

CICLO DE NIVELACIÓN

— THE BASICS OF — ENGLISH PRONUNCIATION

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A Word from the Authors

This material has been designed for the pronunciation lessons given at the Introductory Course of the English programs at the School of Languages. Its purpose is to help students develop the basic skills and knowledge they need in order to be successful first-year students. Thus, the book will provide the beginner with brief theory and explanations, practice exercises, and a handy reference when it comes to reviewing basic information about phonemes, as well as examples of words where phonemes appear.

We must also clarify that, although theoretical explanations are provided in this book, they are here simply to help students understand the basics of pronunciation and to serve as reference for more advanced courses. However, they are not the essence or main purpose of this book, which is of a more practical nature.

The course aims at developing your perception, recognition, and controlled production skills. You are also expected to learn the phonemic symbols that represent the English sounds. It is with these objectives in mind that this book offers different types of challenging exercises that provide training, variety and, hopefully, even fun.

Finally, students are strongly encouraged to become familiar with, and develop, the following strategies¹:

- ✓ Using a monolingual dictionary
- ✓ Resorting to the visual representation of sounds
- ✓ Associating symbol and sound
- ✓ Giving and receiving feedback from peers
- ✓ Pronunciation self-awareness
- ✓ Pronunciation self-assessment
- ✓ Self-confidence
- ✓ Self-monitoring

¹ This list has been taken from Giménez et al. (2013).

SBE and IPA

The accent taken as a model in this course is **Standard British English (SBE)**. Standard British English² is by no means the most common accent produced by native English speakers. However, as Cruttenden (2008) notes³, it is a most appropriate variety to aim at because it is geographically neutral, and “bearing in mind that any target model aimed at by foreign learners is almost certain to be diluted by their own regional characteristics, it seems appropriate that at least the initial target should be regionally largely neutral” (p. 298).

The symbols used to represent the pronunciation of words in this book are those of the **International Phonetic Alphabet**, commonly known as “IPA”. As noted by Underhill (1994 [2005]), “These are the symbols used by most learner dictionaries, so working with them will also help learners develop the skills of finding for themselves the pronunciation and stress of any word in a learner dictionary” (p. *viii*).

² Also called “BBC Pronunciation” (Roach, 1983 [2009], p. 3), “BBC English” (Cruttenden, 2008, p. 77), or “British English” (Hancock, 1995, p. 5).

³ Cruttenden talks about RP (General Received Pronunciation), but his ideas are useful to describe Standard British English.

Chapter 1

Basic Concepts

I. Phonemes and Phonemic Symbols

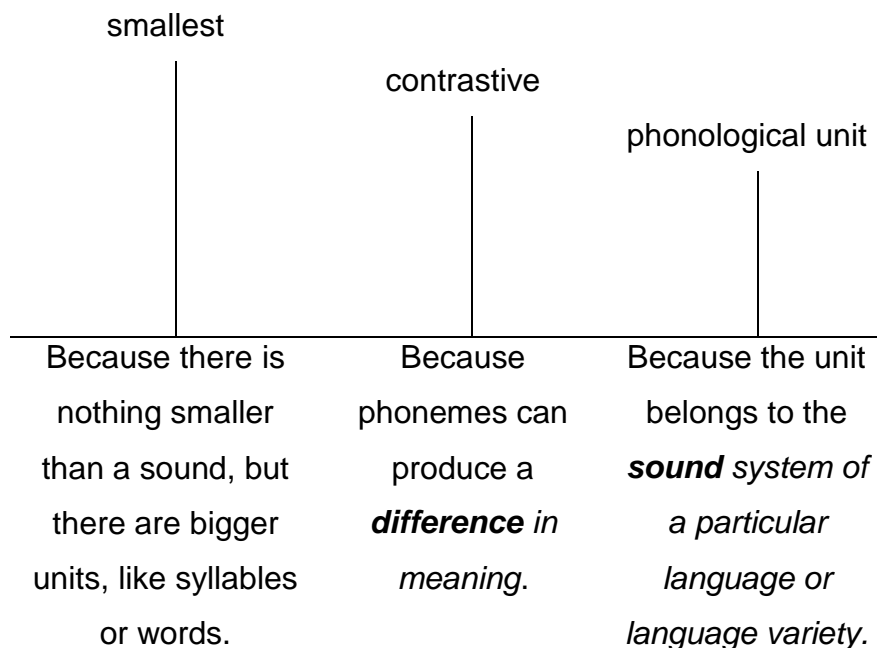
A **phoneme** is defined as “the smallest contrastive phonological unit that can produce a difference in meaning” (Finch and Ortiz Lira, 1982, p.187). But what does that mean?

Before further explanation, consider the following series of words:

- a. *bid – bead – bed – bad – bird – booed*
- b. *trick – trek – track – truck*
- c. *bet – pet – set – met – let – net – debt – get*

Now, look up the words in each series in the dictionary and listen to their pronunciation. What makes the words in each series different from one another (apart from spelling)?

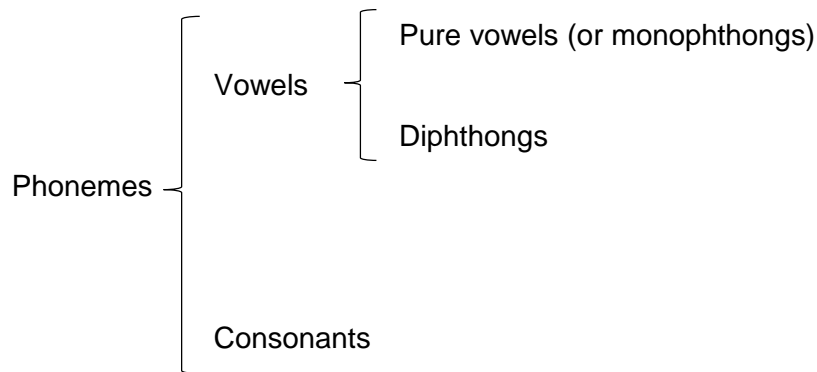
Now, let's break down the definition provided above.



Phonemes, as you will see, are represented by means of **phonemic symbols**, which the student must learn in this course. By using these symbols between slanted bars (/ /), we can provide the **phonemic transcription** of words.

Classification of Phonemes⁴

From the point of view of distribution, i.e. considering their place in a syllable, we can divide the sounds of the English phonological system into two groups: Vowel sounds (they are central in a syllable) and consonant sounds (they occur on the edge of syllables).



Further explanation will be provided in the following chapters.

II. Perception and Production Skills

All the phonological training you receive as an undergraduate student will be aimed at developing both your perception and production skills. In truth, these two skills are not independent of one another: you need to perceive and recognize differences between sounds before you can produce them, and practice at producing them will help you to perceive them correctly. That is why you are very strongly encouraged to practice pronunciation. However, due to time constraints, the focus of this introductory course will be on the development of your perception, recognition and controlled production skills.

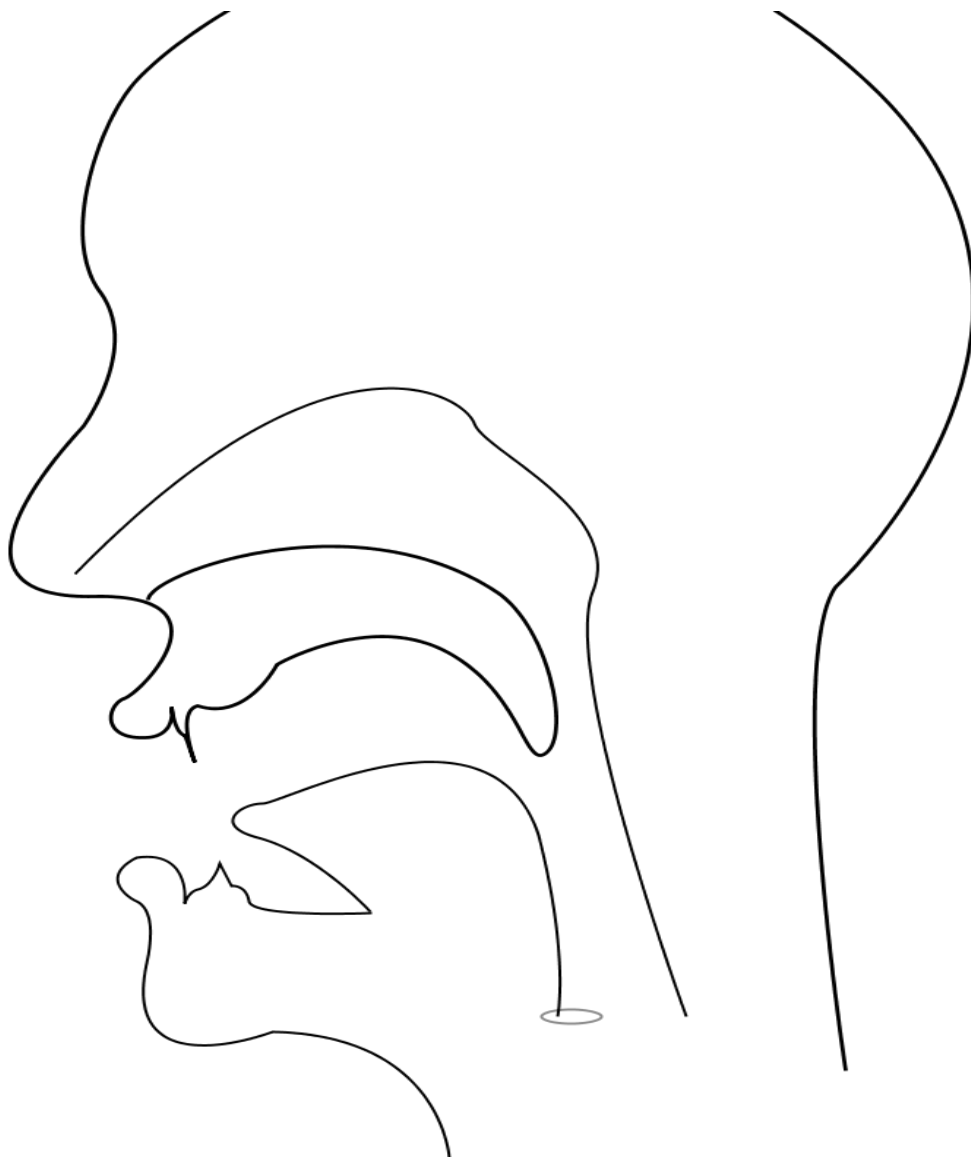
⁴ Based on Finch & Ortiz Lira (1982).

Chapter 2

The Speech Production Mechanism

Below you have a representation of the different parts of the body that are involved in the production of sounds. The accompanying text provides a detailed description of the speech production mechanism, which your teacher will explain so that you can understand the basic workings of sound production.

Paint the parts in the drawing below in different colours. At home, try to see the parts in the mirror, or even touch them.



Adapted from <https://openclipart.org/detail/61699/midsagittal-t-voiceless-alveolar-plosive>. Date: May 21, 2018

As a general rule, the production of any sound begins with air that comes up from the **lungs** through the **respiratory tract**. The air first passes through the **trachea or windpipe** and reaches the **larynx**. This organ is located at the top of the trachea. It is commonly called “Adam’s apple”. Within the larynx, we find the **vocal folds**. The space between the vocal folds is called the **glottis**. When the vocal folds vibrate, they produce phonation or “voice.” If you put your fingers on your throat (where the larynx is) and pronounce a continuous /m/, you will feel the vibration. If you pronounce a continuous /s/, you will feel that no vibration is involved.

Next, the air goes through the resonators: the **pharynx**, the **nasal cavity**, and the **oral cavity**.

The **pharynx** is the passage or chamber located at the top of the larynx. It communicates with the oral and nasal cavities. At the front of the pharynx, we find the **root of the tongue**.

The **oral cavity** (which roughly coincides with what we call the mouth) includes or is surrounded by the **articulators**: the tongue, the palate, the teeth, and the lips.

The **palate** is the roof of the mouth, and it can be divided, for the sake of speech sound descriptions, into three sections: the **alveolar ridge** (right behind the upper teeth), the **hard palate** (in the middle), and the **soft palate or velum** (towards the back), whose tip is called the **uvula**. When the velum is raised, the air cannot reach the nasal cavity and it goes out through the oral cavity. When it is lowered, the air escapes through the nasal cavity.

As regards the tongue, it is also a good idea to subdivide it into parts. Thus, we have the **tip**, the **blade** (right below the alveolar ridge), the **front** (immediately under the hard palate), and the **back** (right under the velum).

As regards the teeth and lips, we have the **upper and lower teeth**, and the **upper and lower lips**.

Finally, note that the nasal cavity goes from the pharynx to the **nostrils**, and it is separated from the oral cavity by the palate.

This text is based on Ortiz and Finch Lira’s (1982) and Cruttenden’s (2008) descriptions.

Chapter 3

The English Vowels

All vowel sounds share some characteristics: they are voiced (which means that they involve vibration of the vocal folds), they are the core of syllables, and they are produced with no obstruction to the airflow. Roach (1983 [2009]) provides a very useful explanation about this last property:

...vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. A doctor who wants to look at the back of a patient's mouth often asks them to say "ah"; making this vowel sound is the best way of presenting an unobstructed view. But if we make a sound like *s*, *d* it can be clearly felt that we are making it difficult or impossible for the air to pass through the mouth. (p. 10)

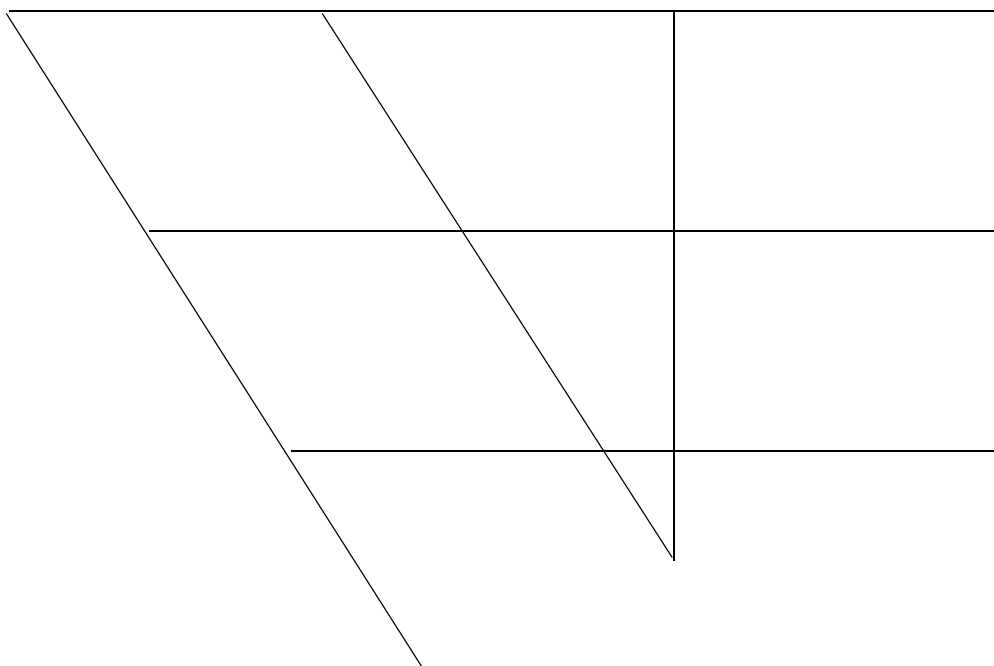
Vowels differentiate from one another in terms of **quality** and **quantity**. The quality of the sounds varies according to the position of the tongue and lips. The quantity is related to the length or duration of the sound (some vowel sounds last longer than others).

Considering quality, vowels are classified into **pure vowels (or monophthongs)** and **diphthongs**.

I. Pure vowels

1	i:	eat, seat, breathe, steal, meal, beak, peak, teen, bee, see
2	ɪ	it, sit, bill, still, win, lip, quit, pitch, witch
3	e	bed, sell, said, let, wet, melt, pet
4	æ	add, cat, dad, mat, lad, bad, man
5	ɑ:	ask, aunt, fast, last, task, grass, park
6	ɒ	box, pot, lots, socks, plot, what
7	ɔ:	all, mall, fork, caught, taught, storm, talk, walk
8	ʊ	look, put, pull, book, took
9	u:	zoom, suit, zoo, pool, tool
10	ʌ	cut, duck, love, ton, thumb
11	ɜ:	earn, bird, first, learn, burn, turf, curve
12 <i>schwa</i>	ə	<u>a</u> dvice, <u>a</u> chieve, mother <u>e</u> r, sister <u>e</u> r, expl <u>a</u> nation

Look at the following chart of the **oral cavity** and complete it with your teacher to analyse pure vowel sounds:



/ə/

No. ___ / Name _____

Look at the phonemic symbol above. What is the phoneme called?

Interesting facts!

✓ You may find /ə/ in unstressed syllables; however, not all unstressed syllables are produced with /ə/.

✓ /ə/ is the most frequent sound in the English language.

✓ The production of /ə/ will help you sound natural and fluent in English



Open your mouth slightly, separate your teeth just a little.

Relax your tongue so that it stands in mid-position.

1.  Look at the following words, and listen to their pronunciation.

opinion husband woman interest business
afraid about director better officer

2. 🗣️ Complete the phonemic transcription of the word you hear by using the corresponding symbol.

ago	/__'gəu/
common	/'kɒm__n/
forget	/f__'get/
success	/s__k'ses/

3. 🗣️ Listen to the following sentences, and underline the instances where /ə/ occurs.

- Leather is the new fashion this winter.
- Teachers and doctors have joined the strike.
- Everyone was curious about who had bought flowers for her.
- Sam is eating better since her operation.
- They have brought all these pencils for you.
- Tomorrow we are going to the leisure centre.

Resources for autonomous learning

<http://thesoundofenglish.org/schwa/>

<https://www.teachingenglish.org.uk/article/teaching-schwa>

<https://www.oxfordonlineenglish.com/schwa-sound>

/i:/ vs. /I/

No. _____

No. _____

Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/i:/



Open your mouth slightly and position your tongue close to the roof.

Spread your lips in a rather wide smile.

Remember this is a long and tense sound.

/I/

Drop your jaw slightly, separating your teeth a little.

Position your tongue towards the middle, raised to mid-high position.



4. 🔊 Look at the following minimal pairs, and listen to the difference in pronunciation.

chip cheap

sick seek

it eat

fill feel

5. 🔊 Now, listen to your teacher saying one word in each of the pairs above. Circle the word you hear.

6. 🗣️ Listen and complete the phonemic transcription of the word you hear by using the corresponding symbol.

/tʃ__p/	/__t/
/f__l/	/s__k/

7. 🗣️ Listen to the following words and indicate if your teacher has read the same word twice, or two different words, by ticking the appropriate column.

	Same	Different
a.		
b.		
c.		
d.		
e.		
f.		
g.		

8. 🗣️ Circle the word you hear.

/i:/	/ɪ/
each	itch
ease	is
feet	fit
green	grin
heat	hit

9. 🎧 Listen to the following words. Write the correct phonemic symbol next to each of them.

l <u>i</u> tre	/__/	l <u>i</u> tter	/__/
be <u>a</u> d	/__/	bi <u>d</u>	/__/
ble <u>e</u> p	/__/	bl <u>i</u> p	/__/
chee <u>k</u> s	/__/	ch <u>i</u> cks	/__/
crea <u>k</u>	/__/	cri <u>c</u> k	/__/

10. 🎧 Listen to the following sentences. Circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

- a. He can *fill* / *feel* all that.

/f__l/

- b. Is that a *pitch* / *peach*?

/p__tʃ/

- c. I saw a *sheep* / *ship*.

/ʃ__p/

- d. Do you have any *bins* / *beans*?

/b__nz/

- e. She's always *slipping* / *sleeping*.

/sl__pɪŋ/

- f. What a wonderful *grin* / *green*.

/gr__n/

/e/ vs. /æ/

No. _____

No. _____

Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/e/



Drop your jaw slightly and spread your lips half-way (in an open smile-like shape).

Push your tongue forward in mid-position, so that it nearly touches your front teeth.

/æ/

Pull your mouth wide open, separating your lips and teeth to form a wide, very open oval. This is a tense sound.

Push your tongue forwards and downwards, near your lower front teeth.



11. 🗣️ Look at the following minimal pairs, and listen to the difference in pronunciation.

bad
fanatic
marry
sand
track

bed
phonetic
merry
send
trek

12. 🗣️ Now, you will hear some of the words from the previous list. Complete the phonemic transcription of the word you hear by using the corresponding symbol.

/b__d/

/tr__k/

/fən__tɪk/

/s__nd/

/m__ri/

13. 🗣️ You will now hear pairs of words. Indicate if the two words are the same, or if they are different, by ticking the appropriate column.

	Same	Different
a.		
b.		
c.		
d.		
e.		
f.		

14. 🗣️ Circle the word you hear.

/e/

/æ/

effluent

affluent

end

and

beck

back

bend

band

bread

Brad

men

man

15. 🗣️ Listen to the following sentences. Circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

a. Can you believe they spent all their money on *jams* / *gems*?

/dʒ__mz/

b. Allison went to the supermarket because there was an offer on *pans* / *pens*.

/p__nz/

c. The mother *sat* / *set* the baby on the car seat and got the bags.

/s__t/

d. Your grandfather has always loved his *cattle* / *kettle*.

/k__tl/

/æ/ vs. /ʌ/

No. _____

No. _____


Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/ʌ/

Drop your jaw. Do not tense your cheeks.

Separate your teeth without rounding them, in an open oval shape.

Your tongue should be placed in mid-low position.



16. 🗣️ Look at the following minimal pairs, and listen to the difference in pronunciation.

ankle	uncle
cap	cup
cat	cut
fan	fun
lack	luck

17. 🗣️ You will now hear pairs of words. Indicate if the two words are the same, or if they are different, by ticking the appropriate column.

	Same	Different
a.		
b.		
c.		
d.		
e.		

18. 🔊 Circle the word you hear.

/æ/	/ʌ/
app	up
bad	bud
drag	drug
flash	flush
lamp	lump
match	much

19. 🔊 The following verbs have something in common: their past forms are pronounced with one sound, whereas their past participle forms are pronounced with another. Listen to the pronunciation of the verbs and write the correct phonemic symbol next to each past and past participle form.

Infinitive form	Past form	Past participle
begin	began /___/	begun /___/
drink	drank /___/	drunk /___/
ring	rang /___/	rung /___/
run	ran /___/	run /___/
shrink	shrank /___/	shrunk /___/
sing	sang /___/	sung /___/
spring	sprang /___/	sprung /___/
swim	swam /___/	swum /___/

/ɑ:/ VS. /ɜ:/

No. _____

No. _____

Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/ɑ:/



Open your mouth widely,
separating your teeth.
Round your lips.
Pull your tongue back and
in a very low position.

/ɜ:/

Open your mouth and
separate your teeth slightly.
Protrude your lips in an oval
shape and place your
tongue in the middle of the
oral cavity.



20. 🗣️ Look at the following minimal pairs, and listen to the difference in pronunciation.

first	fast
bird	bard
curt	cart
hurt	heart

21. 🎧 Circle the word you hear.

/ɜ:/	/ɑ:/
birth	bath
cursed	cast
fur	far
further	father
heard	hard
purse	pass

22. 🎧 Listen to the following sentences. Circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

a. The *firm* / *farm* is not doing so well since his father passed away.

/f__m/

b. There were some teenagers *lurking* / *larking* around yesterday.

/l__kɪŋ/

c. Please, show me your *purses* / *passes*.

/p__sɪz/

d. These things have been *hard* / *heard* in the past.

/h__d/

e. If you have any *further* / *father* issues, let us know.

/f__ðə/

23. 🎧 Now, choose the word you hear in each series. The following vowel sounds might be used: /ɪ/, /i:/, /ɑ:/, /ɜ:/, /ʌ/, /æ/, /e/.

a. passed – pursed – pissed

b. flirt – fleet – flat

c. bird – bard – bead – bad

d. first – fast – fist

e. curt – cart – cat – cut – KET (Key English Test)

/ɒ/ **VS.** **/ɔ:/**

No. _____

No. _____

Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/ɔ:/



Set your mouth half-open and separate your teeth.

Set your lips in an open round shape covering your teeth.

Push your tongue to the very back of the oral cavity in mid position.

/ɒ/

Open your mouth widely and separate your teeth.

Place your lips in an open oval shape.

Move your tongue to the back of the oral cavity in low position.



24. 🔊 Look at the following minimal pairs, and listen to the difference in pronunciation.

- | | |
|------|-------|
| fox | forks |
| pot | port |
| shot | short |
| spot | sport |
| wok | walk |

25. 🎧 Now, listen to some of the words above. Complete the phonemic transcription of the word you hear by using the corresponding symbol.

/ʃ__t/

/p__t/

/f__ks/

/w__k/

26. 🎧 Listen to the following sentences and circle the word you hear. Then, complete the phonemic transcription of the word with the corresponding symbol.

a. Sarah's husband was a *potter* / *porter* from Darlington.

/p__tə/

b. Alan *spotted* / *sported* a shiny black leather jacket at the party last night.

/sp__tɪd/

c. Did you see the *fox* / *forks* in the back garden?

/f__ks/

d. The *cot* / *court* is rather big.

/k__t/

e. I think the *pot* / *port* needs a lot of improvement.

/p__t/

27. The following irregular verbs are similar in their past simple and past participle forms. Provide the past and past participle forms of these verbs.

Infinitive	Past form/Past participle
bring	_____ /br__t/
buy	_____ /b__t/
catch	_____ /k__t/
fight	_____ /f__t/
seek	_____ /s__t/
teach	_____ /t__t/
think	_____ /θ__t/

28. 🔊 Circle the word that is pronounced with a different vowel sound.

short – court – hawk – clock

was – posh – walk – what

wand – yawn – stalk – warn

hop – horn – cop – rod

horse – corn – call – cock

chord – chore – jaw – rob


/ʊ/ vs. /u:/

No. _____

No. _____


Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/ʊ/



Open your jaws slightly.
Round your lips in an oval shape.
Place your tongue toward the mid-top, mid-back part of the oral cavity.

/u:/



Protrude your lips forming a small circle and covering your teeth.
Retract your tongue toward the back of your mouth and upwards.

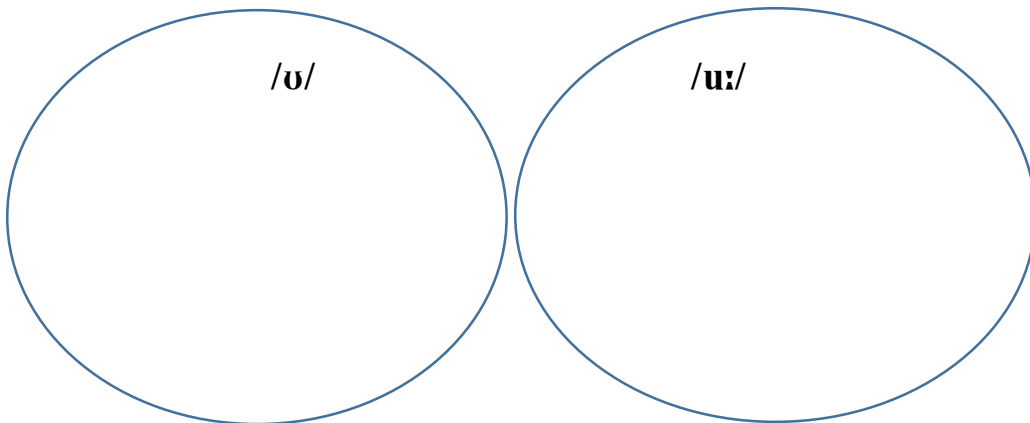
29. 🎧 Look at the following minimal pairs of words and pay attention to their pronunciation.

/ʊ/	/u:/
full	fool
pull	pool
look	Luke
soot	suit

30. 🎧 Now, your teacher will read/play one word in each of the pairs above. Circle the word you hear.

31. 🎧 Look at the following words. Listen to their pronunciation and place them in the correct bubble.

food, good, tool, wool, boot, foot, room,
 bull, smooth, cool, took, boom,
 blue, new, moon, cook



32. 🎧 Listen and write the missing phonemic symbol.

/f__l/

/f__d/

/w__l/

/g__d/

/l__k/

33. Read the following sentences and underline the words that contain /ʊ/ and /uː/. Then, add the corresponding symbol.

a. This book is too good to be true. Buy it soon.
 /b__/ /t__/ /g__d/ /tr__/ /s__n/

b. I'd choose a good cooking book,
 /tʃ__z/ /g__d/ /k__kɪŋ/ /b__k/

full of beautiful and useful recipes.
 /f__l/ /bj__tɪfl/ /j__sfl/

II. Diphthongs⁵

Diphthongs form a glide within one syllable, i.e. the articulators are placed in one position at the beginning of the sound and they change towards the end of it. For example, if you pronounce the words *eye*, *buy* or *high* very slowly, you will perceive that, at the beginning, your tongue is lowered but, towards the end, it is raised.

/eɪ/	say, pay, fame	/əʊ/	go, low, so	/eə/	fair, bear, chair
/aɪ/	bye, lie, try, admire	/aʊ/	cow, loud, wow	/ɪə/	fear, beer, ear
/ɔɪ/	boy, destroy, soy	-----		/ʊə/	poor, tour

34. 🗣️ Now, read the following words containing pure vowels and diphthongs, and circle the one you hear.

rose – raise - rouse

soil – sail – sell

beer – bear – bore

called – cold – killed

buy – boy – bay

farm – firm – fame

sold – sole – sale

bail – boil – ball

call – coal – coil

⁵ Based on Cruttenden (2008, p. 134); Underhill (1994 [2005], p. 4), and Roach (1983 [2009], p. 17)

35. Get together in pairs and read the following text in a loud voice. As you read, find examples of words that are pronounced with any of the eight diphthongs you have learned.

Models under the age of 16 will be banned from London's Fashion Week. In addition, all models may soon have to show a health certificate before they are allowed to walk down the catwalk. These are the decisions of the Model Health Inquiry that was set up in March by the British Fashion Council to ensure models eat healthily. One major concern was how skinny models have become. Super-thin is in and experts fear that models are risking their health due to a variety of eating disorders. An unwanted side effect is that teenagers and young women in their twenties and thirties copy the looks and shape of size-zero models and put their health at risk. The inquiry is in response to the deaths of two Uruguayan models Luisel Ramos, 22, and her sister, Eliana, 18, who died last year because of poor diets.

The Model Health Inquiry did not recommend barring models based on their body mass index (BMI). It said that the BMI - the ratio of weight to height - was "not an accurate method of determining health". The inquiry said models could easily make themselves vomit to try and beat the tests and get on the catwalk. Other countries have barred models with a BMI of less than 18. The World Health Organization says a BMI of 18.5 is a minimum healthy standard. The report made 14 recommendations, which include random drug tests and a "rigorous scientific study" into the extent of eating disorders within the industry. The report also said that from September 2008, models "should provide a medical certificate attesting their good health from doctors with expertise in recognizing eating disorders".

Taken from Oliva et al. (2018)

36. Now, provide the missing symbol for each of the following words

near /n__/

say /s__/

mine /m__n/

stone /st__n/

Vowels: Integration Exercises

37. Move from cell to cell to get to the finish line. To move to a new cell, you need to choose a word with the pure vowel sounds in order (from 1 to 12). You can only make vertical and horizontal moves⁶.

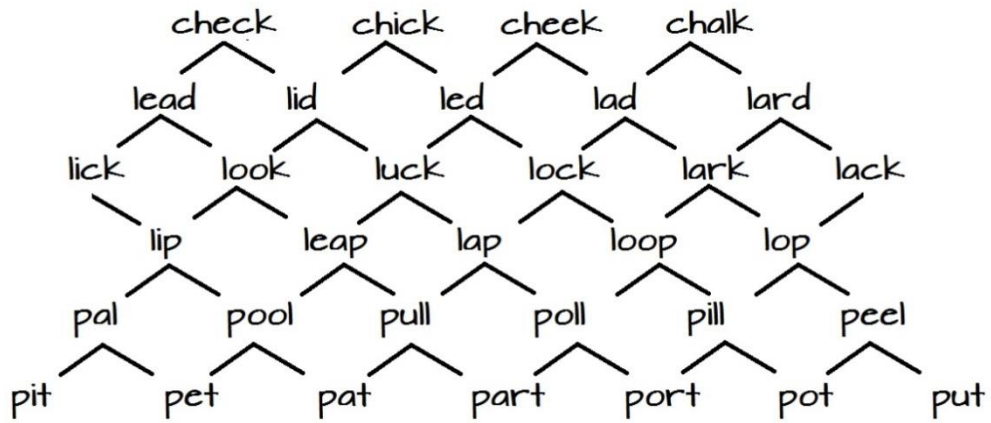
Start	skirt	man	short	zoo	pill
sheep	pit	friend	mark	glue	fix
pet	charge	cat	heart	check	trip
loop	stack	taught	plot	cork	well
hat	port	book	boot	clerk	gap
bug	ill	yell	blood	shirt	wizard
log	shot	free	church	west	Finish Line

38. For each word below, write down one or more words to complete the minimal pair.

eat	_____	_____	least	_____	_____
bit	_____	_____	peck	_____	_____
bat	_____	_____	tall	_____	_____
rash	_____	_____	fold	_____	_____
set	_____	_____	pear	_____	_____
bad	_____	_____	bye	_____	_____
fill	_____	_____	tour	_____	_____

⁶ Adapted from Hancock (1995).

39. 🎧 Listen to the teacher and move along the chart according to the words you hear. Check that you have started and finished in the correct spots.



40. Circle the word in each series that does not belong there.

- a. poor – tour – sour
- b. ones – won – win
- c. eye – buy – yet
- d. fork – knife – taught
- e. row – cow – bow – loud
- f. meat – seed – sit

Chapter 4

The English Consonants⁷

Unlike vowels, consonants tend to occur at the margins of syllables, not at the core. Unlike vowels, consonants can be voiced or voiceless. Unlike vowels, consonants can be produced with different levels of restrictions to the airflow.

Consonants are characterized by a set of **features**:

1. **Manner of articulation.** How does the air come out? What is the type of restriction to the airflow?
2. **Place of articulation.** At which point do the articulators come into contact or near contact and restrict the airflow?
3. **Voicing.** Is there vibration of the vocal folds or not?

The following chart shows the English consonants arranged according to place of articulation, manner of articulation, and voicing. Being aware of how sounds are produced will definitely help you learn them.

	Bilabial	Alveolar	Velar	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar		Palatal	Glottal
Voiceless	p	t	k	f	θ	s		ʃ	tʃ		h
	Plosives			Fricatives				Fricatives	Affricates		
Voiced	b	d	g	v	ð	z		ʒ	dʒ		Fricative
Voiced	m	n	ŋ				r			j	
	Nasals						Approximant			Semi-vowel	
	w	l									
	Semi-vowel	Lateral									

This chart has been adapted from *Getting Pronunciation Straight* (Capell et al., 2010)

⁷ Based on Celce-Murcia (1996 [2008], p. 42-43); Underhill (1994 [2005], p. 4) and Cruttenden (2008, p. 27-28)

		PLOSIVES		
		Bilabial	Alveolar	Velar
Voiceless		/p/	/t/	/k/
	Voiced	/b/	/d/	/g/

41. 🎧 Listen to the following pairs of words and repeat them.

pair	bare
park	bark
maple	Mabel
lap	lab

tear	dare
tennis	Dennis
writing	riding
mat	mad

Kate	gate
cold	gold
anchor	anger
duck	dug

42. 🎧 Now, your teacher will read/play some of the words above. Circle the ones you hear.

43. 🎧 Listen to the sentences and circle the word you hear.

- Can you see that cute little *cup* / *cub*?
- I saw something on the floor. It was just a small *bill* / *pill*.
- The crook hurt his *pride* / *bride* and he got mad.
- Look! That cloud has the shape of a *pear* / *bear*!

44. 🎧 Listen to these pairs of words twice. Decide whether they are the same or different. Then, tick the appropriate column.

	Same	Different
a.		
b.		
c.		
d.		

45. 🎧 Listen and circle the word you hear.

- a. You need to *tye* / *dye* your hair if you want to make a good impression.
- b. I can't see this clearly. Is it a "t" / "d"?
- c. We're late! Can you *write* / *ride* faster?
- d. I couldn't solve the problem with the *drains* / *trains*. Can you try?

46. 🎧 Now, your teacher will read/play some of the words from exercise 41. Complete the phonemic transcription of the word you hear by using the corresponding symbol.

/__eit /
/æŋ__ə/
/dʌ__/
/__əʊld/

47. 🎧 Listen and circle the word you hear.

- a. Your *curls* / *girls* are so beautiful!
- b. You broke my game! These *guards* / *cards* are ruined!
- c. I love these wooden *clogs* / *clocks*! How much are they?
- d. These *glasses* / *classes* are top-notch.

FRICATIVES				
	Labio-dental	Dental	Alveolar	Post-alveolar
Voiceless	/f/	/θ/	/s/	/ʃ/
Voiced	/v/	/ð/	/z/	/ʒ/

48. 🎧 Listen to the following minimal pairs and repeat them.

/v/ /f/

very ferry

leave leaf

van fan

divine define

view few

49. 🎧 Listen and complete the transcriptions with the missing symbol.

/__eri/

/li:__/

/__æŋ/

/də_aɪn/

/_ju: /

50. 🎧 Repeat the following words after your teacher. Find 10 minimal pairs and write them in the empty chart below.

vast	fault	proof	starve
vine	gif	safe	serve
save	fail	staff	surf
veil	live	prove	give
vault	fine	fast	life

/f/	/v/

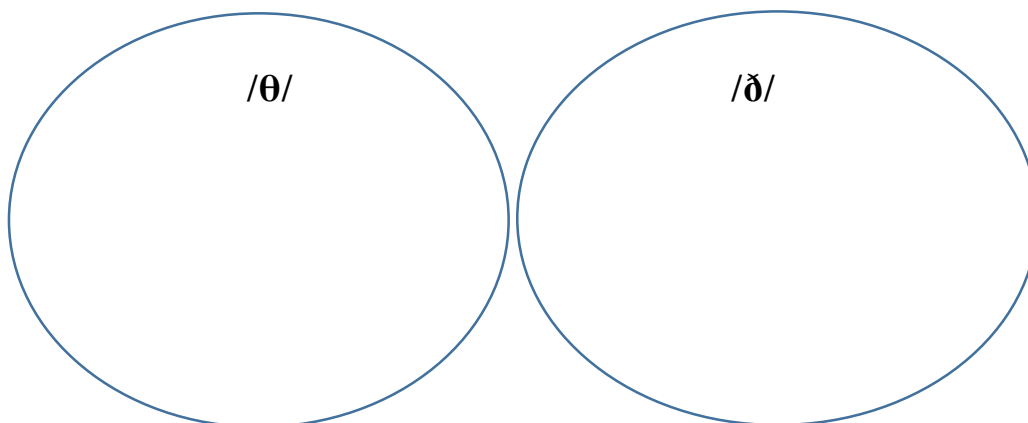
51. 🗣️ Read the following sentences aloud. Circle the words which have the combination “th” in spelling, and say if that combination is pronounced in the same way in sentence A and in sentence B.⁸

a. *As my eyes are rather small, I wear make-up so that they look bigger.*

b. *Do you think a model’s job is an unhealthy one? Why do you think super-thin is in?*

52. 🗣️ Group the following words according to the pronunciation of “th”.

thirty, then, although, this,
 birth, clothes, think, enthusiasm, they



⁸ The sentences were taken from Oliva et al. (2018).

53. 🎧 Listen to the following words and repeat them.

/s/	/z/
sunny	zoo
sausage	music
kiss	cheese
mice	advise
ice	nose

54. 🎧 It's also a good idea to practise minimal pairs!

/s/	/z/
sue	zoo
sing	zing
rice	rise
ice	eyes
pence	pens
bus	buzz

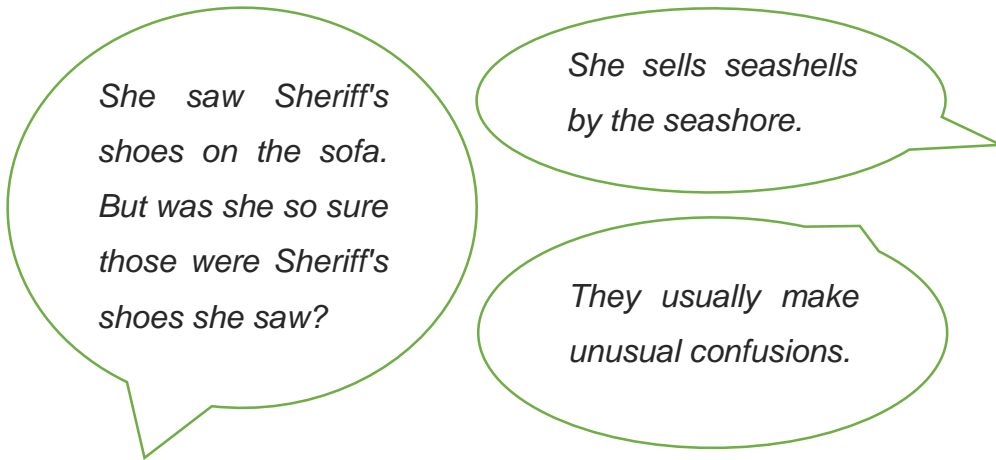
55. 🎧 Listen to the following sentences. Write the corresponding symbol for the sounds in bold. Then, practice reading the sentences aloud.

a. Mark's hobbies include swimming in the summer,
/___/ /___/ /___/ /___/

on Sundays and days off.
/___/ /___/ /___/

b. The science class is usually full of students.
/___aɪən___/ /kla:___/ /I___/ /___tju:dnt___/

56. 🎧 Listen to the following tongue twisters and detect the sounds /ʃ/ and /ʒ/.



57. 🎧 Listen to the following words and repeat them.

/ʃ/	/ʒ/
sugar	television
should	casual
cash	treasure

58. Listen to the tongue twisters in exercise 56. Circle the words which contain the sounds /ʃ/ and /ʒ/. Then add those words in the corresponding chart in exercise 57. Finally, practice reading the words aloud.

59. 🎧 Practice at home! Read the following quote by Richard Marcel I, and identify the words which are pronounced with /ʃ/ and /ʒ/. Record yourself with your phone and share it with a classmate. Did you read it producing the same sounds?

Vision without mission is lame. Mission without vision is blind.

FRICATIVE

Glottal

/h/

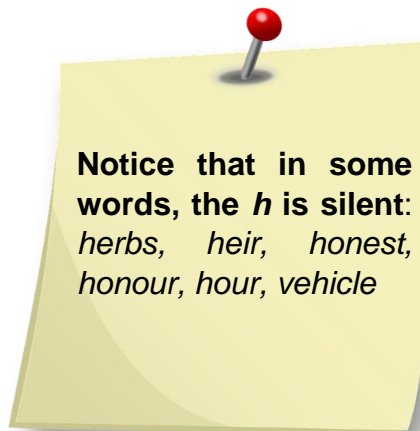


This sound is very easy to produce, but you must be sure to pronounce it correctly. To do so, simply force air from the back of the throat.

You need to make sure that you do not pronounce it as the sound we have at the beginning of Spanish words like *Jota, Jazmín, Julio*.

60. 🗣️ Listen and repeat.

all	hall
eat	heat
at	hat
air	hair
Elle	hell



Integration: Plosives and Fricatives

61. 🎧 Listen to the following sentences, circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

a. We need to replace that *covered* / *cupboard* door.

/kʌ__əd/

b. You must carefully read the *boating* / *voting* regulations before next meeting.

/__əʊtɪŋ/

c. I'm sorry. I didn't get your last name. *Corden* / *Gordon*, was it?

/__ɔ:dn/

d. The path he chose led him to his *tomb* / *doom*.

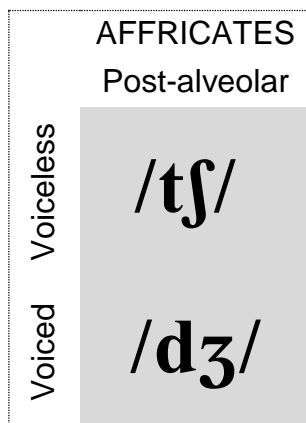
/__u:m/

e. Diplomatic talks have failed. So much for the *truth* / *truce*!

/tru:__/

f. Look at those animals! Are they *breeding* / *breathing*?

/bri:__ɪŋ/



62. 🎧 Listen to the following pairs of words and repeat them.

- | | |
|--------|-------|
| batch | badge |
| chain | Jane |
| cherry | Jerry |
| choke | joke |
| chew | jew |

63. 🎧 Now, your teacher will read/play one word in each of the pairs above. Circle the word you hear.

64. 🎧 Now, listen and complete the transcriptions with the missing symbol for the corresponding affricate sound.

/bæ__/
/__eɪn/
/__eri/
/__əʊk/
/__u:/

65. 🎧 Listen to the following sentences, circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

a. I thought he was *joking* / *choking*!

/__əʊkɪŋ/

b. She's *Chilean* / *Gillian*.

/__ɪlɪən/

c. *Joyce* / *Choice* is so good.

/__ɔɪs/

d. The *surge* / *search* was terrible!

/sɜː__ /

NASALS			
	Bilabial	Alveolar	Velar
Voiced	/m/	/n/	/ŋ/

66. 🗣️ Look at the following words, and listen to the difference in pronunciation.

/m/	/n/	/n/	/ŋ/	/m/	/ŋ/
same	sane	stun	stung	simmer	singer
term	turn	ton	tongue	Sam	sang
maples	Naples	thin	thing	swim	swing

67. 🗣️ Listen to the following sentences. Circle the word you hear and complete the phonemic transcription of the word with the corresponding symbol.

a. Those *fans* / *fangs* are really dangerous!

/fæ__z/

b. I love Christmas! Michael gets so happy. And *Carolyn* / *carolling* is the best!

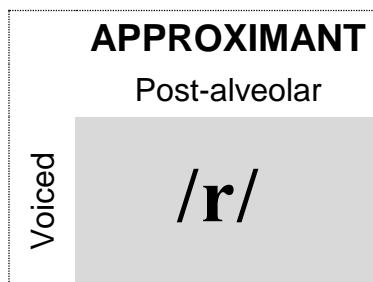
/kærli__/

c. That *robin* / *robbing* looks quite peculiar to me; I haven't seen anything like it before.

/rɒbi__/

d. I hate to interrupt, but this is *Ron* / *wrong*.

/rɒ__/



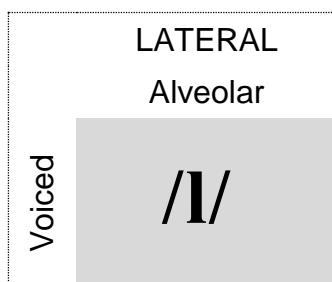
68. 🔊 Read and listen to the following words.

*ring, wrong, car, worst, arrive, room,
wrap, smart, nearly, favourite, reservation, surprising*

In which of the words above is the *r* not pronounced? In Standard British English, the /r/ is pronounced only when followed by a vowel sound.

69. 🔊 Read these words aloud and underline the cases of “r” which should be pronounced. Then listen and check. Finally, listen and repeat.

rare	roses
wear	room
ruler	afternoon
carry	teacher
Mary	arrange



70. 🔊 Listen and repeat.

*low, school, lazy, always, early, impossible, last, let, like, loving, lesson,
only, usual, smile, leg, almost, little, lamp, library, living-room, life, Italy*

The English Semivowels

There are two semivowels or semi-consonants in English: /j/ and /w/. They are called like this because they share characteristics of both vowels and consonants. On the one hand, they are always voiced and they are produced without any obstructions to the airflow, just like vowels. On the other hand, they occur at the beginning of syllables, just like consonants.

/j/	year, yes, yoke, Yule, view, new, unit, Europe, student
/w/	would, will, was, what, once, quick

71.  Listen and repeat.

/w/	/g/
wet	get
would	good
what	got
while	guile
one	gun

72.  Listen to the following minimal pairs and repeat them.

ear	year
ate	yet
poor	pure
or	your
ooze	use
ford	fjord

73.  Listen to these pairs of words twice. Decide whether they are the same or different. Then, tick the appropriate column.

	Same	Different
a.		
b.		
c.		
d.		
e.		

Integration

74. Circle the odd one out

frogs – dogs – bats speak – read – bit
thumb – father – though television – pleasure – passion
special – usually – treasure eyes – ice – rice
about – accident – away friend – bet – bat

75. Talking about the weather

- a. Watch the following video⁹ (1.00-2.36), listen to the pronunciation of these words and then match them to their corresponding sound.

<https://www.youtube.com/watch?v=hy61DIGMOsY>



It's chilly.	
It's freezing.	/i:/
It's drizzling.	
It's only spitting.	/I/

- b. Listen to the rest of the video and write other examples of words pronounced with vowels /i:/ and /I/.
- c. Can you find examples of words that contain /ʌ/?
- d. What about examples of words that carry the diphthong /əʊ/?

⁹ English, O. O. (March 16, 2017). Talking About the Weather in English - Spoken English Lesson. Retrieved from <https://www.youtube.com/watch?v=hy61DIGMOsY>

76. Describing People

- a. Watch the following video¹⁰ (4.45-7.25), listen to how words are pronounced and circle the correct phoneme for the section in bold type.

<https://www.youtube.com/watch?v=7bdRclpN1jU>



kind	reliable
/aɪ/ /eɪ/	/aɪ/ /eɪ/
considerate	honest
/e/ /ə/	/ə/ /e/
warm	straight forward
/ɑ:/ /ɔ:/	/ɑ:/ /ɔ:/
funny	cheerful
/ʌ/ /æ/	/ɪə/ /i:/
fun	sensitive
/ʌ/ /æ/	/ɪ/ /e/
entertaining	optimistic
/aɪ/ /eɪ/	/ɒ/ /əʊ/

- b. Can you use any of these adjectives to describe a person you know?

¹⁰ English, O. O. (February 22, 2017). How to Describe a Person in English - Spoken English Lesson. Retrieved from <https://www.youtube.com/watch?v=7bdRclpN1jU>

APPENDIX

Mock test 1

Universidad Nacional de Córdoba
Facultad de Lenguas
Ciclo de Nivelación
Sección: FONÉTICA

1. 🗣️ In each group, circle the word that is pronounced with a different sound. Focus on the underlined parts. (5)

- a. television – information – usual – casual
- b. jam – pleasure – age – joy
- c. other – thing – northh – healthh
- d. wise – size – eyes – price
- e. signn – gooing – bankn – sung

2. 🗣️ Listen and **CIRCLE** the word you hear. (10)

- a. Maria painted a *view* / *few*.
- b. The *ghost* / *coast* was nice.
- c. I have to *watch* / *wash* the cat.
- d. The apples I had were *three* / *free*.
- e. What's the *price* / *prize*?
- f. I need to *try* / *dry* the vegetables.
- g. *Bart* / *Bert* didn't call me.
- h. I think he's *joking* / *choking*.
- i. It was in the *vest* / *west*.
- j. The *port* / *pot* is quite old.

3. Circle all the words pronounced with /ʊ/. (5)

book – rule – smooth – butch – duke – loose – hook – bull – good – moon

Mock test 2


Universidad Nacional de Córdoba
Facultad de Lenguas
Ciclo de Nivelación
Sección: FONÉTICA

1. 🎧 In the following sentences, **CIRCLE the word** you hear.

1. Where are you *leaving* / *living*?
2. I think the artist painted a big *mouth* / *mouse* there.
3. Have you seen my *coat* / *goat*?
4. Who told you about the *ban* / *bang* yesterday?
5. Eating *bags* / *bugs* is definitely not a good idea!

2. 🎧 Listen to these pairs of words twice. Decide whether they are the same or different. Then, tick the appropriate column.

		SAME	DIFFERENT
1	sung / sang		
2	short / shot		
3	but / bat		
4	vet / bet		
5	cot / caught		
6	farm / firm		
7	man / men		
8	eat / it		
9	chip / tip		
10	rice / rise		

3.  Read the following lists of words. Try to remember how they are pronounced and CIRCLE the odd one out.

Example:

work – York – awake

1. jam – joke – chop
2. other – bath – those
3. joke – yet – young
4. like – pit – try
5. pen – charming – John

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Images:

The image on page 4 was adapted from <https://openclipart.org/detail/61699/midsagittal-t-voiceless-alveolar-plosive>. Date: May 21, 2018

The notepad image was retrieved from <https://openclipart.org/detail/179320/legal-paper> on May 28th, 2018.

The image of the man wearing a tie was retrieved from <https://openclipart.org/detail/285008/business-man-advice-version-2> on May 25th, 2018.

Videos:

English, O. O. (2017, March 16). Talking About the Weather in English - Spoken English Lesson. Retrieved from <https://www.youtube.com/watch?v=hy61DIGMOsY>

English, O. O. (2017, February 22). How to Describe a Person in English - Spoken English Lesson. Retrieved from <https://www.youtube.com/watch?v=7bdRclpN1jU>

Answer key	
2	ago /əɡəʊ/ – common /kɒmən/ – forget /fəɡet/ – success /səkɪs/
3	<p>a. Leather<u>u</u> is the<u>n</u> new fash<u>io</u>n this winter<u>e</u>.</p> <p>b. Teacher<u>s</u> and doctor<u>s</u> have joined the<u>e</u> strike.</p> <p>c. Everyone w<u>as</u> cur<u>io</u>us ab<u>o</u>ut who h<u>ad</u> bought flower<u>s</u> for her<u>e</u>.</p> <p>d. Sam is eating better<u>e</u> since her<u>e</u> operat<u>io</u>n.</p> <p>e. They h<u>ave</u> brought all these pencil<u>s</u> for you<u>e</u>.</p> <p>f. T<u>o</u>morrow we <u>are</u> going t<u>o</u> the<u>e</u> leisur<u>e</u> cent<u>re</u>.</p>
5	cheap – sick – eat – feel
6	/tʃɪp/ – /t/ – /fi:l/ – /sɪk/
7	<p>a. Same: seek</p> <p>b. Same: each</p> <p>c. Different: fill – feel</p> <p>d. Different: green – grin</p> <p>e. Same: Sheep</p> <p>f. Same: heal</p> <p>g. Different: cheap - chip</p>
8	each – ease – fit – green – hit
9	<p>litre /i:/ litter /ɪ/</p> <p>bead /i:/ bid /ɪ/</p> <p>bleep /i:/ blip /ɪ/</p> <p>cheeks /i:/ chicks /ɪ/</p> <p>creak /i:/ crick /ɪ/</p>
10	a. He can fill/ feel all that. /fi:l/

	<p>b. Is that a pitch/peach? /pɪtʃ/</p> <p>c. I saw a sheep/ship. /ʃɪp/</p> <p>d. Do you have any bins/beans? /bi:nz/</p> <p>e. She's always slipping/sleeping. /sli:pɪŋ/</p> <p>f. What a wonderful grin/green. /grɪn/</p>
12	/b <u>ed</u> / – /tr <u>æk</u> / – /fən <u>æt</u> ɪk/ – /s <u>end</u> / – /m <u>er</u> i/
13	<p>a. Different: set - sat</p> <p>b. Same: dad</p> <p>c. Different: lag - leg</p> <p>d. Same: lad</p> <p>e. Same: pet</p> <p>f. Different: bet - bat</p>
14	affluent – end – beck – band – Brad – men
15	<p>1. Can you believe they spent all their money on jams/gems? /dʒɜ:mz/</p> <p>2. Allison went to the supermarket because there was an offer on pans/pens. /pænz/</p> <p>3. The mother sat/set the baby on the car seat and got the bags./sæt/</p> <p>4. Your grandfather has always loved his cattle/kettle. /kɛtl/</p>
17	<p>a. Same: ran</p> <p>b. Different: flunk - flank</p> <p>c. Different: puck - pack</p> <p>d. Same: much</p> <p>e. Different: pan - pun</p>

18	up – bad – drag – flush – lump – much
21	birth – cursed – far – father – heard – pass
22	<ol style="list-style-type: none"> 1. The firm/farm is not doing so well since his father passed away. /fɜ:m/ 2. There were some teenagers lurking/larking around yesterday. /lɜ:kɪŋ/ 3. Please, show me your purses/passes. /pɑ:sɪz/ 4. These things have been hard/heard in the past. /hɑ:d/ 5. If you have any further/father issues, let us know. /fɜ:ðə/
23	passed – flirt – bead – fist – cut
25	shot – pot – forks – walk
26	porter – spotted – fox – court – port
27	brought /brɔ:t/ – bought /bɔ:t/ – caught /kɔ:t/ – fought /fɔ:t/ – sought /sɔ:t/ – taught /tɔ:t/ – thought /θɔ:t/
28	clock – walk – wand – horn – cock – rob
30	fool – pull – look – suit
31	<p>/ʊ/: good – wool – bull – took – cook</p> <p>/u:/: food – tool – boot – room* – smooth – cool – boom – blue – new – moon</p> <p>*The word <i>room</i> can be pronounced with any of the two vowels; however, there's a preference for /u:/.</p>
32	/fu:l/ – /fu:d/ – /wʊl/ – /gʊd/ – /lʊk/
33	book /ʊ/ – too /u:/ – good /ʊ/ – true /u:/ – soon /u:/ – choose /u:/ – cooking /ʊ/ – full /ʊ/ – beautiful /u:/ – useful /u:/
34	rose – killed – sale – soil – bay – boil – bear – firm – coal

36	/nɪə/ - /seɪ/ - /maɪn/ - /stəʊn/
37	sheep – pit – friend – cat – heart – plot – taught – book – boot – blood – shirt – wizard
39	chick – led – luck – leap – pull – pat
42	pair – bark – Mabel – lap – dare – tennis – writing – mat – gate – gold – anchor – dug
43	cub – pill – bride – pear
44	<p>a. Different: mat - mad</p> <p>b. Same: park</p> <p>c. Same: gate</p> <p>d. Different: lab - lap</p>
45	dye – “t” – ride – drains
46	Kate – anger – duck – cold
47	girls – cards – clogs – classes
49	ferry – leaf – van – divine – few
51	<p>a. rather, that, they /ð/</p> <p>b. think, unhealthy, thin /θ/</p>
52	<p>/θ/ thirty – birth – think – enthusiasm</p> <p>/ð/ then – although – this – clothes – they</p>
55	<p>Mark’s /s/ – hobbies /z/ – swimming /s/ – summer /s/ – Sundays /s/ /z/ - days /z/</p> <p>science /s/ /s/ – class /s/ – is /z/ – students /s/ /s/</p>
56, 58	<p>/ʃ/: she – sheriff’s – shoes – sure – seashells – seashore</p> <p>/ʒ/: usually – unusual – confusions</p>
59	/ʃ/: mission

	/ʒ/: vision
61	cupboard – voting – Gordon – doom – truth – breeding
63	batch – Jane – Jerry – choke – chew
64	/bætʃ/ – /tʃeɪn/ – /tʃerɪ/ – /dʒəʊk/ – /dʒu:/
65	<p>a. joking /dʒ/</p> <p>b. Chilean /tʃ/</p> <p>c. choice /tʃ/</p> <p>d. surge /dʒ/</p>
67	<p>a. fans /fænz/</p> <p>b. carolling /kærəlɪŋ/</p> <p>c. robin /rɒbɪn/</p> <p>d. wrong /rɒŋ/</p>
68	The <i>r</i> is not pronounced in: car, worst, smart, nearly, reservation, surprising
69	rare – roses – wear – room – ruler – afternoon – carry – teacher – Mary – arrange
73	<p>a. Different: would - good</p> <p>b. Same: ear</p> <p>c. Different: yet - ate</p> <p>d. Same: got</p> <p>e. Different: use - ooze</p>
74	bats – thumb – special – accident – bit – passion – eyes – bat
75	a. /ɪ/: ch <u>ill</u> y /ɪ/ /ɪ/ – dr <u>izz</u> l <u>ing</u> /ɪ/ /ɪ/ – sp <u>itt</u> ing /ɪ/ /ɪ/ – fr <u>ee</u> zing /i:/ /ɪ/

<p>76</p>	<p>a. kind /aɪ/ – reliable /aɪ/ – considerate /ə/ – honest /ə/ – warm /ɔ:/ – straightforward /ɔ:/ – funny /ʌ/ – cheerful /ɪə/ – fun /ʌ/ – sensitive /ɪ/ – entertaining /eɪ/ – optimistic /ɒ/</p>
<p>Mock 1 Ex 1</p>	<p>a. informat<u>i</u>on /j/ b. pleas<u>u</u>re /ʒ/ c. o<u>th</u>er /ð/ d. pr<u>i</u>ce /s/ e. sign<u>n</u> /n/</p>
<p>Mock 1 Ex 2</p>	<p>a. few. b. coast c. wash d. three e. prize f. dry g. Bert h. joking i. vest j. pot</p>
<p>Mock 1 Ex 3</p>	<p>book – butch – hook – bull – good</p>
<p>Mock 2 Ex 1</p>	<p>1. living 2. mouse 3. goat 4. bang 5. bags</p>

<p>Mock 2</p> <p>Ex 2</p>	<ol style="list-style-type: none"> 1. Same: sang 2. Different: short - shot 3. Different: but - bat 4. Same: vet 5. Same: caught 6. Different: farm – firm 7. Same: men 8. Same: it 9. Different: chip – tip 10. Same: rise
<p>Mock 2</p> <p>Ex 3</p>	<ol style="list-style-type: none"> 1. chop 2. bath 3. joke 4. pit 5. charming