation:

4.17 🎧

A “Do you like pizza?”
B “I like all Italian food.”

- Which words are stressed? Why?

✦ In spoken English we give prominence (stress) to new information.
✦ The last word with new information will be the strongest (tonic syllable).
✦ We do not stress old information - “Italian food” in the example.

DRILL

- Listen and practise the conversations below, the prominent words are in bold.

4.18 🎧

A Would you like a cup of tea?
B I’m so thirsty I could drink a pot of tea!

A Mozart’s greatest work was the St. Matthew Passion.
B That was Bach’s work.

A Have you seen Brad Pitt’s latest?
B No, I can’t stand Brad Pitt!

A Do you fancy going to Poland this year?
B I wouldn’t mind visiting Cracow.

A Has the match finished?
B No, the first half has finished.

A Would you like to come to Warsaw with me?
B Absolutely, I’ve never been to Poland before.

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EXERCISE

- Reply to the recording using the sentence you are given.
- Underline the most important word in your reply (the last important word).

EXAMPLE 1.
“Can I get you anything to drink?”
Yes please, a cup of tea.

EXAMPLE 2.
“Was Betty Smith at the meeting?”
No, but her husband John Smith was.

1. I’m scared of dogs.
2. Have you got anything by Kate Bush?
3. No, at three o’clock.
4. Well, you can’t go wrong with a Mercedes.
5. It’s a quarter to four.
6. I wouldn’t mind a glass of white wine.
7. I think we should go to Spain.
8. No, I never listen to pop music.
9. I think it will be chicken and chips.
10. I’m not allowed sweet things.

- Turn your book upside down and practise the other part of each conversation:

PERSON A / RECORDED

1. Do you fancy an ice-cream?
2. What shall we listen to?
3. The game starts at four o’clock.
4. What car shall I buy?
5. What time is it?
6. Can I offer you some red wine?
7. Where shall we go on holiday?
8. Have you heard Kate Bush’s new album?
9. What are you going to cook me for dinner?
10. Why don’t you take Spot the dog for a walk?
Verb/Noun Stress Shift | Postscript

- Listen to the following dialogue, paying attention to the word ‘refund’:

“I’d like a refund for these trousers – they don’t fit.”
“I’m afraid we don’t refund items over 28 days old sir.”

- How does the stress change in ‘refund’?

✦ Some words are stressed differently depending on their form.
✦ As nouns, these words will use first syllable stress.
✦ As verbs, they will use second syllable stress.

DRILL / EXERCISE

i) Repeat the words in the box, firstly as nouns then as verbs:

4.21 [conduct import export incense permit research progress object decrease contrast refund contract record present]

ii) Use one word from the box for each pair of sentences below, marking the stress with <ˈ>:

a) Is there any known _____________ on the frequency of the schwa?
b) I have to _____________ Amazonian birds for my new book.

a) The people of West Sussex _____________ to the new power station.
b) The _____________ of this exercise is to understand verb/noun pairs.

a) Portugal will need to beat Poland to _____________ in the competition.
b) _____________ has been slow due to the terrible weather.

a) “Excuse me sir, may I see your resident’s _____________?”
b) We can’t _____________ you to bring this across the border.

a) Recent years have seen a large _____________ in crime.
b) If we _____________ expenditure, I think profits will go up.

a) I don’t want any more nonsense, just _____________ me with the facts.
b) Happy birthday Jane! Here’s your _____________.

4.22 - Listen and check your answers then practise the sentences.
## Chapter 5

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Approximant Consonants</th>
<th>r j w ɫ ℓ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Comparison</td>
<td>Weak Vowels</td>
<td>/ɪ/ vs /ə/ vs /i/</td>
</tr>
<tr>
<td>Spelling &amp; Sound</td>
<td>&lt;oo&gt;</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Vowel Joining</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>Question Tags</td>
<td></td>
</tr>
<tr>
<td>Postscript</td>
<td>‘have’</td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key Pages 123-124**
An approximant is a **vowel-like consonant**.
The flow of air is **never fully blocked** in the production of approximants.
English contains three approximant sounds.

---

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings / Examples</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>read, roof, rich, rub, rock, round, rear, prune, pray, true, tree, cry, crash, three, through, strong, strike</td>
<td>alveolar</td>
</tr>
<tr>
<td>j</td>
<td>yeast, use, youth, usual, yawn, yard, yes, young, yoghurt, piano, year, tune, tube</td>
<td>palatal</td>
</tr>
<tr>
<td>W</td>
<td>weed, word, walk, win, wash, wait, always, weird, queen, quick, quote, quiet, conquest, quarter</td>
<td>velar + rounded lips</td>
</tr>
</tbody>
</table>

---

**DRILL**

- Great Britain’s residents very rarely take breaks in Greenland.
- Every Friday at three we rush to the bakery for fresh rye bread for breakfast.
- I used to yearn to play a tune on your piano.
- Yes, Janis, I ironed your yellow tunic yesterday, as usual.
- Why not unwind with a quick weekend getaway in Wales.
- Waiter, white wine for my wife, please and a whisky for me.
Lateral approximants are created by releasing air past the sides of the tongue.

* <l> before a vowel sound will be pronounced /l/ with the tongue tip touching the alveolar ridge. This is sometimes called ‘clear l’.

* <l> after a vowel sound will be pronounced /ɫ/ with the tongue also raised at the back of the mouth. This is sometimes called ‘dark l’.

### EXERCISE

**DRILL**

- England’s lazy long lunches are unlike Italy’s.
- Labour leader Blair’s last landslide election was ludicrous.
- I’ll fill Paul’s mailbox with Celtic tales of old.
- Will you sail, or will you travel by rail?
Weak ə vs ɪ | Sound Comparison

- Listen to four words with weak ending spelt < en >.
- Which word does not contain the schwa sound /ə/?

5.5  beaten  chicken  driven  children

✦ The most common weak vowels of English are /ə/ and /ɪ/.
✦ These weak sounds are spelt using < a, e, i, o & u > in written English.
✦ Weak vowels can appear at the beginning, middle and end of words.

DRILL

5.6 1. Words with /ə/:  mother  tighten  perform  legal  alive  devil  corrupt
2. Words with /ɪ/:  enough  women  because  cottage  finish  timid

EXERCISE

- Using a dictionary or the recording, place the words in the box into their correct column below. The weak form in each word is underlined.

accent  erase  kitchen  fossil  Thomas  explain  manage  evil  China  orange
purchase  kisses  madness  persuade  council  return  bandage  harvest  Japan
demand  danger  English  misses  garden  lentil  believe  England  parade  wicked
defence  turning  spoken  pencil  surface

5.7  - Check your answers and practise saying the words.
Weak i vs i | Sound Comparison

- Listen carefully to the following sentence:

5.8 🎧 "France’s taxis don’t pay taxes!"

- Can you hear a difference in the pronunciation of ‘taxis’ and ‘taxes’?

### Weak /i/

5.9 🎧 * The long vowel /i:/ also appears in spoken English as a short, weak vowel /i/.
* It appears at the end of words spelt < y >, and in pronouns ending < e >:

<table>
<thead>
<tr>
<th>Content Words</th>
<th>Function Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>finally</td>
<td>/fʌnəli/</td>
</tr>
<tr>
<td>only</td>
<td>/əʊnli/</td>
</tr>
<tr>
<td>early</td>
<td>/ɔːli/</td>
</tr>
<tr>
<td>me</td>
<td>/mi/</td>
</tr>
<tr>
<td>she</td>
<td>/ʃi/</td>
</tr>
<tr>
<td>we</td>
<td>/wi/</td>
</tr>
</tbody>
</table>

### Weak /ɪ/

5.10 🎧 * The short vowel /ɪ/ also appears in spoken English as a weak form.
* As a weak vowel it never appears at the end of a syllable.
* In function words it is always spelt < i >:

<table>
<thead>
<tr>
<th>Content Words</th>
<th>Function Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>wanted</td>
<td>/wɒntɪd/</td>
</tr>
<tr>
<td>incredible</td>
<td>/ɪnˈkredəbl/</td>
</tr>
<tr>
<td>managing</td>
<td>/mænɪdʒɪŋ/</td>
</tr>
<tr>
<td>him</td>
<td>/hɪm/</td>
</tr>
<tr>
<td>with</td>
<td>/wɪð/</td>
</tr>
<tr>
<td>this</td>
<td>/ðɪs/</td>
</tr>
</tbody>
</table>

**EXERCISE**

- In the sentences below, write i or i above each underlined vowel in bold:

5.11 🎧 1. What does he want with this carpet?

2. I’m meeting Mandy this evening.

3. She’s visiting from Burnley.

4. Did we really need to finish the whiskey?

5. If Katy is with me, we’ll eat sushi.

6. Johnny nearly crashed into me.

7. Did he really? How inconsiderate of him!
Listen to the sentence below:

“Look at the flood on the poor moon.”

- How many different vowel sounds appear in the <oo> spelling?

- The spelling <oo> is most commonly pronounced /u:/.
- Some words spelt with <oo> are pronounced /ʊ/ or /ʌ/
- The spelling <oor> is pronounced /ɔ:/
- The word ‘brooch’ is pronounced /brɒʃ/.

EXERCISE

- Listen to the words in the box and place them into the correct column of the table below:

<table>
<thead>
<tr>
<th>troop</th>
<th>stood</th>
<th>wood</th>
<th>fool</th>
<th>book</th>
<th>blood</th>
<th>food</th>
<th>soon</th>
<th>shook</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>troop</th>
<th>stood</th>
<th>wood</th>
<th>fool</th>
<th>book</th>
<th>blood</th>
<th>food</th>
<th>soon</th>
<th>shook</th>
<th>took</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;oo&gt; = /ʊ/</td>
<td>&lt;oo&gt; = /u:/</td>
<td>&lt;oo&gt; = /ʌ/</td>
<td>&lt;oo&gt; = /ɔ:/</td>
</tr>
<tr>
<td>stood</td>
<td>troop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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EXERCISE

- Navigate from start to finish *without* saying the sound /u:/.
- You may move vertically or horizontally, **NOT** diagonally.

<table>
<thead>
<tr>
<th>groom</th>
<th>cook</th>
<th>roof</th>
<th>pool</th>
<th>root</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>foot</td>
<td>soon</td>
<td>loose</td>
<td>zoom</td>
<td>boot</td>
</tr>
<tr>
<td>hood</td>
<td>room</td>
<td>door</td>
<td>flood</td>
<td>look</td>
<td>food</td>
</tr>
<tr>
<td>wool</td>
<td>blood</td>
<td>stood</td>
<td>zoo</td>
<td>took</td>
<td>bloom</td>
</tr>
<tr>
<td>tooth</td>
<td>moon</td>
<td>mood</td>
<td>shoot</td>
<td>shook</td>
<td>scoop</td>
</tr>
<tr>
<td>balloon</td>
<td>proof</td>
<td>boom</td>
<td>fool</td>
<td>woof</td>
<td>tool</td>
</tr>
<tr>
<td>choose</td>
<td>shampoo</td>
<td>mushroom</td>
<td>goose</td>
<td>floor</td>
<td>too</td>
</tr>
</tbody>
</table>
- Listen to the 2 word phrases - how do they join together?

When one word ends with a vowel sound and the next word begins with a vowel sound, we will normally join the words in speech.

In order to join, we will add an approximant sound: /r/ /j/ or /w/.

The joining approximant is often shown in the spelling of the first word.

1. Joining with /w/

If the first word ends in a rounded vowel (u, ʊ, ə), we join with /w/.

who_are_you go_away now_and_then

2. Joining with /j/

If the first word ends in a high vowel (i, ɪ, ə, ɔɪ) we join with /j/.

we_understand pay_up try_it

3. Joining with /r/

If the first word ends in a neutral vowel (a, ʌ, ə, e, ɪ) we join with /r/.

brother_and_sister war_and_peace law_and_order.

Words spelt with <aw> such as ‘law’, ‘saw’ etc. join with /r/.

---

**DRILL**

This voice exercise is designed to move the mouth for vowel + vowel joining:

1. Joining with /w/ uːwɪəʊ uːwɪəʊ
2. Joining with /j/ iːjɛr iːjɛr
3. Joining with /r/ ɜːrer ɜːrer ɜːrer

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EXERCISE

- Place the sentences into their correct columns according to the joiner:

Can you see it?  Can you hear it?  Joe isn’t here.
I’ll bring your tray up in a minute.  Fry it in a little oil.
They’re mother and daughter. The two of you will win!

Are we near Oxford?  That’s so exciting!
The day after tomorrow.  No sir, I can’t help.

Can we buy a new toaster?  How about a tea?

It’s the law of averages.  A toy elephant.  You’ll get through it.

Who are you?  I feel free as a bird.  Now and then.

Can you spare a minute?

5.17 - Listen and check your answers.

DRILL

- Say the following names joining the first name with the surname each time:

5.18  Joe Adams  Roy Edwards  Lisa Ashford  Sue Ingrids  Joy Austin
      Claire Anthony  Teresa Elmsfield  Charlie Edwards  Emma Ellis

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**Question Tags | Intonation**

- Listen to the following statement said in two ways:

5.19 🎧

“Hello, you’re Katie, aren’t you?”

- How is the meaning different each time?

* A question tag is added to a statement to make it into a question.
* Most question tags are opposite to their statement (negative/positive or positive/negative) and use the following intonation:
  - **Falling intonation**, meaning “I know what I am saying is correct”.
  - **Rising intonation**, meaning “I am not sure, please answer”.
* Question tags are common in British English but rare in American English.

**DRILL**

1. Say the following statement and tag combinations with **falling intonation**:

5.20 🎧

That’s a beautiful piece of art, ↘ isn’t it?
They were so noisy, ↘ weren’t they?
Susan will be on her way by now, ↘ won’t she?
He can run really fast, ↘ can’t he?
This film will win awards, ↘ won’t it?
Arsenal are brilliant, ↘ aren’t they?

2. Say the following statement and tag combinations with **rising intonation**:

5.21 🎧

John’s finished his exams, ↘ hasn’t he?
It’s not ten o’clock yet, ↘ is it?
The Smiths were at the party, ↘ weren’t they?
That’s your car, ↘ isn’t it?
John can’t play the trumpet, ↘ can he?
You don’t think England will win, ↘ do you?

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- Listen to the conversation:

5.22 A You won’t forget to call me when you arrive in New York, \^{1} \textit{will you?}  
B I’ll try not to mum.  
A And you know that the subway is dangerous at night, \^{2} \textit{don’t you?}  
B Yes mum.  
A And if anyone strange approaches you, you’ll walk away, \^{3} \textit{won’t you?}  
B You think I’m stupid, \^{4} \textit{don’t you? I can look after myself you know?}  
A Yes darling, but you can’t be too careful these days, \^{5} \textit{can you?}  
And you’re my son, so I’m allowed to worry …… \^{6} \textit{aren’t I?}  
B Yes mum, of course you are.

- Why does the mother use falling intonation in tags 1 - 5?
- In tag 6 the mother uses rising intonation. Why?

EXERCISE
- Listen to the conversation then practise saying it.

5.23 A Excuse me, you aren’t Billy \(^\text{↗}\) are you?  
B Yes, who’s asking?  
A You don’t recognise me, \(^\downarrow\) do you?  
B Well, I’m not sure. You seem familiar.  
A I can’t believe it. But you remember going to college in Oxford, \(^\uparrow\) don’t you?  
B How could I forget?  
A And you haven’t forgotten the drama club, \(^\uparrow\) have you?  
B No, of course not. Ahh Liz, Liz Jones. It’s ten years since we saw each other last, \(^\downarrow\) isn’t it?  
A Yes, it must be. Well, how are you?

- Explain the use of intonation in each tag.
‘have’ | Postscript

- Listen to the dialogue:

5.24 🎧

A What **have** you got planned for this evening?
B I **have** to work on my thesis.
A That’s a shame. We’re going to **have** sushi in the centre.
B **Have** you tried sushi before?
A No, but the others **have**. Have you?
B I might **have** done once, ages ago.
A Well, we’ll **have** to go out another night.
B Absolutely, **have** fun!

- How many different ways is the word ‘have’ pronounced?

5.25 🎧

✦ The pronunciation of ‘have’ changes depending on its usage as follows:

<table>
<thead>
<tr>
<th>Usage</th>
<th>Pronunciation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>content stressed function</td>
<td>/hæv/</td>
<td>I have red hair.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I <em>have</em> finished.</td>
</tr>
<tr>
<td>function word</td>
<td>/hɔv/</td>
<td>Have the police arrived?</td>
</tr>
<tr>
<td></td>
<td>/ɔv/</td>
<td>What have you done?</td>
</tr>
<tr>
<td></td>
<td>/v/</td>
<td>I’ve finished the biscuits.</td>
</tr>
<tr>
<td>modal obligation</td>
<td>/hæf/</td>
<td>We have to go now.</td>
</tr>
</tbody>
</table>

EXERCISE

- Go through the conversation at the top of the page and find an example of each pronunciation of ‘have’ from the table.
- Create your own examples for each usage of ‘have’.

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# Chapter 6

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Diphthong Vowels</th>
<th>ei ic ie au eu ee ei ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Comparison</td>
<td>◊</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>Compounds</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>High Fall</td>
<td></td>
</tr>
<tr>
<td>Postscript</td>
<td>‘do’</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key Pages 125-126
- What sound do English people say for the following:

1. The first letter of the alphabet: A

2. To grab someone’s attention:

3. What we use to see with:

4. What we say when we are hurt:

5. The invisible substance we breathe:

6. What we use to hear with:

7. What we say when we are surprised:

- A diphthong is a long vowel that moves from one mouth position to another.
- The first position in a diphthong is stronger than the second.
<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings</th>
<th>Examples</th>
<th>Position 1</th>
<th>Position 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ei</strong></td>
<td>ay, ea, a_e, ai</td>
<td>pay, break, grade, fail, stay, wait, change</td>
<td>front</td>
<td>front</td>
</tr>
<tr>
<td><strong>oi</strong></td>
<td>oi, oy</td>
<td>boy, toy, avoid, foil, enjoy, annoy, coin</td>
<td>back</td>
<td>front</td>
</tr>
<tr>
<td><strong>ai</strong></td>
<td>ie, i_e, i, y</td>
<td>pie, crime, climb, spy, shine, fly, high</td>
<td>back</td>
<td>front</td>
</tr>
<tr>
<td><strong>ou</strong></td>
<td>o, o_e, oa, ow</td>
<td>post, tone, soap, show, so, lonely, soda</td>
<td>centre</td>
<td>back</td>
</tr>
<tr>
<td><strong>au</strong></td>
<td>ou, ow</td>
<td>couch, house, allow, brown, voucher, noun, how</td>
<td>front</td>
<td>back</td>
</tr>
<tr>
<td><strong>ie</strong></td>
<td>eer, ear</td>
<td>peer, gear, steer, fear, beer, rear, cheer, spear</td>
<td>front</td>
<td>centre</td>
</tr>
<tr>
<td><strong>ee</strong></td>
<td>are, ere, ea, ai</td>
<td>spare, where, pair, care, there, aware dare</td>
<td>front</td>
<td>centre</td>
</tr>
</tbody>
</table>
The rain in Spain never came, what a shame!
Pay the waiter to take the tray away.

Roy annoyed his boy by toying with some foil.
The Royals employed Mrs. Doyle to boil their soil.

Di tried to ride her bike from Brighton to the Isle of Skye.
Bide your time Mr. Vine, but sign under the right line.

Go, don’t moan, and phone me when you get home.

Joe wrote an emotional post-it note.

How now brown mouse?
Around this town they found some astounding grounds.

Near here, you can clearly hear the deer.

Sorry Shakespeare, King Lear was clearly really weird!

The heir to the mayor, let’s hope he’s fair, Mr. Blair!

Rare bear’s hairs are carefully aired in there.
Diphthongs | Sound Comparison

EXERCISE

- Complete the blank squares with words only using the consonant on the left + the diphthong on the top, then check your answers and listen to the words.

EXERCISE

- Complete the IPA transcription for the pictures. Use each diphthong only once.
- Listen to the sentence below:

6.5 🎧

“Who’s stolen my son’s boxing gown?”

- Which vowel sounds appear on each <o>?

- The spelling <o> commonly produces /ɔ/ /ʌ/ /ɒ/ and /ʊ/ in pronunciation.
- Exceptions are ‘woman’ /wɪmən/, ‘woman’ /wʊmən/ & ‘wolf’ /wʊlf/.
- The spelling <ow> produces /ɔ/ & /aʊ/.
- The spelling <or> usually produces /ɔ:/.

**EXERCISE**

- Listen to the words in the box and place them into the correct column of the table below:

6.6 🎧

month long move comb how down bold cod do tongue front log now alone cross shot cow lose so shove tomb allow cold prove some dock love who brown low

<table>
<thead>
<tr>
<th></th>
<th>&lt;o&gt; = /ɔ/</th>
<th>&lt;o&gt; = /ʌ/</th>
<th>&lt;o&gt; = /ɒ/</th>
<th>&lt;o&gt; = /ʊ:/</th>
<th>&lt;o&gt; = /aʊ/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>long</td>
<td>month</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE

- Using the directional arrows in the key below, go down the board.

<table>
<thead>
<tr>
<th>sound</th>
<th>œ</th>
<th>a</th>
<th>ʌ</th>
<th>ɔ</th>
<th>ɪ</th>
<th>ʊ</th>
<th>u:</th>
<th>ø</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td>↓</td>
<td>←</td>
<td>←</td>
<td>←</td>
<td>↑</td>
<td>→</td>
<td>←</td>
<td>→</td>
</tr>
</tbody>
</table>

![Sound chart and directional arrows]

<table>
<thead>
<tr>
<th>dose</th>
<th>gone</th>
<th>bowl</th>
<th>sock</th>
<th>nose</th>
<th>flow</th>
<th>fox</th>
</tr>
</thead>
<tbody>
<tr>
<td>done</td>
<td>doll</td>
<td>wrong</td>
<td>bone</td>
<td>whole</td>
<td>wonder</td>
<td>hole</td>
</tr>
<tr>
<td>gown</td>
<td>owl</td>
<td>so</td>
<td>stole</td>
<td>brown</td>
<td>nothing</td>
<td>pony</td>
</tr>
<tr>
<td>phone</td>
<td>London</td>
<td>son</td>
<td>boss</td>
<td>women</td>
<td>drown</td>
<td>grown</td>
</tr>
<tr>
<td>chop</td>
<td>shower</td>
<td>none</td>
<td>wolf</td>
<td>one</td>
<td>stop</td>
<td>not</td>
</tr>
<tr>
<td>dog</td>
<td>rope</td>
<td>Rome</td>
<td>born</td>
<td>chop</td>
<td>do</td>
<td>lost</td>
</tr>
<tr>
<td>dock</td>
<td>show</td>
<td>port</td>
<td>lose</td>
<td>store</td>
<td>home</td>
<td>posh</td>
</tr>
<tr>
<td>town</td>
<td>love</td>
<td>come</td>
<td>chose</td>
<td>rot</td>
<td>other</td>
<td>who</td>
</tr>
</tbody>
</table>

- Where do you exit at the bottom? Check your answer in the answer key.
Compounds | Structure

- Listen to the following words, where is the main stress?

6.7 catfish  deadline  figurehead  homesick  lawsuit  waterfall

✦ A compound is formed of two words.
✦ Compounds can be written as one word, two words separated by a hyphen, or two separate words.
✦ Most compounds place stress only on the first word.

DRILL

6.8 airport  background  bedtime  breakfast  bulldog  cobweb  cupboard  deadline  doorway  eyelash  farmhouse  fingernail  gateway  goldfish  grandmother  grapefruit  hairdresser  headphones  hangover  honeymoon  windowsill  left over  motorbike  popcorn  seashore  shellfish  sometimes  stepmother

EXERCISE

- In the conversation below, underline the compound nouns:

6.9 A Hello granddad!
B Oh hello darling, how nice to receive a telephone call from you!
A How are you and grandma?
B Oh we’re very well.
   We’re just sitting here reading the newspapers.
A Is there anything interesting?
B No, not really. What’s your news?
   Are you still with your boyfriend, Greg?
A Actually, that’s why I called.
   Yesterday Greg proposed!
   I’m wearing an engagement ring right now!
B Well, congratulations darling.
   I always thought I could hear wedding bells with you two!

- Check your answers and practise saying the conversation.
- Which compounds are written as two separate words?
EXERCISE

- Name the household objects in the pictures. They are all compounds:

6.10 - Listen to check your answers.
High Fall | Intonation

- Listen to the following typical exchange said in 2 ways:

6.11  A “It’s a lovely day, isn’t it?”

B “Yes, absolutely gorgeous”

- How did the meaning change the second time?

✦ A falling pattern can start from a high tone (high-fall) or a mid tone (mid-fall).
✦ The meaning changes radically when the different tones are used.
✦ A high-fall shows enthusiasm, emotion and involvement in the speaker.
✦ A mid-fall shows detachment, lack of interest and even boredom.
✦ The high-fall is very common in spoken English - see drill below.

DRILL

6.12  STATEMENTS & NEW INFORMATION

‘Paris is so charming in spring.’
‘I’m really looking forward to my holiday’.
‘Let’s make a cake!’

INFORMATION QUESTIONS

‘What’s the weather like?’
‘Who will be at your party?’
‘How much are these trousers?’

QUESTION TAGS (STATEMENTS)

‘It’s great, isn’t it?’
‘Those children are so lively, aren’t they?’
‘Elena was a brilliant cook, wasn’t she?’

EXCLAMATIONS

‘Wonderful!’
‘Brilliant!’
‘Fantastic!’
EXERCISE

i) Listen to the conversation:

6.13 🎧 A Hi Jane!
B Oh hi John! I haven’t seen you for ages!
A No, it must be 2 years now.
B Yes, it was in London, wasn’t it?
A Yes, at the old friends reunion. Anyway, how are things?
B Pretty good! I’ve been working on a new book.
A Oh yes. What’s this one about?
B It’s a biography of a 16th century scientist.
A Wow! How interesting! When will it be finished?
B Oh I hope very soon. And how have you been?
A You didn’t hear, did you? Katie had a baby last year! A little boy.
B Amazing! You’re a father!
  Congratulations. Who would have thought it?
A Yes, I can’t quite believe it myself.
B What’s his name?
A Peter. I preferred Jethro, but Kate insisted.
B Peter’s a lovely name. Listen, I must be off!
  I have a train to catch.
A Fine, we must meet up soon!
B Absolutely. I’ll give you a call.

ii) Every underlined sentence/unit uses a high-fall. Choose the usage from the list below for each high-fall:

- Information
- Exclamation
- Information Question
- Statement Question Tag

iii) Practise the conversation using a high-fall where indicated.
‘do’ | Postscript

- Listen to the dialogue:

6.14

A How do the English say a schwa sound?
B Don’t you know yet?
A No, I don’t. Where do you put the lips?
B You don’t move the lips, they stay still.
A What do you do with the tongue?
B Well, you don’t do anything with it, it’s relaxed.
A Amazing, do you do anything with the jaw?
B No, absolutely not. To make a schwa, you do nothing.
A Why does it always come out wrong then?
B Maybe you’re no good at doing nothing!

✦

The verb ‘do’ has the following pronunciations in spoken English:

də dəʊnt dəː duː duːːwɪŋ dʒu

- Listen and write the pronunciation from the box above next to each usage below:

6.15

i) The negative form (don’t) is pronounced ______________.
ii) The weak function word (do) is pronounced ______________.
iii) The stressed or content word (do) is pronounced ______________.
iv) The gerund form (doing) is pronounced ______________.
v) The weak function words ‘do you’ can be pronounced ______________.

EXERCISE

- Write the expected pronunciation of ‘do’ next to each sentence:

6.16

1. Do they know we’re coming? ______
2. Do you like my new haircut? ______
3. You do love me, don’t you? ______ ______
4. If you do come, we’ll have a great time. ______
5. Don’t you fancy a night out? ______
6. Do we really need another car? ______
7. Phil’s left me. What am I going to do? ______

- Listen to check your answers.
<table>
<thead>
<tr>
<th>Sounds</th>
<th>Nasal Consonants</th>
<th>m n ɳ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Comparison</td>
<td>/ɳ/ vs /ŋŋ/</td>
<td>![Fingerprint Image]</td>
</tr>
<tr>
<td>Spelling &amp; Sound</td>
<td>⟨a⟩</td>
<td>![Insect Image]</td>
</tr>
<tr>
<td>Structure</td>
<td>Double Stress Compounds</td>
<td>![Shoes Image]</td>
</tr>
<tr>
<td>Intonation</td>
<td>Fall-rise</td>
<td>![Woman Smoking Image]</td>
</tr>
<tr>
<td>Postscript</td>
<td>‘are’</td>
<td>![Soccer Ball Image]</td>
</tr>
</tbody>
</table>

Answer Key Pages 127-128

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A nasal consonant is a voiced sound made by air escaping through the nose.

There are three nasal consonants in spoken English:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spellings / Examples</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 m</td>
<td>mean music mist mate might amazing lamb team came home drum</td>
<td>bilabial (both lips)</td>
</tr>
<tr>
<td>7.2 n</td>
<td>need north next name near interfere enlist investigate land bone soon barn</td>
<td>alveolar</td>
</tr>
<tr>
<td>7.3 η</td>
<td>think twinkle sunk monk bank England thing song language working singing</td>
<td>velar</td>
</tr>
</tbody>
</table>

**DRILL**

- Millions of mad missionaries mistook a member of parliament for the mafia.
- Maybe something will amaze you in my American mansion.
- I never noticed Nelly turning ninety.
- Do not complain by telephone, instead send a note.
- Whilst walking I was singing a song about England’s monks.
- I’m hungry so I’m going to eat something.
- Say the sentence below as it is written:

7.3 Londom Bridge looks iŋcredible tonight!

7.4 * In connected speech, the sound /n/ often assimilates to /m/ or /ŋ/.
* The assimilation can occur if the following consonant is bilabial or velar:

<table>
<thead>
<tr>
<th>Assimilation</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>n + bilabial cons (p, b, m) = m</td>
<td>Istanbul in-between</td>
<td>in my than Peter</td>
</tr>
<tr>
<td>n + velar consonant (k, g) = ŋ</td>
<td>England increase</td>
<td>sun cream in Greece</td>
</tr>
</tbody>
</table>

EXERCISE

i) Listen to the names of 10 people & write the first name above its surname.
ii) In brackets next to each first name, write ‘m’, ‘n’, or ‘ŋ’ according to the pronunciation of < n >.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Surname</th>
<th>First Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne</td>
<td>Peters</td>
<td>Ben</td>
<td>Grove</td>
</tr>
<tr>
<td>Ken</td>
<td>Cole</td>
<td>Wayne</td>
<td></td>
</tr>
<tr>
<td>Aaron</td>
<td>Lane</td>
<td>Sean</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>Carter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii) For every < n > in the sentences below, write either ‘n’ ‘m’ or ‘ŋ’ above to show its pronunciation then listen and check.

7.6

1. Have you been playing on Katie’s computer again?
2. Win cars, win money and win big prizes tonight!
3. On paper the ban could work, but in reality it won’t.
4. Can I have a thin piece of Belgian cake?
5. I’ll telephone you when my son can come.
Listen carefully to the words below:

singer  single  finger

Which word does not contain a /g/ sound?

**EXERCISE**

Listen to the words in the box and put them into the correct columns below according to the pronunciation of < ng >.

<table>
<thead>
<tr>
<th>taxing</th>
<th>finger</th>
<th>thing</th>
<th>hung&lt;er</th>
<th>Eng&lt;land</th>
<th>Hung&lt;ry</th>
<th>st&lt;ing</th>
<th>work&lt;ing</th>
<th>wing</th>
<th>strong&lt;er</th>
<th>long&lt;er</th>
<th>bang</th>
<th>mang&lt;o</th>
<th>wrong&lt;ly</th>
<th>tang&lt;o</th>
<th>mov&lt;ing&lt;ly</th>
<th>sing&lt;er</th>
<th>sing&lt;le</th>
<th>angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>η</td>
<td>ńg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From your answers, how is < ng > pronounced:

(i) at the end of a word?
(ii) in superlatives and comparatives?
(iii) when it appears in the middle of a word?
7.9 /ŋ/

* < ng > is pronounced /ŋ/ without a following /g/ sound at the end of words.

**EXAMPLES:** taxing, working, wing, bang

* If we add an ending to a word ending /ŋ/ it will not change unless it is a comparative or superlative.

**EXAMPLES:** singer, wrongly, movingly

/ŋɡ/

* Words that contain < ng > followed by more letters that have not been added as an ending will be pronounced /ŋɡ/.

**EXAMPLES:** hunger, England, Hungary, tango

* Adjectives ending < ng > made into superlatives or comparatives (-est/er) will be pronounced with /ŋɡ/.

**EXAMPLES:** stronger, longer

**EXERCISE**

- Circle the odd word out in each line:

7.10

1. bang banger Bangladesh
2. hungry hunger hung
3. young younger youngest
4. angle angry along
5. England English speaking
6. hanger finger anger
7. triangle angler wrongly
8. Congo bingo ringing
9. slang language linguistics
10. stronger strong strongest
The spelling `<a>` can produce 7 strong vowel sounds:

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>ɔː</td>
<td>ball, fall, call, walk, talk</td>
</tr>
<tr>
<td></td>
<td>ɑː</td>
<td>calm, palm, half, calf</td>
</tr>
<tr>
<td>ar</td>
<td>ɑː</td>
<td>bar, far, hard, spark, sharp</td>
</tr>
<tr>
<td>aw</td>
<td>ɔː</td>
<td>yawn, paw, law, raw, saw</td>
</tr>
<tr>
<td>ay/ai</td>
<td>ɛɪ</td>
<td>pay, paid, day, stay, ray, laid</td>
</tr>
<tr>
<td>a_e</td>
<td>ɛɪ</td>
<td>range, made, Dave, rave, bathe</td>
</tr>
<tr>
<td></td>
<td>ɑɛ</td>
<td>dare, stare, share, bare, flare</td>
</tr>
<tr>
<td>a</td>
<td>æː</td>
<td>hat, back, match, band</td>
</tr>
<tr>
<td></td>
<td>ɑː</td>
<td>father, rather, ask, past, task</td>
</tr>
<tr>
<td>w(h)a</td>
<td>ɑː</td>
<td>what, watch, want, wand, wasn’t, wash</td>
</tr>
</tbody>
</table>

* `<a>` can also produce 2 weak vowel sounds:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ə</td>
<td>about, arrange, particular, parade, machine</td>
</tr>
<tr>
<td>-age</td>
<td>manage, spillage, village, cottage</td>
</tr>
</tbody>
</table>
EXERCISE

- Write the word for each IPA transcription in the gap then find it in the crossword below.

wasp _______
ætləs _______
self _______
speə _______
ræp _______
ʃaːk _______
haːf _______
wɒt _______
tʃɛɪs _______
αːsk _______
ɔːlt _______
wɒtʃ _______
ɡerɪ _______
hæt _______
tɔːk _______
ʃwaː: _______
ɔː: _______
wɒz _______

EXERCISE

<table>
<thead>
<tr>
<th>s</th>
<th>c</th>
<th>h</th>
<th>w</th>
<th>a</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>w</td>
<td>h</td>
<td>a</td>
<td>t</td>
<td>s</td>
</tr>
<tr>
<td>l</td>
<td>a</td>
<td>a</td>
<td>s</td>
<td>l</td>
<td>a</td>
</tr>
<tr>
<td>a</td>
<td>t</td>
<td>x</td>
<td>p</td>
<td>a</td>
<td>f</td>
</tr>
<tr>
<td>t</td>
<td>c</td>
<td>h</td>
<td>a</td>
<td>s</td>
<td>e</td>
</tr>
<tr>
<td>s</td>
<td>h</td>
<td>a</td>
<td>r</td>
<td>k</td>
<td>a</td>
</tr>
<tr>
<td>g</td>
<td>a</td>
<td>t</td>
<td>e</td>
<td>h</td>
<td>w</td>
</tr>
</tbody>
</table>
7.13 Listen to the following place names. Which one uses a different stress pattern?

Cambridge Road  Regent’s Park  Oxford Street  Church Way

7.14 Names of people and places carry double stress (x X)

**EXAMPLES:** John Smith, Church Road, Blue Peter, Count Dracula

* The only exception to this rule are names with ‘Street’, which always take first element stress. (X .)

**EXAMPLES:** Church Street, Wall Street, Beale Street, High Street.

---

**EXERCISE**

- Say the following names of places in London:
- Which names use first element stress?

Oxford Circus  Goodge Street  Notting Hill
Hampstead Heath  Hyde Park
London Bridge  Abbey Road
Cannon Street  Bond Street
Covent Garden  Kensington Gardens
Liverpool Street

---

**EXERCISE**

- Listen to 2 people introduce themselves with their names and addresses, write the information below:

1. NAME ____________ ____________ ADDRESS ____________ ____________
2. NAME ____________ ____________ ADDRESS ____________ ____________

- Say your name and address, paying attention to the stress in the compounds.
Material & Ingredient Compounds | Structure

- Listen to the dialogue and find 2 compounds:

7.17 🎧

A What’s your favourite dessert?  
B Well I love pear tart, but probably my favourite is carrot cake.

- Are the compounds single or double stressed?

7.18 🎧

When a material or ingredient is the first word of a compound, it normally produces double stress (x X) as follows:

<table>
<thead>
<tr>
<th>1st Word</th>
<th>2nd Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>sandwich</td>
</tr>
<tr>
<td>tuna</td>
<td>quiche</td>
</tr>
<tr>
<td>lettuce</td>
<td>salad</td>
</tr>
<tr>
<td>wooden</td>
<td>floor</td>
</tr>
<tr>
<td>metal</td>
<td>lock</td>
</tr>
<tr>
<td>leather</td>
<td>shoes</td>
</tr>
</tbody>
</table>

* 3 exceptions to this rule are when the second word is ‘cake’, ‘juice’ or ‘drink’, these produce first element stress (X .).

<table>
<thead>
<tr>
<th>1st Word</th>
<th>Second Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>juice</td>
</tr>
<tr>
<td>carrot</td>
<td>cake</td>
</tr>
<tr>
<td>banana</td>
<td>drink</td>
</tr>
</tbody>
</table>

EXERCISE

- In each line of compounds, circle the odd one out:

7.19 🎧

1. apple juice apple cake apple tart Apple Street
2. John Edwards tin can ham sandwich potato cake
3. chocolate cake mango juice woollen jumper chocolate drink
4. train ticket lamp shade glass cabinet dining table
5. suede shoes leather trousers dinner jacket cotton shirt
6. fruit juice banana smoothie filter coffee coffee cake
- Listen to each dialogue said in two different ways.
- How does the meaning differ the second time?

7.20

A What was the film like?
B I enjoyed it.

A Would you like to go out tonight for dinner?
B Yes.

A What do you think about Mary?
B She’s very stylish.

* Using fall-rise intonation on a statement produces an **implication** - similar to saying “but”.
* This use of the fall-rise is often used to **subtly criticise or show doubt**.
* A **falling pattern** on a statement gives it a **direct, non-implied** meaning.

**DRILL**

- Produce each sentence firstly using falling, then using fall-rising intonation:

7.21

1. I'd like to go with you.
2. She's a good teacher.
3. It's very expensive.
4. I'm sure he will.
5. I think it's good.
EXERCISE

- Decide if the underlined part of each conversation will use falling intonation for a direct meaning or fall-rising for implicational meaning:

1. **a)** A Look, if you don’t want to go with me to Paris, just say so.
   B No, but listen, I’d **like** to go with you. Let’s book it now!

2. **a)** A What do you think of Margaret?
   B Well, she’s a **good** teacher. I’m not so sure about her dress sense.

3. **a)** A What made you decide on a Gucci watch?
   B Well, it’s **very** expensive, but the quality is worth it.

4. **a)** A Davey will enjoy this film, it stars Nicole Kidman.
   B Yes I’m sure he **will**!

5. **a)** A What do you think of the collection?
   B I **think** it’s **good**, but it could be more varied.

   - Listen to check your answers then practise the conversations.
- Listen to the conversation paying attention to the **bold** words:

7.23

“The Smiths **are** going to be at the party, **aren’t** they?”

“What **are** you talking about? The Smiths **are** in Portugal!”

- How many different pronunciations did you hear of the word ‘**are**’?

- The pronunciation of ‘**are**’ depends on its **stress**, **function** and **position**:

<table>
<thead>
<tr>
<th>Transcription</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak Form: /a/</td>
<td>What are you doing here? Linda and Josh are visiting at the weekend! Why are we even talking about this? I think we’re interested in the blue one.</td>
</tr>
<tr>
<td>Strong Form: /ɑ:/</td>
<td>Who are you? So what if we are? I don’t know if we are happy together. Oh dear, we are in trouble then.</td>
</tr>
<tr>
<td>Negative Form: /ɑ:nt/</td>
<td>Why aren’t you wearing a suit? There aren’t any biscuits left! We aren’t at all pleased. But you’re coming along, aren’t you?</td>
</tr>
</tbody>
</table>

**EXERCISE**

- Write the pronunciation of ‘**are**’ into each gap using the transcriptions in the box:

7.25

The blues ___ attacking now, they ___ really pushing up the field. Where ___ the red defenders. There ___ four blue attackers in the box, they ___ waiting for the cross. Goal! And there ___ many as glorious as that.
## Chapter 8

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Affricate Consonants</th>
<th>tf dʒ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Comparison</strong></td>
<td>Long vs Short</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling &amp; Sound</strong></td>
<td>Contractions</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Stress Shift</td>
<td></td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td>Adverbials</td>
<td></td>
</tr>
<tr>
<td><strong>Postscript</strong></td>
<td>Phrasal Verbs</td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key Pages 129-130**
An affricate consonant sound **starts as a plosive, then releases into a fricative.**

There are two affricate consonants in spoken English:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spelling / Examples</th>
<th>Position 1</th>
<th>Position 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\mathbf{tʃ}$</td>
<td>$&lt; \text{ch, tch}&gt;$</td>
<td>alveolar</td>
<td>postalveolar</td>
</tr>
<tr>
<td>cheat, charm, chip, check, chop, China, cheer, each, watch, catch, rich, bunch, such</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\mathbf{dʒ}$</td>
<td>$&lt; \text{j, g, dg}&gt;$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jeans, June, urge, jaw, jar, gin, fridge, just, judge, jump, rage, age, mortgage, magician</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DRILL**

$\mathbf{tʃ}$

Chet and Charles are like chalk and cheese.

Such cheap Chilean chocolates made Butch wretch.

$\mathbf{dʒ}$

Judge Geoffrey Jones genuinely enjoyed his gin.

Joe’s small budget and large mortgage mean no jewels for Jane.
/tf/ & /dʒ/ Assimilations | Sounds

- Listen to the sentence below:

8.3 “Did you try the drinks on Tuesday?”

- How many affricates are pronounced?
- How are they spelt?
- In each case is there an alternative pronunciation?

8.4 The following assimilations are very common in spoken English:

<table>
<thead>
<tr>
<th>Assimilation</th>
<th>Example Word</th>
<th>Example Joining Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>t + j</td>
<td>tf</td>
<td>Tuesday (tfu:zdə or tju:zdə) that you (ðætfu or ðæt ju)</td>
</tr>
<tr>
<td>d + j</td>
<td>dʒ</td>
<td>due (dʒu: or dʒu:) did you (ditʃu or ditʃu)</td>
</tr>
<tr>
<td>t + r</td>
<td>tʃr</td>
<td>try (tʃra or tʃra) NOT POSSIBLE</td>
</tr>
<tr>
<td>d + r</td>
<td>dʒr</td>
<td>drain (dʒreɪn or dʒreɪn) NOT POSSIBLE</td>
</tr>
</tbody>
</table>

*The weak combination ‘do you’ is often contracted to /dʒu/ in speech.

EXERCISE

- There are 2 possible assimilations to /tf/ and /dʒ/ in every line. Underline them:

1. Would _you_ like to hear my _tune_?
2. When _did_ your train arrive?
3. Draw a tree in the background.
4. The box had ‘Europe’ traced onto its lid.
5. Do you know how to drive?
6. Might your tulips _flower_ this month?
7. The duke is coming for lunch this Tuesday.
8. There’s a bit of a draft, could you _close_ the window?
9. Aren’t you coming to the _studio_?
10. I’m sorry, I just don’t _trust_ you.

8.5 - Listen to check your answers and practise the sentences.
EXERCISE

i) Make words using the consonants and vowels in the box below (names of people and places are not allowed).

<table>
<thead>
<tr>
<th>ae</th>
<th>a:</th>
<th>ð</th>
<th>ɔ</th>
<th>e</th>
<th>ʌ</th>
<th>ɔ:</th>
<th>ə</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bought</td>
<td>bet</td>
<td>but</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pat</td>
<td>part</td>
<td>port</td>
<td>pet</td>
<td>putt</td>
<td>pert</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii) Write the IPA transcription for the pictures below. They all appear in the chart above:

- hat
- heart
-‵′
- bed
- scissors
- pot

---

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DRILL

- Create two words from each box by using the different vowel sounds:

```
<table>
<thead>
<tr>
<th>dʒ</th>
<th>æ</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>æ</td>
<td>a:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>æ</th>
<th>nt</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>ə:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>t</th>
<th>æ</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>æ</td>
<td>a:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h</th>
<th>æ</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>æ</td>
<td>a:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ə</th>
<th>fən</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>ə:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m</th>
<th>æ</th>
<th>tʃ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʃ</td>
<td>ə:</td>
<td>t</td>
</tr>
</tbody>
</table>
```

8.7 - Repeat the pairs of words with the recording.

EXERCISE

- Match the pairs of words above to their meanings below:

1. A small red or black insect that lives in a community. Your mother or father's sister.

2. Where two sides meet in a competition. When lots of people walk together with an intention.

3. Cooked pig, often served for lunch in sandwiches. Another word for damage.

4. A Chinese frying pan. Putting one foot in front of the other to move somewhere.

5. An early 20th century dance music. Glass containers where food is kept.

6. Number, one more than nine, one less than eleven. Verb, meaning to change direction.

7. Adverb meaning frequently. A child whose parents are no longer alive.

8. A building in a farm where animals are kept. Another word for prohibition.

9. Past tense of the verb to shoot. Adjective, the opposite of long.

- Check your answers in the answer key.

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- Listen to the conversation below:

8.8

A What’s the time?
B I don’t know. I’ve left my watch at home.
A Oh, I’ll go and ask in that cafe.
B They won’t help you in there. They’re very rude!
A Really? I should’ve charged my phone. I’m so disorganised!

- Underline the words that have been shortened.
- Which words are shortened in English speech?

✦ A contraction is where **two or more words are shortened**.
✦ Words that contract are: have, be, would, will & not.
✦ Contractions are **not normally written in English** except for those containing ‘not’.
✦ Contractions are pronounced as follows:

8.9

**HAVE**
- Contracts to /v/ after a vowel (I’ve, you’ve, we’ve).
- Contracts to /av/ after a consonant (what’ve, should’ve).

**HAS**
- Follows the < s > endings rule (she’s, it’s).

**BE**
- ‘are’ contracts to /a(r)/ in most cases (they’re, we’re).
- ‘is’ follows the < s > endings rule (Joe’s, Kate’s).

**WILL**
- Contracts to /I/ after vowels (I’ll, you’ll).
- Contracts to /al/ after consonants (what’ll, it’ll).

**NOT**
- ‘not’ contracts to /nt/ in most cases (don’t, shouldn’t).
- can’t is pronounced /kɑːnt/.
- aren’t is pronounced /ɑːnt/.
- weren’t is pronounced /wənt/.
EXERCISE

- Listen to the conversation and write in the missing contractions:

A ¹__________ John gone this evening?
B ²__________ be working, ³__________ he?
A  Probably, he always is.
I ⁴__________ asked him earlier.
B ⁵__________ been lucky.
    ⁶__________ spent most of the day in bed, sleeping.
A ⁷__________ right. ⁸__________ so tired at the moment.
    ⁹__________ try not to worry though.

EXERCISE

i) Without listening to the recording, study the conversations and work out how the contractions in bold are pronounced

COFFEE

8.11
A  Right. ¹That'll be five pounds eighty then, please.
B  How much? You ²aren't joking, are you?
A  No, sir. ³You've asked for two milky coffees, ⁴haven't you?
B  Yes, so how much is each one?
    It ⁵can't be nearly three pounds, surely?
A  You ⁶haven't visited London recently then sir!
    ⁷That's how much things cost these days!

PARKING

8.12
A  Eh! You ¹can't park there. ¹It's a double yellow line.
B  But ²I'll only be two minutes. ³I've got to pick up a parcel.
A  ⁴don't care what you’re doing. I ⁵won't let you park there.
B  ⁶I'm in such a hurry. Please let me, ⁷it'll make it so much easier!
A  Oh, alright. Go on. But ⁸this'll be the first and last time.

ii) Listen and check your answers then practise saying the conversations.
Stress Shift | Structure

- Listen to the word ‘underneath’ said alone, then in a sentence:

“Underneath”
“It’s underneath the bookshelf.”

- What do you notice about the stress in ‘underneath’ in each sentence?

Some constructions in spoken English are said with different stress patterns depending on the words surrounding them.
This is known as stress shift, and commonly occurs in the following:

ABBREVIATIONS
- Stress normally occurs on the first and last letter of an abbreviation.
- When followed by another word, the stress shifts from the last letter of the abbreviation to the first:

| Examples | BBC - BBC One | UK - UK Citizen |

PHRASAL VERBS
- Main stress normally occurs on the particle.
- When a content word is before or after the particle, stress shifts:

| Examples | go up - go up the stairs | write down - write the poem down |

-TEEN NUMBERS
- Main stress normally occurs on the suffix -teen.
- Stress shifts to the beginning when followed by a content word:

| Examples | thirteen - thirteen spec’tators | nineeen - nineteen `pounds |

3 SYLLABLE WORDS
- If the main stress normally falls on the final syllable of a 3 syllable word, it will shift to the first syllable when followed by a content word:

| Examples | afternoon - afternoon `tea | Japa’ese - Japanese `sailor |
DRILL

- Repeat the -teen numbers then say them with the object on the recording.

13 14 15 16 17 18 19

EXERCISE

i) Match the organisations in column A with the abbreviations in B.
ii) Say the abbreviations with final-letter stress.
iii) Add a suitable noun from column C and move the stress to the noun:

EXAMPLE ‘National Health Service’ | NHS | NHS ‘Nurse

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Health Service</td>
<td>BP</td>
<td>nurse</td>
</tr>
<tr>
<td>British Petroleum</td>
<td>NHS</td>
<td>service station</td>
</tr>
<tr>
<td>Territorial Army</td>
<td>EU</td>
<td>hostel</td>
</tr>
<tr>
<td>Young Men’s Christian Association</td>
<td>TA</td>
<td>member</td>
</tr>
<tr>
<td>United States of America</td>
<td>USA</td>
<td>president</td>
</tr>
<tr>
<td>European Union</td>
<td>YMCA</td>
<td>soldier</td>
</tr>
</tbody>
</table>

DRILL

Repeat the highlighted word using final syllable stress, then say the sentence shifting the stress to the first syllable:

8.17 1. Canto’nes  Let’s have a cantonese wok.
2. refe’ree  The referee’s assistant has signalled “off-side”.
3. pictur’esque  What a picturesque village this is.
4. million’aire  Dave would love to be a millionaire sportsman.
5. volun’teer  As there were no police, they launched a volunteer rescue.
**Adverbials | Intonation**

- Listen to the opinions below:

> “Frankly, I don’t think they’ll last a year.”
> 
> “I’d have to agree with that, basically.”
> 
> “Personally, I would never have put them together!”
> 
> “I think you’re all jealous, to be honest.”

- What do you notice about the intonation of the underlined words/phrases?

<table>
<thead>
<tr>
<th>Adverbials</th>
<th>Intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning</td>
<td>At the end</td>
</tr>
<tr>
<td>Basically</td>
<td>basically.</td>
</tr>
<tr>
<td>Frankly</td>
<td>frankly.</td>
</tr>
<tr>
<td>Actually</td>
<td>actually.</td>
</tr>
<tr>
<td>To be 'honest</td>
<td>to be 'honest.</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>unfortunately.</td>
</tr>
<tr>
<td>Personally</td>
<td>personally.</td>
</tr>
<tr>
<td>As far as 'I’m concerned</td>
<td>as far as 'I’m concerned.</td>
</tr>
<tr>
<td>On the ‘whole</td>
<td>on the ‘whole.</td>
</tr>
<tr>
<td>If you ask 'me</td>
<td>if you ask 'me.</td>
</tr>
</tbody>
</table>

* Adverbials are often used in spoken English to **restrict the meaning** of a sentence.
* At the **beginning of a sentence or phrase**, they use fall-rise (↘) intonation.
* At the **end of a sentence or phrase**, they use rising (↗) intonation.

**DRILL**

- Repeat the adverbials firstly with fall-rising, then rising intonation:

<table>
<thead>
<tr>
<th>At the beginning</th>
<th>At the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basically</td>
<td>basically.</td>
</tr>
<tr>
<td>Frankly</td>
<td>frankly.</td>
</tr>
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<td>Actually</td>
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</tr>
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</tr>
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</tr>
<tr>
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<tr>
<td>On the ‘whole</td>
<td>on the ‘whole.</td>
</tr>
<tr>
<td>If you ask 'me</td>
<td>if you ask 'me.</td>
</tr>
</tbody>
</table>
EXERCISE

- Match each adverbial in the box with a suitable phrase below, then say the phrase in two ways:
  i) with the adverbial at the beginning with fall-rise intonation.
  ii) with the adverbial at the end and rise intonation.

<table>
<thead>
<tr>
<th>basically</th>
<th>frankly</th>
<th>actually</th>
<th>to be honest</th>
<th>unfortunately</th>
<th>personally</th>
</tr>
</thead>
<tbody>
<tr>
<td>As far as I'm concerned</td>
<td>on the whole</td>
<td>if you ask me</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I’d rather not go today
the lecture was a disaster
we don’t think it’s terribly good
it was really very sunny
the train had already gone
I find Rothko’s work too abstract
the PM should resign immediately
I can’t complain about the service
he should never have been allowed in

8.20 - Listen to the answers and practise.

EXERCISE

8.21 - Listen to some conversations using adverbials.
- Create some of your own examples that you can use in your everyday speech.

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Phrasal Verb Stress | Postscript

- Listen to the following sentences:

8.22

“Hand it over!”

“Hand the money over!”

- Where is the main stress in each case?

Phrasal verbs (verb + particle) **normally place stress on the particle.**

If a content word appears near the particle **either before or after**, it will take the stress from the particle.

EXERCISE

- In each example, underline the main stress.

1. “let in”
   i) “Let me in!”
   ii) “Can you let George in?”

2. “finish off”
   i) I can’t believe you finished off the chocolate!
   ii) I’ll be with you in a minute, I’m just finishing off.

3. “write down”
   i) Could you write this address down?
   ii) I’ve forgotten your number, can I write it down?

4. “throw away”
   i) This dress is horrible, I’m going to throw it away.
   ii) Why did you throw the television away?

5. “give out”
   i) “Why are these leaflets here? Didn’t you give them out?”
   ii) “John, could you give these sheets out?”

8.23 - Listen and check your answers.
## Answer Key

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>113 - 114</td>
</tr>
<tr>
<td>1</td>
<td>115 - 116</td>
</tr>
<tr>
<td>2</td>
<td>117 - 118</td>
</tr>
<tr>
<td>3</td>
<td>119 - 120</td>
</tr>
<tr>
<td>4</td>
<td>121 - 122</td>
</tr>
<tr>
<td>5</td>
<td>123 - 124</td>
</tr>
<tr>
<td>6</td>
<td>125 - 126</td>
</tr>
<tr>
<td>7</td>
<td>127 - 128</td>
</tr>
<tr>
<td>8</td>
<td>129 - 130</td>
</tr>
</tbody>
</table>
Consonant Articulation | Sounds
EXERCISE
1. f/v  2. t/d/l/n  3. m/p/b  4. k/g/ŋ  5. θ/ð  6. h/?

Vowel Articulation | Sounds
EXERCISE
- sentence 2 ‘Who took Paul’s watch’ uses only rounded vowels.

Introduction | Spelling & Sound
EXERCISE

Schwa | Spelling & Sound
- around /əʊrənd/, manner /maːnə/, sailor /ˈseɪlə/, cactus /ˈkæktəs/
- /ə/ appears in every IPA transcription (in bold above).

Function & Content | Structure
- ‘go’ and ‘walk’ are stressed because they carry meaning.
- The other words ‘shall’, ‘we’, ‘for’, & ‘a’ are all grammatical words used to gel the sentence.

EXERCISE
1. Can we go for a swim in the sea?
2. It’s a beautiful day in the South of England.
3. How do you want to pay for this sir?
4. Jessica Smith is required in ‘Arrivals’ immediately.
5. When you get to the station, give me a call.
6. Would you like some of my carrot cake?

Schwa Function Words | Structure

Introduction | Intonation

EXERCISE
1.  2. \↑  3. \↓  4. \↑  5.  6. \↓

www.thesoundofenglish.org
Usage | Intonation

EXERCISE

1. ATTITUDE
   i) In the first version, the father is excited and interested, in the second he is uninterested and a little rude.
   ii) The father’s intonation is falling in both examples, the main difference is that he starts from a much higher pitch in the first example. This shows more emotion. In the second version, he starts his phrase quite low, showing disinterest.

2. IMPLICATION
   i) In the first version, we understand that person B really felt the film was good. In the second version, he is not entirely sure, he is showing reservation, we are expecting him to say something less positive now.
   ii) In the first version, person B uses falling intonation on ‘it was good’, whereas in the second version he uses fall-rising intonation, known as an implicational fall-rise.

3. REPETITION
   - The first question is asking for new information, person A does not know the answer and uses falling intonation. The second time she asks, she already knows the answer, she is repeating the question and for this reason uses rising intonation.

IPA | Postscript

- The IPA version shows us a silent < r >, a long vowel /ː/ and a silent < a >. It also indicates the pronunciation of the vowels /æ/ and /ə/.

EXERCISE

<table>
<thead>
<tr>
<th></th>
<th>autumn</th>
<th>ɔːtəm</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>half</td>
<td>hɑːf</td>
<td>l</td>
</tr>
<tr>
<td>3</td>
<td>lamb</td>
<td>læm</td>
<td>b</td>
</tr>
<tr>
<td>4</td>
<td>know</td>
<td>nəʊ</td>
<td>k (and w)</td>
</tr>
<tr>
<td>5</td>
<td>island</td>
<td>əɪlənd</td>
<td>s</td>
</tr>
<tr>
<td>6</td>
<td>light</td>
<td>lɑɪt</td>
<td>gh</td>
</tr>
<tr>
<td>7</td>
<td>cupboard</td>
<td>ˈkʌbəd</td>
<td>p (and r)</td>
</tr>
<tr>
<td>8</td>
<td>write</td>
<td>rɑɪt</td>
<td>w</td>
</tr>
<tr>
<td>9</td>
<td>often</td>
<td>ɒfən</td>
<td>t</td>
</tr>
<tr>
<td>10</td>
<td>handbag</td>
<td>hænbæɡ</td>
<td>d</td>
</tr>
</tbody>
</table>
< th > I Sound Comparison
- /θ/ is a voiceless sound; it is made by squeezing air past the teeth.
- /ð/ is a voiced sound, the throat vibrates whilst air is pushed past the teeth.
- Everything else in the two sounds is the same - the place of articulation is dental and they are both fricative consonants.

<table>
<thead>
<tr>
<th>θ</th>
<th>ð</th>
</tr>
</thead>
<tbody>
<tr>
<td>South, both, thought, thank, bath, fifths, author, mouth, months</td>
<td>Southern, this, the, those, bathe, baths, rather, mouths, soothe</td>
</tr>
</tbody>
</table>

RULES
- Most content words are pronounced with /θ/ - South, thought, both, thought, thank, bath, fifths, author, mouth, months
- All function words are pronounced with /ð/ - this, the, those
- Verbs ending <the> are pronounced with /ð/ - bathe, soothe
- Plural words ending <vowel + ths> are pronounced /ð/ - baths, mouths
- Plural words ending <consonant + ths> are pronounced /θ/ - fifths, months
- Words containing <ther> are pronounced /ð/ - rather, Southern

EXERCISE - Odd Word Out
1. mouths 2. author 3. those 4. clothes 5. thin

EXERCISE - Word Grid
bother - breathe - these - leather - father - Southern - other - those - together - rhythm - feather - although

<s> Endings I Spelling & Sound
- Why’s (<s> pronounced /z/), Matt’s (<s> pronounced /s/), badges (<s> pronounced /z/)
- Why’s (<s> added as a contraction of ‘is’), Matt’s (<s> added to show possession), badges (<s> added to make the plural).

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/tz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>tops, tanks, wants, laughs, surfs, creates, alerts, looks, cracks, interests</td>
<td>hands, lobs, begs, returns, loves, answers, prays, prefers, seems, climbs</td>
<td>chooses, misses, faxes, chases, amazes, pushes, inches, matches, ages, badges</td>
</tr>
</tbody>
</table>

EXERCISE - Odd Word Out
1. devastates 2. traces 3. fails 4. drags 5. talks 6. places
Schwa | Structure
- ‘There are a few of them’ contains 5 schwa sounds /ðə ər ə fju: əv əm/

EXERCISE - Gap Fill
1. Are her parents coming to the show?
2. Shall we buy some chocolate for Margaret?
3. There was a card from Claire today.
4. Can we meet for dinner in a bar?
5. What have I done to the dinner?
6. Shall you and I ask her?
7. Do they think that we will?

EXERCISE - Circle the bold words if they are pronounced with schwa.
The bold word should be circled in the following sentences:

Sentence Stress | Intonation
- ‘What’, ‘like’, ‘cup’ and ‘tea’ are stressed.
- The strongest stressed words are ‘like’ and ‘tea’ because they are at the end of the sentences.

EXERCISE - Match the Words.

Tonic Syllable | Intonation
Most stressed words are:
A ‘buy’
B ‘going’
A ‘bag’
B ‘trousers’

EXERCISE
- Circle the Content Words:
four, two, art, wife, half, use, sum, sheet, sorting, wood
- Underline the last content word:
1. want  2. laugh  3. give  4. wanted  5. like  6. see  7. have  8. card
9. money  10. fun

Homographs | Postscript
- /ri:d/ and /red/ are both written as ‘read’ in this case.

EXERCISE
1. close  2. lead  3. number  4. tear  5. wind  6. rows
Long Vowels | Sounds
- English speakers often say /ɜ:/ when they are thinking. In writing, this may be spelt ‘er’, for example ‘errrr, I’m not sure......’

EXERCISE

<table>
<thead>
<tr>
<th>i:</th>
<th>u:</th>
<th>ɜ:</th>
<th>ɔ:</th>
<th>a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream cheek</td>
<td>Tuesday clue</td>
<td>curse word</td>
<td>jaw walk horse</td>
<td>half park father</td>
</tr>
<tr>
<td>grief Chinese</td>
<td>spoon suit</td>
<td>thirty church</td>
<td>door brought</td>
<td>last shark car</td>
</tr>
<tr>
<td>evening beast</td>
<td>food threw</td>
<td>earth worth</td>
<td>quarter</td>
<td></td>
</tr>
</tbody>
</table>

ɪ vs i: | Sound Comparison
- ‘sit’ is pronounced /ɪ/, ‘seat’ is pronounced /si:t/. The most important difference between the two sounds is the position of the mouth - /ɪ/ is lower and more neutral than /i:/ There is a slight difference in length, with /i:/ being slightly longer in this case.

EXERCISE

EXERCISE
1. a) chip b) cheap   2. a) green b) grin   3. a) each b) itch   4. a) leave b) live 5. a) pick b) peak 6. a) rid b) read

< r > | Spelling & Sound
- butter /bʌtə/ - does not contain a pronounced /r/
- bread /bred/ - contains a pronounced /r/

EXERCISE
1. heart   2. world (or earth) 3. door 4. turkey 5. flower 6. shirt 7. four 8. guitar 9. chair

EXERCISE
Names that contain silent < r >: Heather, Shirley, Carla, Burt, Charlotte, Kirsty

EXERCISE
Two Syllable Words | Structure

<table>
<thead>
<tr>
<th>X.</th>
<th>. X</th>
</tr>
</thead>
<tbody>
<tr>
<td>angle awful bishop carpet father foolish pardon English candle lettuce orphan sofa turtle</td>
<td>alive appeal beside balloon commit decide delete erase forbid involve machine persuade release revise survive</td>
</tr>
</tbody>
</table>

EXERCISE
1. parade 2. conquer 3. amaze 4. canal 5. machine 6. police

Wh- Questions | Intonation
- In the first question, the intonation is falling because the speaker does not know the answer.
- In the second question, the intonation is rising, the speaker already knows the answer and is repeating the question.

EXERCISE
1. a) ↘ b) ↖ 2. a) ↘ b) ↖ 3. a) ↘ b) ↖ 4. a) ↘ b) ↖ 5. a) ↘ b) ↖
6. a) ↘ b) ↖ 7. a) ↘ b) ↖

Homophones | Postscript
- The words are ‘aren’t’ and ‘aunt’. Their pronunciation is identical.

EXERCISE
i)
1. a) air b) heir 2. a) bored b) board 3. a) dear b) deer 4. a) flour b) flower 5. a) jeans b) genes

ii)
court / caught father / farther nose / knows none / nun sew / so sun / son through / threw war / wore warn / worn weather / whether build / billed which / witch
t vs ? | Sound Comparison
- ‘football’ does not contain a pronounced /t/. The < t > is instead normally pronounced as a glottal stop /ʔ/.
- the words ‘foot’ and ‘footer’ both contain a pronounced /t/.

EXERCISE
2. Many regional accents of English use a glottal stop /ʔ/ before weak vowels (water) and at the end of words (heat). The most famous example of this is Cockney, but most other regional accents behave in a similar way.

EXERCISE
1. waiter 2. butler 3. Saturn 4. atmosphere 5. waterfall

EXERCISE
1. a) ? b) t 2. a) ? b) t 3. a) t b) ? 4. a) t b) ? 5. a) ? b) t

<ed> endings | Spelling & Sound
- in ‘chopped’ <ed> is pronounced /t/.
- in ‘boiled’ <ed> is pronounced /d/.
- in roasted <ed> is pronounced /ɪd/.

EXERCISE
stated ɪd looked t argued d dubbed d capped t interested ɪd deleted ɪd
sipped t sacked t annoyed d chewed d rated ɪd shifted ɪd retired d faced t
blinded ɪd flashed t loved d ended ɪd pushed t decided ɪd climbed d
headed ɪd inched t surfed t pulled d answered d intruded ɪd

EXERCISE
A killed B rated C addressed D closed E deepened F joked

3 Syllable Words | Structure
- manager /ˈmænədʒər/ = first syllable stress.
- banana /bəˈnaːnə/ = second syllable stress.
- entertain /ˌentəˈteɪn/ = third syllable stress with secondary stress on the first syllable.

EXERCISE
EXERCISE

### Yes/No Questions | Intonation

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Have you seen the time? FALL-RISING</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>No, are we late? RISING</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Yes! Don’t you have a watch? RISING</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>No, but I have a phone. Could you pass it to me? FALL-RISING</td>
<td></td>
</tr>
</tbody>
</table>

A Hello madam, Inspector Hoams. **May I ask you some questions?** RISING
B Yes, go ahead.
A **Were you at home last night?** FALLING
B Yes, **why? Has something happened?** RISING

- All the questions except ‘why?’ could be answered with ‘yes’ or ‘no’.
- All three intonation patterns: rising, fall-rising and falling are used.

EXERCISE

1. ↗ 2. ↘ 3. ↘ 4. ↗ 5. ↗ 6. ↘ 7. ↗ 8. ↘

### Silent Syllables | Postscript

**ACROSS**
1. miserable 2. several 3. opera 4. police 5. dictionary 6. laboratory
7. history 8. chocolate 9. average

**DOWN**
1. aspirin 2. separate 3. restaurant 4. conference 5. mineral 6. interesting
7. family

- The grey squares are vowels that are normally silent in pronunciation.
Short Vowels | Sounds
- ‘Jim’s good friend’s duck ran off’ contains 6 vowels, each of them is short, and none is repeated.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>U</td>
<td>e</td>
<td>Æ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kick quick grill shift chip wrist</td>
<td>pull could bush look wood butcher</td>
<td>test fence pleasure ready send leisure</td>
<td>trust company thorough mother hunt bug</td>
<td>cash bag fashion value ran add</td>
<td>dog watch shop wrong wander problem</td>
<td></td>
</tr>
</tbody>
</table>

/h/ | Sounds
- We make the sound /h/ when we steam up a mirror.
- This sound comes from the glottis, in the throat.

< h > in Function Words | Structure
- In ‘What’s he doing’ the < h > in ‘he’ is not pronounced.
- In ‘He’s having lunch I think’ the < he > in ‘he’ is pronounced.

EXERCISE
A Where’s he gone?
B He said he was going to the bank.

A What does her brother do?
B Her brother? He’s a plumber.

A How am I going to break the news to him?
B Sit him down, give him a cup of tea and explain slowly.

A Have we got a map in here?
B Oh no, we must have left it at home.

A What’s his name?
B His first name’s David, but I’ve forgotten his surname.

Silent Letters | Spelling & Sound
- sword lamb island castle

EXERCISE
Joining Introduction | Structure
- ‘didn’t you’ is joined with /tʃ/ (didəntʃu)
- ‘you offer’ is joined with /w/ (juwəfər)
- ‘offer_Aanne’ is joined with /r/ (pfəræn)
- ‘Anne_Ball’ is joined with /m/ (æmbɔ:l)
- ‘Ball_lunch’ is joined with one long /l/ (bɔ:lʌntʃ)

EXERCISE
i)
1. What a lot of nonsense.
2. It isn’t at all bad.
3. Can I take an apple?
4. I fell in love on holiday.
5. Her bank account is in the red.
6. It’s a bit of a joke.

iii)
Words/phrases that assimilate are:
1. handbag    2. Batman    3. grand party    4. London Buses    5. down below
6. red car    7. one metre

Prominence | Intonation
‘Do you like pizza?’ - ‘pizza’ is most stressed because it is the last new content word.
‘I like all Italian food.’ - ‘all’ is most stressed because it is the last new content word. In
this context both ‘Italian’ and ‘food’ are old because we are already talking about
‘pizza’.

EXERCISE
9. chips    10. allowed

Verb/Noun Stress Shift | Postscript
‘I’d like a refund for these trousers’ - ‘refund is a noun with first syllable stress.
‘I’m afraid we don’t refund items over 28...’ - ‘re’fund’ is a verb with second syllable
stress.

EXERCISE
ii)
1. a) ‘research’ b) re’search    2. a) object b) ‘object    3. a) pro’gress b) ‘progress
4. a) ‘permit b) per’mit    5. a) ‘decrease b) de’crease    6. a) pre’sent b) ‘present
**Weak ɪ vs ə Sound Comparison**
- ‘chicken’ /tʃɪkən/ does not contain a schwa sound.
- ‘beaten’ /biːtən/, ‘driven’ /drɪvən/, and ‘children’ /tʃɪldrən/ all contain schwa sounds.

<table>
<thead>
<tr>
<th>ə</th>
<th>ɪ</th>
</tr>
</thead>
<tbody>
<tr>
<td>accent fossil Thomas evil China</td>
<td>erase kitchen explain manage</td>
</tr>
<tr>
<td>madness persuade council Japan</td>
<td>orange purchase kisses return</td>
</tr>
<tr>
<td>danger garden lentil England</td>
<td>bandage harvest demand English</td>
</tr>
<tr>
<td>parade spoken pencil</td>
<td>misses believe wicked defence</td>
</tr>
<tr>
<td>turning surface</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE**

<table>
<thead>
<tr>
<th>ɪ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɪ</td>
</tr>
<tr>
<td>ɪ</td>
</tr>
<tr>
<td>ɪ</td>
</tr>
</tbody>
</table>

**Weak i vs ɪ Sound Comparison**
- ‘taxes’ is pronounced /tæksɪz/.
- ‘taxis’ is pronounced /tæksɪz/.
- The only differences between the words, are the weak forms /ɪ/ and /i/.

<table>
<thead>
<tr>
<th>ɪ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɪ</td>
</tr>
<tr>
<td>ɪ</td>
</tr>
<tr>
<td>ɪ</td>
</tr>
</tbody>
</table>

**EXERCISE**

1. i = he ɪ = with, this, carpet
2. i = Mandy ɪ = meeting, this, evening
3. i = She’s, Burnley ɪ = visiting
4. i = we, really, whiskey ɪ = Did, finish
5. i = Katie, me, we, sushi ɪ = is, with
6. i = Johnny, nearly, me
7. i = he, really ɪ = did, inconsiderate, him

**< oo > Spelling & Sound**

<table>
<thead>
<tr>
<th>u</th>
<th>uː</th>
<th>ʌ</th>
<th>ɔː</th>
</tr>
</thead>
<tbody>
<tr>
<td>stood wood book shook took wool brook cook foot good look rook hood hook</td>
<td>troop fool food soon cool roof smooth zoom balloon shampoo zoo tooth room</td>
<td>blood flood moor poor floor door</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE**

cook - foot - good - hood - wool - blood - stood - door - flood - look - took - shook - woof - floor

**Vowel + Vowel Joining Sound Structure**
- ‘free us’ joins with a /ʃ/.
- ‘Lisa Adams’ joins with a /ər/.
- ‘Go out’ joins with a /w/.
Can you see it?  
I’ll bring your tray up in a minute.  
Fry it in a little oil.  
The day after tomorrow.  
Can we buy a new toaster?  
A toy elephant.  
I feel free as a bird.  

Joe isn’t here.  
The two of you will win!  
That’s so exciting!  
How about a tea?  
You’ll get through it.  
Who are you?  
Now and then.  

Can you hear it?  
They’re mother and daughter.  
Are we near Oxford?  
No sir I can’t help.  
It’s the law of averages.  
Can you spare a minute?

Question Tags | Intonation  
- ‘\_\_ aren’t you?’ Is a falling question tag - a statement, the speaker knows the answer.  
- ‘/\_\_ aren’t you?’ Is a rising question tag - a question, the speaker is not sure.

EXERCISE  
- The mother uses falling intonation in tags 1 - 5 because she is making statements. She is not really asking her son, the effect is more that she is telling him.  
- The mother uses rising intonation in tag 6 because she wants to receive a genuine answer from her son.

EXERCISE  
- ‘/\_ are you’ is a question, the speaker is not sure.  
- ‘\_\_ do you’ is a statement, the speaker sees that the person does not recognise her.  
- ‘/\_ don’t you’ is a question, the speaker is not sure.  
- ‘/\_ have you’ is a question.  
- ‘/\_ isn’t it’ is a question.

‘have’ | Postscript  
- ‘have’ is pronounced in 4 different ways in the dialogue.

EXERCISE  
What have you got planned for this evening? /æv/  
I have to work on my thesis. /hæf/  
That’s a shame. We’re going to have sushi in the centre. /hæv/  
Have you tried sushi before? /hev/  
No, but the others have. Have you? /hæv/  
I might have done once, ages ago. /æv/  
Well, we’ll have to go out another night. /hæf/  
Absolutely, have fun. /hæv/
Diphthongs | Sound Comparison

<table>
<thead>
<tr>
<th>ɪə</th>
<th>ɪə</th>
<th>ɪə</th>
<th>ʌɪ</th>
<th>ʌɪ</th>
<th>ɪə</th>
<th>əʊ</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>bay</td>
<td>boy</td>
<td>buy</td>
<td>bow</td>
<td>bow</td>
<td>beer</td>
</tr>
<tr>
<td>d</td>
<td>day</td>
<td>die dye</td>
<td>dough</td>
<td>dare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>may</td>
<td>my</td>
<td>mow</td>
<td>mere</td>
<td>mayor</td>
<td>mare</td>
</tr>
<tr>
<td>p</td>
<td>pay</td>
<td>pie</td>
<td>peer</td>
<td>pair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>ray</td>
<td>rye</td>
<td>row</td>
<td>rear</td>
<td>rare</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>say</td>
<td>soy</td>
<td>sigh</td>
<td>so sew</td>
<td>sear</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>toy</td>
<td>tie Thai</td>
<td>tow</td>
<td>tear tier</td>
<td>tear</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>way</td>
<td>why</td>
<td></td>
<td></td>
<td></td>
<td>wear</td>
</tr>
</tbody>
</table>

EXERCISE
1. ɪə 3. ɪə 5. ʌɪ 6. əʊ 7. ɪə

< ə > | Spelling & Sound
- Who’s = /u:/ stolen = /əʊ/ son’s = /ʌ/ boxing = /b/ gown = /au/

<table>
<thead>
<tr>
<th>d</th>
<th>ʌ</th>
<th>əʊ</th>
<th>uː</th>
<th>au</th>
</tr>
</thead>
<tbody>
<tr>
<td>long cod log cross shot dock</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>month tongue front shove some love</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comb bold alone so cold low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>move do lose tomb prove who</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>how down now cow allow brown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE
gone - done - owl - so - son - wolf - women - brown - nothing - grown - not - do - chop - lose - port - rope - show - love - FINISH

Compounds | Structure
- In each word, the main stress is on the first syllable.

EXERCISE
- granddad, telephone call, grandma, newspapers, anything, boyfriend, engagement ring, wedding bells.
EXERCISE
- Those above in **bold** are two separate words.

**EXERCISE**
- ironing board, coat hanger, rocking chair, laptop, teapot, bookshelf, candlestick holder, dining table, microwave (oven), lampshade, flower pot.

**High Fall I Intonation**
- The first time, person B seems to really mean what they are saying and appears to be excited about it.
- The second time, person B sounds less interested, possibly sarcastic, as if they are saying the opposite to their words.

**EXERCISE**
- I haven’t seen you for ages! - Information
- It was in London, wasn’t it? - Statement Question Tag
- at the old friends’ reunion. - Information
- how are things? - Information Question
- Pretty good! - Exclamation
- I’ve been working on a new book. - Information
- What’s this one about? - Information Question
- It’s a biography of a sixteenth century scientist. - Information
- How interesting! - Exclamation
- When will it be finished? - Information Question
- And how have you been? - Information Question
- You didn’t hear, did you? - Statement Question Tag
- Katie had a baby last year! - Information
- A little boy. - Information
- Amazing! - Exclamation
- You’re a father! - Exclamation
- Congratulations! - Exclamation
- Who would have thought it? - Information Question
- I can’t quite believe it myself. Information
- What’s his name? Information Question
- Peter. - Information
- Peter’s a lovely name. - Information
- Listen I must be off! - Information
- I have a train to catch. - Information
- We must meet up soon. - Information
- Absolutely. - Exclamation
- I’ll give you a call. - Information.

**‘do’ I Postscript**
- i) ɗəʊnt  ii) ɗə  iii) du:  iv) ɗuːwɪŋ  v) ɗʒu

**EXERCISE**
1. ɗə  2. ɗʒu  3. duː ɗəʊnt  4. duː  5. ɗəʊnt  6. ɗə  7. du:
Nasal Assimilations | Sounds

**EXERCISE**

iii)  
1. Have you been(m) playing(η) on(η) Katie’s computer again(n)?
2. Win(η) cars, win(m) money and(n) win(m) big prizes tonight(n)!
3. On(m) paper the ban(η) could work, but in(n) reality it won’t(n).
4. Can(n) I have a thin(m) piece of Belgian(η) cake?
5. I’ll telephone(n) you when(m) my son(η) can(η) come.

### η vs ηg | Sound Comparison

- ‘singer’ /sɪŋə/ does not contain a /g/ sound.
- ‘single’ /sɪŋɡəl/ and ‘finger’ /fɪŋɡə/ both contain a /g/ sound.

**EXERCISE**

<table>
<thead>
<tr>
<th>η</th>
<th>ηg</th>
</tr>
</thead>
<tbody>
<tr>
<td>taxing</td>
<td>finger</td>
</tr>
<tr>
<td>thing</td>
<td>hunger</td>
</tr>
<tr>
<td>sting</td>
<td>England</td>
</tr>
<tr>
<td>working</td>
<td>Hungary</td>
</tr>
<tr>
<td>wing</td>
<td>stronger</td>
</tr>
<tr>
<td>bang</td>
<td>longer</td>
</tr>
<tr>
<td>wrongly</td>
<td>mango</td>
</tr>
<tr>
<td>movingly</td>
<td>tango</td>
</tr>
<tr>
<td>singer</td>
<td>single angle</td>
</tr>
</tbody>
</table>

i) < ng > is pronounced /ŋ/ at the end of a word.
ii) < ng > is pronounced /ŋg/ in superlatives and comparatives.
iii) < ng > is pronounced /ŋ/ when it appears in the middle of a word, except when an ending has been added to a root ending < ng >.

**EXERCISE**

1. Bangladesh   2. hung   3. young   4. along   5. speaking   6. hanger   7. wrongly
8. ringing   9. slang   10. strong

### < a > | Spelling & Sound

- 8 different vowel sounds are produced:

**EXERCISE**

wasp, atlas, safe, spare, rat, shark, half, what, chase, ask, salt, watch, gate, hat, talk, schwa, saw, was
Name Compounds | Structure
- ‘Oxford Street’ uses only first word stress.
- ‘Cambridge Road’, ‘Regent’s Park’ & ‘Church Way’ stress both words.

EXERCISE
First Element Stress: Goodge Street, Cannon Street, Bond Street, Liverpool Street.
EXERCISE

Material & Ingredient Compounds | Structure
- ‘pear tart’ (double stress), ‘carrot cake’ (first element stress).

EXERCISE
1. apple tart 2. potato cake 3. woollen jumper 4. glass cabinet 5. dinner jacket
6. banana smoothie

Implicational Fall-rise | Intonation
- In the second version of each conversation, person B uses an implicational fall-rise.
The meaning changes to ‘maybe’, or ‘not completely’.

EXERCISE
1. a) ↘ b) ↘ 2. a) ↘ b) ↘ 3. a) ↘ b) ↘ 4. a) ↘ b) ↘ 5. a) ↘ b) ↘

‘are’ | Postscript
- 4 different pronunciations (in order): ə, α:nt, α:, ər.

EXERCISE
(in order) ər, ə, α:, ə, ə, α:nt.

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tf & dʒ Assimilations | Sounds
- 4 affricates are pronounced: ‘did you’ /dɪdʒu/, ‘try’ /tʃraɪ/, ‘drinks’ /dʒrɪŋks/, ‘Tuesday’ /tʃu:zdeɪ/.
- Each could be pronounced differently: /dɪd ju/, /traɪ/, /drɪŋ ks/, /tʃu:zdeɪ/.

EXERCISE
1. Would you like to hear my tune?
2. When did your train arrive?
3. Draw a tree in the background.
4. The box had ‘Europe’ traced onto its lid.
5. Do you know how to drive?
6. Might your tulips flower this month?
7. The duke is coming for lunch this Tuesday.
8. There’s a bit of a draft, could you close the window?
9. Aren’t you coming to the studio?
10. I’m sorry, I just don’t trust you.

Long vs Short Vowels | Sound Comparison
EXERCISE
i)

<table>
<thead>
<tr>
<th></th>
<th>æ</th>
<th>ə</th>
<th>ɑ:</th>
<th>ɒ</th>
<th>ɔ</th>
<th>ɛ</th>
<th>ʌ</th>
<th>ɜ</th>
</tr>
</thead>
<tbody>
<tr>
<td>b__t</td>
<td>bat</td>
<td></td>
<td></td>
<td>bought</td>
<td>bet</td>
<td>but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p__t</td>
<td>pat</td>
<td>part</td>
<td>pot</td>
<td>port</td>
<td>pet</td>
<td>putt</td>
<td>pert</td>
<td></td>
</tr>
<tr>
<td>t__n</td>
<td>tan</td>
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<td>ten</td>
<td>ton</td>
<td>turn</td>
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</tr>
<tr>
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<td>hat</td>
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<td>hot</td>
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<td>hut</td>
<td>hurt</td>
<td></td>
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</tr>
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<td>k__t</td>
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<td>cot</td>
<td>caught/ court</td>
<td>cut</td>
<td>curt</td>
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<td></td>
</tr>
<tr>
<td>b__d</td>
<td>bad</td>
<td>barred</td>
<td>bored/ board</td>
<td>bed</td>
<td>bud</td>
<td>bird</td>
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</tr>
<tr>
<td>w__k</td>
<td>whack</td>
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<td></td>
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<td>barn</td>
<td>born</td>
<td></td>
<td>bun</td>
<td>burn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii)
æ: -æt, ət, bɜːd, wɔːk, ʌt, ɒt, ɛt, ɜːt.

EXERCISE
1. ant / aunt   2. match / march   3. ham / harm   4. wok / walk   5. jazz / jars
Contractions | Spelling & Sound
- what’s don’t I’ve I’ll won’t they’re should’ve I’m
- Auxiliary verbs be, have, will and would are often shortened. So is the word ‘not’.

EXERCISE
1. Where’s  2. He’ll  3. won’t  4. should’ve  5. You’d’ve  6. He’s  7. That’s
8. He’s  9. I’ll

EXERCISE
COFFEE 1. ðætəl  2. ɑːnt  3. juv  4. ʰævənt  5. kəːnt  6. ʰævənt  7. ðæts
PARKING 1. kɑːnt  2. ɪts  3. əv  4. ɵənt  5. wəʊnt  6. əm  7. ɪtəl  8. ðɪtəl

Stress Shift I Structure
- In ‘Underneath’ the stress is on the last syllable ‘neath’.
- In ‘It’s underneath the bookshelf’, the stress is on ‘under’.

EXERCISE
National Health Service, NHS, nurse
British Petroleum, BP, service station
Territorial Army, TA, soldier
Young Men’s Christian Association, YMCA, hostel
United State’s of America, USA, president
European Union, EU, member

Adverbials I Intonation
- Those at the beginning, ‘Frankly’ and ‘Personally’ use fall-rising intonation.
- Those at the end, ‘basically’ and ‘to be honest’ use rising intonation.

EXERCISE
Use the recording for the answers and intonation.

Phrasal Verb Stress I Postscript
- In ‘Hand it over’ the main stress is on ‘over’.
- In ‘Hand the money over’ the main stress is on ‘money’.

EXERCISE
1. i) in  ii) George  2. i) chocolate  ii) off  3. i) address  ii) down
4. i) away  ii) television  5. i) out  ii) sheets
Glossary

adverbial - A word or phrase that functions like an adverb e.g. ‘basically’.

affricate - A single sound that combines a plosive followed immediately by a fricative.

alveolar ridge - The hard gum behind the upper teeth.

approximant - A vowel-like consonant sound made without fully blocking air.

articulation - The action involved in producing a sound.

articulator - Part of the mouth or throat used to block or shape air to form sounds.

assimilation - When a consonant sound changes due to the following consonant.

consonant - Type of sound made by blocking air as it leaves the body.

compound - Word or phrase formed of two or more words which create a new meaning combined.

content word - A word that has a specific meaning such as a noun, main verb, adjective or adverb.

contraction - When two or more words join together and shorten.

diphthong - A single vowel sound made by starting in one position and moving to another.

ending - Letters added to an existing word (root) to change its meaning or type.

fricative - A consonant sound where air is squeezed through a blockage, sounding like friction.

function - Grammatical words (normally short) which ‘glue’ the sentence rather than carrying specific meaning.

glottal stop - A plosive consonant made by stopping the flow of air fully in the glottis.

glottis - An articulator found in the throat, containing the vocal cords.

homograph - Two or more words written identically but pronounced differently.

homophone - Two or more words pronounced identically but written differently.

IPA - International Phonetic Alphabet which contains symbols representing sounds.

labial - Place of articulation involving the lips.

monophthong - Vowel sound made using one position of the mouth.
Glossary

**nasal** - Consonant sound released through the nose.

**phrasal verb** - A phrase made when a verb and another word combine to create a new meaning, e.g. ‘bring up’.

**plosive** - Consonant sound made when airflow is fully blocked then released.

**primary stress** - The main stress in a word, marked /'/ in dictionaries, e.g. /'family/.

**root** - The basic word before an ending or prefix is added to it.

**schwa** - Weak vowel sound /ə/.

**secondary stress** - A level of stress weaker than primary in a word, marked /ˌ/ in dictionaries, e.g. /ˌunderstand/.

**stress** - Making a sound strong through volume, pitch and possibly length.

**stress pattern** - A combination of stressed and unstressed syllables.

**stress shift** - Where stress moves to a different syllable from where it would normally be expected.

**strong form** - The form of a function word with a level of stress higher than weak.

**syllable** - A unit of pronunciation, normally containing a vowel sound, e.g. ‘to-ge-ther’ contains three syllables.

**tonic syllable** - The most stressed syllable in any sentence or phrase.

**velum (adj. velar)** - Place of articulation on the roof of the mouth at the back, behind the palate.

**voiced** - Sounds made with vibration in the voice box; all vowels and many consonants are voiced.

**voiceless** - Sounds made without vibration in the voice box (through releasing only air).

**vowel** - Sound made through shaping the tongue, lips and jaw as air passes through.

**weak form** - Reduced form of a function word said with minimum level of stress.

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ACKNOWLEDGEMENTS

A big thank you to all those associated with Pronunciation Studio London over the last few years, in no particular order: Tom Wisniowski, Lis Carter, Zainab Tapas, Farida Alvarez, David Bauckham, Erica Buist, Shanti Ulfsbjorninn, Chris Miller, Anne Walsh, Egle Karmonaite, Stuart Morrison, Simone Dietrich, Aminah Otmani & Cris Chatterjee; I have learnt an awful lot working with you.

Special thanks to Rayen La Penna & her eye for design, to Carlos Pachon Gonzalez for his work on the recordings and to Dan White for the ‘Mister Schwa’ cartoons.

FURTHER READING

Recommended books on the subject of phonetics and pronunciation are listed below:


