CICLO DE NIVELACIÓN

THE BASICS OF ENGLISH PRONUNCIATION

Autores
Matías Argüello Pitt
Noelia Battellino Valenti
Ana Cecilia Cad
Cristian Andrés Cardozo
Franco Zanfagnini

Florecia Giménez (Ed.)

Facultad de Lenguas, UNC
2020
INDEX

A word from the authors ........................................................................................................... iii
SBE and IPA .............................................................................................................................. iv

Chapter 1: Basic Concepts 1
   I. Phonemes and Phonemic Symbols ............................................................................. 1
   II. Perception and Production Skills ............................................................................. 2

Chapter 2: The Speech Production Mechanism ....................................................................... 3

Chapter 3: The English Vowels ................................................................................................ 5
   I. Pure vowels or monophthongs ................................................................................. 5
      /a/ ................................................................................................................................. 6
      /i:/ us. /i/ ................................................................................................................... 8
      /e/ us. /æ/ .................................................................................................................. 12
      /æ/ us. /ʌ/ ................................................................................................................. 14
      /ɑː/ us. /ɔː/ ............................................................................................................... 17
      /ʌ/ us. /ɔː/ ............................................................................................................... 19
      /ʊ/ us. /uː/ ............................................................................................................. 21
   II. Diphthongs ............................................................................................................ 23
Vowels: Integration Exercises ............................................................................................. 25

Chapter 4: The English Consonants ....................................................................................... 27
   Plosives (/p/, /t/, /k/, /d/, /g/) ......................................................................................... 28
   Fricatives (/f/, /v/, /θ/, /s/, /z/, /ʃ/, /ʒ/) ................................................................. 28
   Fricative: glottal (/h/) ................................................................................................. 31
   Integration: Plosives and Fricatives .......................................................................... 32
   Affricates (/tʃ/, /dʒ/) ................................................................................................. 33
   Nasals (/m/, /n/, /ŋ/) .................................................................................................. 34
   Approximant (/r/) ...................................................................................................... 35
   Lateral (/l/) .................................................................................................................. 36
   The English Semivowels ............................................................................................. 36
Integration .............................................................................................................................. 37

Appendices: Mock Tests ........................................................................................................ 40
References .............................................................................................................................. 43
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).
The accent taken as a model in this course is **Standard British English (SBE)**. Standard British English\(^2\) is by no means the most common accent produced by native English speakers. However, as Cruttenden (2008) notes\(^3\), 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).

---

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

b. trick – trek – track – truck

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.

Because there is nothing smaller than a sound, but there are bigger units, like syllables or words. Because phonemes can produce a difference in meaning. Because the unit belongs to the sound system of a particular language or language variety.
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 Phonemes**

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).

![Diagram](image)

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.

---

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, that 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.
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

<table>
<thead>
<tr>
<th>1</th>
<th>iː</th>
<th>eat, seat, breathe, steal, meal, beak, peak, teen, bee, see</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ɪ</td>
<td>it, sit, bill, still, win, lip, quit, pitch, witch, mister</td>
</tr>
<tr>
<td>3</td>
<td>ɛ</td>
<td>bed, sell, said, let, wet, melt, pet</td>
</tr>
<tr>
<td>4</td>
<td>æ</td>
<td>add, cat, dad, Matt, lad, bad, man</td>
</tr>
<tr>
<td>5</td>
<td>ɑː</td>
<td>ask, aunt, fast, last, task, grass, park</td>
</tr>
<tr>
<td>6</td>
<td>ɒ</td>
<td>box, pot, lots, socks, plot, what</td>
</tr>
<tr>
<td>7</td>
<td>ɔː</td>
<td>all, mall, fork, caught, taught, storm, talk, walk</td>
</tr>
<tr>
<td>8</td>
<td>u</td>
<td>look, put, pull, book, took</td>
</tr>
<tr>
<td>9</td>
<td>ʊː</td>
<td>zoom, suit, zoo, pool, tool</td>
</tr>
<tr>
<td>10</td>
<td>ʌ</td>
<td>cut, duck, love, ton, thumb</td>
</tr>
<tr>
<td>11</td>
<td>ɔː</td>
<td>earn, bird, first, learn, burn, turf, curve</td>
</tr>
<tr>
<td>12</td>
<td>θ</td>
<td>advice, achieve, mother, sister, explanation</td>
</tr>
</tbody>
</table>

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

[Chart of oral cavity]

/ə/

No. ___ / Name ______

Look at the phonemic symbol above. What is the phoneme called?
3. Chapter 3

Open your mouth slightly, separate your teeth just a little. Relax your tongue so that it stands in mid-position.

**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 English.

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

- opinion
- afraid
- husband
- about
- woman
- director
- interest
- better
- business
- officer
2. Now, listen to some of the words above. Complete the phonemic transcription of the word you hear by using the corresponding symbol.

ago        /ˈgəʊ/  
common     /ˈkʌmən/  
forget      /fərˈget/  
success    /səkˈses/  

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

a. Leather is the new fashion this winter.  
b. Teachers and doctors have joined the strike.  
c. Everyone was curious about who had bought flowers for her.  
d. Sam is eating better since her operation.  
e. They have brought all these pencils for you.  
f. 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

/ɪː/ vs. /ɪ/  
No.___  No.___

Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.
Chapter 3

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

- chip, cheap
- sick, seek
- it, eat
- fill, feel

5. Now, your teacher will read/play 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. Your teacher will now read some words aloud. Indicate if your teacher has read the same word twice, or two different words, by ticking the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Circle the word you hear.

<table>
<thead>
<tr>
<th>/ɪ:/</th>
<th>/ɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>each</td>
<td>itch</td>
</tr>
<tr>
<td>ease</td>
<td>is</td>
</tr>
<tr>
<td>feet</td>
<td>fit</td>
</tr>
<tr>
<td>green</td>
<td>grin</td>
</tr>
<tr>
<td>heat</td>
<td>hit</td>
</tr>
</tbody>
</table>
9. Listen to the following words. Write the correct phonemic symbol next to each.

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemic Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>litre</td>
<td>/lɪtər/</td>
</tr>
<tr>
<td>litter</td>
<td>/ˈlɪtər/</td>
</tr>
<tr>
<td>bead</td>
<td>/beɪd/</td>
</tr>
<tr>
<td>bid</td>
<td>/bɪd/</td>
</tr>
<tr>
<td>bleep</td>
<td>/blɪp/</td>
</tr>
<tr>
<td>blip</td>
<td>/blɪp/</td>
</tr>
<tr>
<td>cheeks</td>
<td>/kiːs/</td>
</tr>
<tr>
<td>chicks</td>
<td>/ˈtʃɪks/</td>
</tr>
<tr>
<td>creak</td>
<td>/kriːk/</td>
</tr>
<tr>
<td>crick</td>
<td>/kriːk/</td>
</tr>
</tbody>
</table>

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.
   /fɪ𝐥/ /fyːl/  

b. Is that a pitch/peach?
   /pɪtʃ/ /pɛtʃ/  

c. I saw a sheep/ship.
   /ʃi:p/ /ʃip/  

d. Do you have any bins/beans?
   /blɪnz/ /bɛnz/  

e. She’s always slipping/sleeping.
   /slɪpɪŋ/ /sliːpɪŋ/  

f. What a wonderful grin/green.
   /grɪn/ /grɛn/
Chapter 3

/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          bed
fanatic      phonetic
marry        merry
sand         send
track        trek
12. Now, your teacher will read/play some of the words above. 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. Your teacher will now read some words. Indicate if your teacher has read the same word twice, or two different words, by ticking the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Circle the word you hear.

\[
\begin{array}{ll}
\text{e} & \text{æ} \\
\text{effluent} & \text{affluent} \\
\text{end} & \text{and} \\
\text{beck} & \text{back} \\
\text{bend} & \text{band} \\
\text{bread} & \text{Brad} \\
\text{men} & \text{man} \\
\end{array}
\]
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?
   \(/d3\_\text{mz}/\)

b. Allison went to the supermarket because there was an offer on pans/pens.
   \(/p\_\text{nz}/\)

c. The mother sat/set the baby on the car seat and got the bags.
   \(/s\_\text{t}/\)

d. Your grandfather has always loved his cattle/kettle.
   \(/k\_\text{tl}/\)

\(/\text{æ}/ \text{vs. } /\Lambda/\)

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

Drop your jaw. Do not tense your cheeks. Separate your teeth without rounding them, in a 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.

<table>
<thead>
<tr>
<th>ankle</th>
<th>uncle</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td>cup</td>
</tr>
<tr>
<td>cat</td>
<td>cut</td>
</tr>
<tr>
<td>fan</td>
<td>fun</td>
</tr>
<tr>
<td>lack</td>
<td>luck</td>
</tr>
</tbody>
</table>

17. Your teacher will now read some words. Indicate if your teacher has read the same word twice, or two different words, by ticking the appropriate column.

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>

18. Circle the word you hear.

/æ/  /ʌ/
as   us
bsd  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.

<table>
<thead>
<tr>
<th>Infinitive form</th>
<th>Past form</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began /___/</td>
<td>begun /___/</td>
</tr>
<tr>
<td>drink</td>
<td>drank /___/</td>
<td>drunk /___/</td>
</tr>
<tr>
<td>ring</td>
<td>rangn /___/</td>
<td>rungn /___/</td>
</tr>
<tr>
<td>run</td>
<td>ran /___/</td>
<td>run /___/</td>
</tr>
<tr>
<td>shrink</td>
<td>shrink /___/</td>
<td>shrunken /___/</td>
</tr>
<tr>
<td>sing</td>
<td>sang /___/</td>
<td>sung /___/</td>
</tr>
<tr>
<td>spring</td>
<td>sprang /___/</td>
<td>sprung /___/</td>
</tr>
<tr>
<td>swim</td>
<td>swam /___/</td>
<td>swum /___/</td>
</tr>
</tbody>
</table>
Look at the two phonemic symbols above. Below each of them, indicate the number of the phoneme they represent.

/no./ vs. /3:/

No.____   No.____

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

first   fast
bird    bard
Kurt    cart
hurt    heart
21. Circle the word you hear.

\[ /\alpha:/ \quad /\exists:/ \]

birth \quad bath

cursed \quad cast

fur \quad far

further \quad father

heard \quad hard

purse \quad 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___stås/

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

e. I love these feathers/fathers; they are so great!
   /f___ðə/

23. Now, chose the word you hear in each series. The following vowel sounds might be used: /ɪ/, /iː/, /æ:/, /ɜː/, /ʌ/, /æ/, /e/.

a. passed – pursed – pissed
b. flirt – fleet – flat
c. bird – bard – bead – booed – bad
d. first – fast – fist
e. curt – cart – cat – cut – KET (Key English Test)
24. Look at the following minimal pairs, and listen to the difference in pronunciation.

<table>
<thead>
<tr>
<th>Fox</th>
<th>Forks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pot</td>
<td>Port</td>
</tr>
<tr>
<td>Shot</td>
<td>Short</td>
</tr>
<tr>
<td>Spot</td>
<td>Sport</td>
</tr>
<tr>
<td>Wok</td>
<td>Walk</td>
</tr>
</tbody>
</table>
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 last night at the party.
   /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.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past form/Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>__________ /b___t/</td>
</tr>
<tr>
<td>buy</td>
<td>__________ /b___t/</td>
</tr>
<tr>
<td>catch</td>
<td>__________ /k___t/</td>
</tr>
<tr>
<td>fight</td>
<td>__________ /f___t/</td>
</tr>
<tr>
<td>seek</td>
<td>__________ /s___t/</td>
</tr>
<tr>
<td>teach</td>
<td>__________ /t___t/</td>
</tr>
<tr>
<td>think</td>
<td>__________ /θ___t/</td>
</tr>
</tbody>
</table>
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

/ə/ vs. /ɑː/

No. ___    No. ___

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

/u/

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.

/uː/

Protude 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.

\[
\begin{array}{ll}
\text{/u/} & \text{/u:/} \\
\text{fool} & \text{full} \\
\text{pool} & \text{pull} \\
\text{look} & \text{luke} \\
\text{soot} & \text{suit}
\end{array}
\]

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 right bubble.

food, good, tool, wool, boot, foot, room, bull, smooth, cool, took, boom, blue, new, moon, cook
32. Now, listen again and write the phonemic symbol you hear.

/f___l/
/f___d/
/w___l/
/g___d/
/l___k/

33. Read the following sentences and underline the words that contain /u/ and /u:/.

Then, add the corresponding symbol.

a. This book is too good to be true. Buy it soon.

/b___k/ /t___/ /g___d/ /tr___/ /s___n/

b. I’d choose a good cooking book, full of beautiful and useful recipes.

/f___l/ /bj___trfl/ /j___sfl/

II. Diphthongs

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 | /ea/ | fair, bear, chair |
| /æɪ/ | bye, lie, try, admire | /au/ | cow, loud, wow | /ɪə/ | fear, beer, ear |
| /oɪ/ | boy, destroy, soy |  |  | /ʊə/ | poor, tour |

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)

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.
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 moves. Adapted from Hancock (1995).

<table>
<thead>
<tr>
<th>start</th>
<th>skirt</th>
<th>man</th>
<th>short</th>
<th>zoo</th>
<th>pill</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>pit</td>
<td>friend</td>
<td>mark</td>
<td>glue</td>
<td>fix</td>
</tr>
<tr>
<td>pet</td>
<td>charge</td>
<td>cat</td>
<td>heart</td>
<td>check</td>
<td>trip</td>
</tr>
<tr>
<td>loop</td>
<td>stack</td>
<td>taught</td>
<td>plot</td>
<td>cork</td>
<td>well</td>
</tr>
<tr>
<td>hat</td>
<td>port</td>
<td>book</td>
<td>boot</td>
<td>clerk</td>
<td>gap</td>
</tr>
<tr>
<td>bug</td>
<td>ill</td>
<td>yell</td>
<td>blood</td>
<td>shirt</td>
<td>wizard</td>
</tr>
<tr>
<td>log</td>
<td>shot</td>
<td>free</td>
<td>church</td>
<td>west</td>
<td>Finish line</td>
</tr>
</tbody>
</table>

6. Adapted from Hancock (1995).
38. For each word below, write down one or more words to complete the minimal pair.

<table>
<thead>
<tr>
<th>Word</th>
<th>Minimal Pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>bit</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>bat</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>rash</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>set</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>bad</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>fill</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>least</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>peck</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>tall</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>fold</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>pear</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>bye</td>
<td>___________  ___________</td>
</tr>
<tr>
<td>tour</td>
<td>___________  ___________</td>
</tr>
</tbody>
</table>

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
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.

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

---

Chapter 4

PLOSIVES

<table>
<thead>
<tr>
<th>Bilabial</th>
<th>Alveolar</th>
<th>Velar</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/t/</td>
<td>/k/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voiceless</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/d/</td>
</tr>
</tbody>
</table>

FRICATIVES

<table>
<thead>
<tr>
<th>Labio-dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>/θ/</td>
<td>/s/</td>
<td>/ʃ/</td>
</tr>
<tr>
<td>/v/</td>
<td>/ð/</td>
<td>/z/</td>
<td>/ʒ/</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>pair</th>
<th>bare</th>
<th>tear</th>
<th>dare</th>
<th>Kate</th>
<th>gate</th>
</tr>
</thead>
<tbody>
<tr>
<td>park</td>
<td>bark</td>
<td>tennis</td>
<td>Dennis</td>
<td>cold</td>
<td>gold</td>
</tr>
<tr>
<td>maple</td>
<td>Mabel</td>
<td>writing</td>
<td>riding</td>
<td>anchor</td>
<td>anger</td>
</tr>
<tr>
<td>lap</td>
<td>lab</td>
<td>mat</td>
<td>mad</td>
<td>duck</td>
<td>dug</td>
</tr>
</tbody>
</table>
42. Listen to the following minimal pairs and repeat them.

\[
\begin{array}{ll}
/v/ & /f/ \\
\text{very} & \text{ferry} \\
\text{leave} & \text{leaf} \\
\text{van} & \text{fan}
\end{array}
\]

43. Listen and complete the transcriptions with the missing symbol.

\[
\begin{align*}
\text{/___eri/} \\
\text{/li:___/} \\
\text{/___æn/}
\end{align*}
\]

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

thirty, then, although, this, birth, clothes, think, enthusiasm, they
45. Listen to the following words and repeat them.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>zoo</td>
</tr>
<tr>
<td>sausage</td>
<td>music</td>
</tr>
<tr>
<td>kiss</td>
<td>cheese</td>
</tr>
<tr>
<td>mice</td>
<td>advise</td>
</tr>
<tr>
<td>ice</td>
<td>nose</td>
</tr>
</tbody>
</table>

46. 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.

47. Read the following tongue twisters with your teacher and detect the corresponding sound: /ʃ/ or /ʒ/.

She saw Sheriff's shoes on the sofa. But was she so sure those were Sheriff's shoes she saw?

She sells seashells by the seashore.

They usually make unusual confusions.
48. Listen to the following words and repeat them.

/s/  sugar
    should
    cash

/ʃ/  television
     casual
     treasure

***

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.
49. Listen and repeat.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>hall</td>
</tr>
<tr>
<td>eat</td>
<td>heat</td>
</tr>
<tr>
<td>at</td>
<td>hat</td>
</tr>
<tr>
<td>air</td>
<td>hair</td>
</tr>
<tr>
<td>Elle</td>
<td>hell</td>
</tr>
</tbody>
</table>

Notice that in some words, the \( h \) is silent:
herbs, heir, honest,
honour, hour, vehicle

Integration: Plosives and Fricatives

50. 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.
\( /kΛ__əd/\)

b. You must carefully read the boating/voting regulations before next meeting.
\( /__əutιŋ/\)

c. I’m sorry. I didn’t get your last name. Corden/Gordon, was it?
\( /__ο:dn/\)
d. Your curls/girls are so beautiful!
   /___3:1z/

e. You broke my game! These guards/cards are ruined!
   /___aːdz/

f. Look at those animals! Are they breeding/breathing?
   /bri:__iŋ/

51. Listen to the following pairs of words and repeat them.

   batch  badge
   chain  Jane
   cherry  Jerry
   choke  joke
   chew   jew

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

   ***
53. 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!
   /Ian/  

b. She’s Chilean/Gillian.
   /Ian/  

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

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

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

<table>
<thead>
<tr>
<th>/m/</th>
<th>/n/</th>
<th>/ŋ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>same</td>
<td>sane</td>
<td>Stung</td>
</tr>
<tr>
<td>term</td>
<td>turn</td>
<td>tongue</td>
</tr>
<tr>
<td>maple</td>
<td>Naples</td>
<td>Sam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ŋ/</th>
<th>/ŋ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>thin</td>
<td>swing</td>
</tr>
</tbody>
</table>
55. 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!
   /kærəlɪŋ/

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

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

56. 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.
57. Listen and repeat.

rare  roses
roar  register
wear  room
ruler afternoon
carry teacher
Mary  arrange

58. Listen and repeat.

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

The English Semivowels

There are two semivowels or semiconsonants 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, yet, yell |
| /w/ | would, will, was, want |
59. Listen and repeat.

would
were
will

aware
winner
work

one
twenty
sweet

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

ear    year
ate    yet
poor   pure
or     your

Integration

61. Circle the odd one out.

frogs – dogs – bats
thumb – father – though
special – usually – treasure
about – pause – away

speak – read – bit
television – pleasure – passion
eyes – ice – rice
friend – bet – bat
**Talking about the weather**

1.a. Watch the following video (1.03 – 2.36), listen to the pronunciation of these words and then match them to their corresponding sound.

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

a) It’s chilly.  
   /i:/

b) It’s freezing.  

b) It’s freezing.  
   /i:/

c) It’s drizzling.  
   /I/

d) It’s only spitting.  
   /I/

1.b. Listen to the rest of the video and write other examples of words produced with vowels /i:/ and /I/.

1.c. Can you find examples of words that contain /ʌ/?

1.d. What about examples that carry the diphthong /əʊ/?

---

**Describing People**

1. Watch the following video, listen to how words are pronounced and circle the correct phoneme for the section in bold type.

https://www.youtube.com/watch?v=7bdRclpN1jU
<table>
<thead>
<tr>
<th>kind</th>
<th>reliable</th>
</tr>
</thead>
<tbody>
<tr>
<td>/aɪ/</td>
<td>/eɪ/</td>
</tr>
<tr>
<td>considerate</td>
<td>honest</td>
</tr>
<tr>
<td>/e/</td>
<td>/ə/</td>
</tr>
<tr>
<td>warm</td>
<td>straightforward</td>
</tr>
<tr>
<td>/ɑː/</td>
<td>/ɔː/</td>
</tr>
<tr>
<td>funny</td>
<td>cheerful</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>/æ/</td>
</tr>
<tr>
<td>fun</td>
<td>sensitive</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>/æ/</td>
</tr>
<tr>
<td>entertaining</td>
<td>optimistic</td>
</tr>
<tr>
<td>/aɪ/</td>
<td>/eɪ/</td>
</tr>
<tr>
<td>/ɒ/</td>
<td>/əʊ/</td>
</tr>
</tbody>
</table>

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

---

Appendix I: MOCK TEST 1

Universidad Nacional de Córdoba
Facultad de Lenguas
Ciclo 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 – north – health
   d. wise – size – eyes – price
   e. sign – going – bank – 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 /u/. (5)

A. In the following sentences, CIRCLE the word you hear.

1. Where are you LEAVING/LIVING?

2. That STEAM/STING hurt my skin like never before!

3. Be careful! If you HIT/HEAT that material, it will explode!

4. Who told you about the BAN/BANG yesterday?

5. Eating BAGS/BUGS is definitely not a good idea!

B. Now, your teacher will read pairs of words from the list below. Indicate if your teacher has read the same word twice, or two different words, by ticking the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>sung / sang</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>short / shot</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>but / bat</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>vet / bet</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>cot / caught</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>farm / firm</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>man / men</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>eat / it</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>chip / cheap</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>keys / kiss</td>
<td></td>
</tr>
</tbody>
</table>
C. Read the following lists of words. Try to remember how they are pronounced and CIRCLE the odd one out.

Example:

Work - York - Awake

16. choke – joke – chop
17. other – both – those
18. joke – yet – young
19. like – pit – try
20. chin – charming – John
References


Images:
The image on page 4 was adapted from https://openclipart.org/detail/61699/midsaqittal-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:
