

SOBRE LOS AUTORES

En la elaboración de este tabloide han participado un grupo de destacados profesores de varias universidades:

- Dra Isora Enríquez O’Farrill. ISP Enrique J. Varona (Coordinadora)
- Dr. Sergio Font Milián. ISP Enrique J. Varona
- Prof. Mercedes Caballero Pérez. ISP Enrique J. Varona
- Dra. Hilda Torres Beltrán. Universidad de La Habana
- Dra. Concepción Padrón Casañas. Universidad de La Habana
- MSc. Miriam López Serrano. ISP Enrique J. Varona
- Msc. Eduardo Garbey Savigne. ISCM de La Habana
- Msc. Marisol Patterson Peña. ISP Félix Varela/ UCI
- Prof. Ovidio Castro Hernández. ISP Enrique J. Varona
- Msc. María Leticia González Pérez. ISP Enrique J. Varona
- Lic. Yordanis Calvo. ISP Enrique J. Varona
- Lic. Lisseth Martínez Verna. ISP Enrique J. Varona
- Lic. María N. Rodríguez Rodríguez. ISP Enrique J. Varona
- Prof. Remedio Ación Wichi. ISP Enrique J. Varona

Especial agradecimiento para las profesoras Ada Jhones Menéndez, Glicería Vázquez Márquez y la Dra. C. Adrienne Hunter, que como consultantes han revisado con esmero cada página de este material y han aportado valiosa información para su versión final. Así como a las Dra. C. Liliana Casar Espino y Dra. C: Sara Revé Mustelier en la UCI por facilitarnos el acceso a diferentes materiales de consulta.

SOBRE EL CURSO

El tercer Curso de Inglés del programa televisivo Universidad para Todos se ha diseñado para propiciar el desarrollo de las habilidades de percepción auditiva y hábitos correctos de pronunciación en la lengua inglesa que favorezcan el perfeccionamiento de las habilidades de comprensión auditiva y expresión oral en la lengua extranjera, que se comenzaron a desarrollar en los cursos 1 y 2.

En este tabloide se presenta una síntesis de la información más significativa sobre diferentes aspectos que caracterizan el sistema fonológico de la lengua inglesa, acompañado de un conjunto de ejercicios que permiten la práctica y la sistematización que contribuirán a lograr una mejor comunicación oral en inglés. De manera general, tanto la información teórica como la ejercitación se han preparado especialmente para este material, a partir de la consulta de diversos materiales sobre el tema.

SOBRE LOS CONTENIDOS

- Los contenidos fundamentales del curso se pueden agrupar de la siguiente forma:
- El inglés en el mundo, donde se abordan las características de las diferentes variantes regionales y otras características del inglés en diferentes contextos.
 - El sistema de sonidos de la lengua inglesa, con una explicación sintética de los sonidos que caracterizan la lengua inglesa y de la relación sonido-grafía.
 - El acento tónico, la entonación y el ritmo que distinguen a la lengua inglesa.
 - La caracterización de las vocales y los diptongos de la lengua inglesa.
 - La caracterización de las consonantes de la lengua inglesa.

BIBLIOGRAFÍA BÁSICA CONSULTADA

BENS, ALLIS. Active English. Pronunciation and Speech. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1977	HANCOCK, M. English Pronunciation in Use. Self-study and classroom use. Cambridge University Press. United Kingdom, 2003.
CELCE-MURCIA, MARIANNE AND OTHERS. Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge University Press, 1996.	KENYON, J.S. AND T.A.KNOTT. A Pronouncing Dictionary of American English. Edición Revolucionaria, Instituto Cubano del Libro. La Habana, 1974
CUNNINGHAM, SARAH AND PETER MOOR. Headway Elementary: Pronunciation. Oxford University Press, 1996	PRATOR, C. H.,JR. Manual of American English Pronunciation. Editorial Pueblo y Educación. Tercera Edición. La Habana, 1975.
GIMSON, A.C. An Introduction to the Pronunciation of English. Edición Revolucionaria, Instituto Cubano del Libro. La Habana, 1965	

PANORAMA OF THE MAJOR ENGLISH-SPEAKING REGIONS

Great Britain constitutes the greater part of the **British Isles**, a geographical term for a group of islands lying off the north-west coast of mainland Europe. Great Britain comprises England, Scotland and Wales, together with some outlying islands such as the *Isles of Scilly*, the *Hebrides*, and the island groups of *Orkney* and *Shetland*. Northern Ireland, although geographically separated from Great Britain and culturally quite different from it, also belongs to **The United Kingdom of Great Britain and Northern Ireland**, or simply, the United Kingdom, as it is also known. Its closest continental neighbours are France and Belgium. London, the capital, is close to the same line of latitude as Berlin, Vancouver and Warsaw. Great Britain is the largest island in Europe and the eighth largest in the world. In fact, it is twice the size of Cuba.

The official language of the United Kingdom is English. But there is not a single homogeneous variety of English spoken there.

The English-speaking Caribbean

The English-speaking Caribbean is made up of Jamaica, Guyana, Trinidad and Tobago, Bahamas and the Lesser Antilles: the Windward Islands (Dominica, Granada, Saint Lucia, Saint Vincent, Barbados) and the Leeward Islands (Saint Kitts, Nevis, Antigua and Montserrat, among others.)

The language spoken in most countries is English.

The United States of America is the world's foremost economic and military power. It is also a major source of entertainment: American TV, Hollywood films, jazz, blues, rock and rap music are primary ingredients in global popular culture.

The early settlers came predominantly from the British Isles. Slaves from Africa joined them involuntarily in a second wave. Millions of Europeans constituted a third stage of immigration.

The capital is Washington D.C. The population is 298 million (US Census Bureau estimate, 2006). The major language is English.

Canada is a large country with an area of 10 million square kilometers. It has 10 provinces and 3 territories. Each province and territory has its capital, but the national capital is Ottawa, Ontario. In spite of its vast territory, it has a fairly small population. Most Canadians live in the southern part of Canada.

Canada is a country with two official languages: English and French. Over 98 per cent of Canadians speak either French or English or both. The Inuit (incorrectly called Eskimo) speak Inuktitut. More than 60,000 inhabitants speak the Greenland variation which is a national language. Today there are more than 53 distinct languages spoken by the Aboriginal People. Most of these languages are found only in Canada.

Her Majesty Queen Elizabeth II is the Queen of Canada and Canada's Head of State. This means that the Queen is the formal Head of Canada. The Governor General is the Queen's representative in Canada. The Queen is also represented in the provinces by Lieutenant-Governors and in the territories by a Commissioner. Canada has a parliamentary government.

The English Language Around the World. Varieties of English

English belongs to the Indo-European language family and it evolved from West Germanic.

According to research by the *British Council*, "English has official or special status in at least seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. One out of four of the world's population speaks English to some level of competence. Demand from the other three-quarters is increasing."

Many more use it as a tool of international communication and several countries have accepted it as an official or second language. Today English is taught as the first language over six continents. Science, trade, sports and international relations of various kinds have given the English language the status of one of the world's most important languages.

The role English plays today is the result of historical processes which affected large parts of the world and reflected in the language itself.

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.



Is there any one form of English that is 'better' than the others?

Not at all. Whereas the English-speaking world was formerly perceived as a hierarchy of parent (Britain) and children ('the colonies'), it is now seen rather as a family of varieties. English is far from uniform as a natural result of its overseas expansion and the development of national regional variants, local dialects and distinct regional forms of pronouncing it.

The English of England, the original source of all the World Englishes, is now seen as one of the 'family' of world English varieties, with its own peculiarities and its own distinctive vocabulary.

Types of World English

US English

US English is of course particularly influential, on account of America's dominance of cinema, television, popular music, trade, and technology, including the Internet. Many terms that enter an Oxford dictionary from the US quickly become established in British English: some examples from the last ten years or so are *geek*, *nerd*, *school student*, and *24/7*. Many US equivalents for British terms are familiar: *sidewalk* for *pavement*, *checkers* for *draughts*, *cookie* for *biscuit*, and *vest* for *waistcoat*. Other differences are more subtle. Some words have a slightly different form, e.g. *dollhouse* (US)/*doll's house* (Brit.), *math* (US)/*maths* (Brit.), *tidbit* (US)/*titbit* (Brit.), while American constructions that are strange to British ears include *I just ate*, *teach school*, and *a quarter of ten* (rather than *a quarter to ten*).

Canadian English

Canadian English is subject to the conflicting influences of British and American English. In vocabulary there is a lot of US influence: Canadians use *billboard*, *gas*, *truck*, and *wrench* rather than *hoarding*, *lorry petrol*, and *spanner*; but on the other hand they agree with the British in saying *blinds*, *braces*, *porridge*, and *tap* rather than *shades*, *suspenders*, *oatmeal*, and *faucet*.

Australian and New Zealand English

The vocabularies of Australian and New Zealand English are very similar. Both have been enriched by words and concepts from the hundreds of indigenous languages that pre-dated European settlers, only about fifty of which continue as first languages. The line between formal and informal usage is perhaps less sharply drawn in Australasian English than it is elsewhere: suffixes such as **-o** and **-ie**, giving us expressions such as *arvo* (afternoon), *reffo* (refugee), and *barbie* (barbecue), are freely attached to words even in more formal contexts.

English Speaking Countries in Africa : Botswana, Cameroon , The Gambia, Ghana, Kenya , Lesotho, Liberia, Malawi, Mauritius, Namibia, Nigeria, Rwanda , St Helena, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, Zimbabwe

South African English

South Africa has eleven official languages: English, Afrikaans (descended from Dutch), Zulu, Xhosa, and other largely regional African languages. English is the first language of only about 10 per cent of the population, but the second language of many others. The 'standard' English has been influenced by other languages, examples being such informal usages as the affirmative no, as in '*How are you?*

- *No, I'm fine*' and the all-purpose response *is it?*, as in '*She had a baby last week - is it?*'

Caribbean English

Standard British English has traditionally been the linguistic model for the Commonwealth Caribbean, although recently the import of US television, radio, and tourism has made American English an equally powerful influence. The many varieties of Creole, influenced by West African languages, are also productive. A characteristic usage is that of the objective pronoun where British English would use the subjective or possessive, as in *me can come an go as me please* or *he clear he throat*. Jamaican Creole is one of the most widely known, and has spread beyond the region, especially to the UK, where it influences the speech of black Britons.

English Speaking Countries in the Caribbean: Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Belize, Bermuda, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, British Virgin Islands, Virgin Islands

English speaking countries and territories in South America: Guyana, Falkland Islands

Asian English speaking countries: Bahrain, Bangladesh, Brunei, India, Jordan, Kuwait, Pakistan

Indian English

The role of English within the complex multilingual society of India is far from straightforward: together with Hindi it is used across the country, but it can also be a speaker's first, second, or third language, and its features may depend heavily on their ethnicity and caste. The grammar of Indian English has many distinguishing features, of which perhaps the best-known are the use of the present continuous tense, as in '*He is having very much of property*', and the use of *isn't it* as a ubiquitous question tag: '*We are meeting tomorrow, isn't it?*' The first example rejects another characteristic of the language, which is to include intrusive articles such as *in* or *of* in idiomatic phrases. Verbs are also used differently, with speakers often dropping a preposition or object altogether: '*I insisted immediate payment*', while double possessives - '*our these prices*' (instead of the British English '*these prices of ours*') - are commonplace.

Borrowings into English (Préstamos de otras lenguas)

In this section, arranged according to the world's major regions, is a wide selection of languages from which at various times and in various ways English has borrowed.

The Americas

- (1)**Algonquian, including Abnaki, Cree, Micmac, Ojibway, Narragansett, Shawnee:** moccasin, moose, pow-wow, rac(c)oon, squash,
- (2)**Aleut and Inuit:** anorak, igloo, kayak, parka.
- (3)**Araucanian through Spanish:** coypu, poncho.
- (4)**Arawakan, especially through Spanish:** barbecue, cacique, hammock, iguana, potato, tobacco
- (5)**Carib, especially through Spanish:** cannibal, canoe, hurricane, manatee, papaya/pa(w)paw, yucca.
- (6)**Nahuatl through Spanish:** avocado, cacao/cocoa, chil(l)i, chocolate, tomato.
- (8)**Quechua through Spanish:** coca(ine), condor, guanaco, guano, llama, pampas,
- (9)**Tupi-Guaraní through French, Portuguese, Spanish:** buccaneer, jaguar,

The Middle East

- (1)**Arabic, through European languages:** admiral, albatross, alcohol, algebra, almanac, arsenal, assassin, gazelle, genie, giraffe, hazard, jasmine, lemon, magazine, sofa, syrup, talisman, tariff, zero; **direct or direct through Afro-Asian languages:** ayatollah, harem, hashish, henna, hooka(h), imam, Islam, Muslim, nadir, safari
- (2)**Aramaic:** abbot, kaddish, pharisee.
- (3)**Hebrew, especially through Greek, Latin, and Yiddish:** alphabet, amen, cinnamon, **more or less direct:**
- (4)**Persian through European languages:** arsenic, azure, check, checkmate, magic, paradise, peach, pilaf, pistachio, spinach, talc; **direct or through Asian languages:** bazaar, caravan, dervish, durbar, jackal, khaki, kiosk, lilac, pyjamas, tiara, tulip, turban.

- (5)**Turkish/Tatar:** coffee, cossack, divan, kaftan, kavass, Tartar, turkey, turquoise, yoghurt.

Africa

- (1)**Bantu languages, including Kongo, Swahili, Tswana, Xhosa, Zulu:** chimpanzee, impala, marimba, zombie.
- (3)**West African languages, including Ewe, Fanti, Hausa, Mandingo, mainly through the Atlantic creoles:** perhaps banjo, jazz.

South and South East Asia

- (1)**Hindi/Urdu:** bungalow, shampoo, tandoori, tom-tom, wallah.
- (2)**Javanese:** bantam, batik, gamelan, junk.
- (3)**Malay:** amok, bamboo, caddy, kampong/compound, orang-utan, paddy, pangolin, rattan, sago, sarong.
- (4)**Malayalam:** betel, coir, copra, ginger, teak.
- (5)**Marathi:** mongoose.
- (6)**Sanskrit through various languages:** carmine, cheetah, jungle, mandarin, sapphire, sugar, suttee; **more or less direct:** hatha yoga, karma, lingam, maharaja(h), mahatma, mantra, Maya, nirvana, raja(h)
- (7)**Sinhala:** anaconda, tourmaline.
- (8)**Tamil:** catamaran, curry, mango.

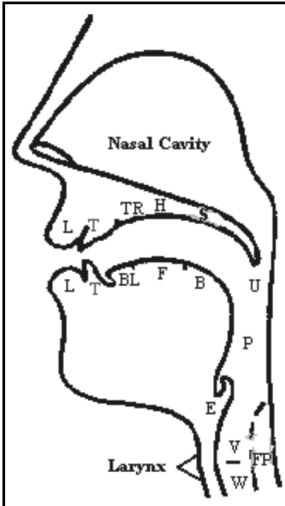
What is pronunciation?

Since language is an oral process, its pronunciation involves the ability to understand what people are saying and the ability to be understood when we are speaking to others. That is to say, the ability to recognize and produce the distinctive sounds conveying different meanings, as well as stress, rhythm and intonation.

The organs of speech

Sounds are generally produced as a result of the action of the organs of speech. The following diagram shows all the organs.

ORGANS OF SPEECH



LL	Lips
TT	Teeth
TR	Alveolar ridge, convex part of the mouth, immediately behind the teeth
H	Hard palate, concave part of the roof of the mouth
S	Soft palate in lowered position
U	Uvula, the loose hanging end of the soft palate
P	Pharynx
BL	Blade of the tongue, including the tip, the part opposite the teeth ridge
F	Front of the tongue, the part opposite the hard palate
B	Back of the tongue, the part opposite the soft palate
E	Epiglottis; this is drawn over the windpipe when swallowing
W	Windpipe
FP	Food passage
V	Vocal cords or vocal lips
Larynx	The upper extremity of the windpipe (Adam's apple) which contains and protects the vocal cords

When the person begins to learn English he notices that the spelling is very irregular. Therefore, it is very difficult to know how to pronounce a word when one first looks at it.
Try to read the following poem

ENGLISH IS TOUGH STUFF (Author Unknown)

*Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.*

*So shall I! Oh hear my prayer.
Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.
Finally, which rhymes with enough —
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is to give up!!!*

Letters and sounds

In writing, words are made of letters. In speech, words are made of sounds. There are 26 letters in the English alphabet, but there is not simple relation between sounds and spelling. There are more sounds than letters, and some letters represent more than one sound and some sounds represent more than one letter. (See tables below)

As there are a number of noticeable differences in the pronunciation of the English spoken in different regions of the world, the goal of improving pronunciation is not to make learners sound like native speakers, but to enable them to pronounce the language in such a way that their pronunciation will not affect communication.

The English sound system. Graphic representation of English sounds.

To describe the sounds of a language as accurate as possible, linguists and teachers often use a set of special symbols commonly referred to as phonemic alphabet. In this alphabet one symbol represents one sound.

CONSONANTS

The following letters have their usual values in English: **b, d, f, h, k, l, m, n, p, r, s, t, v, w, z.**

SHORT VOWELS			
IPA	Examples	IPA	Examples
ɪ	get, go	ʃ	<i>chip, chin</i>
ɒ	<i>jam, judge</i>		
ɪ	<i>sing, ring</i>	θ	<i>thin, thick</i>
ð	<i>then, this</i>	ʃ	<i>she, ship</i>
ʊ	pleasure, vision		

SHORT VOWELS			
IPA	Examples	IPA	Examples
		ɛ	bed, net, dress
ə	<i>about, comma</i>	ɪ	kít, bíd, hymn
ɔr		ɑ	hot, odd, wash
ʌ	dug, run, strut	ʊ	book, put, foot

VOICING — One thing that distinguishes one sound from other sounds is voicing. When a sound is voiced, the air used to make the sound causes the vocal cords to vibrate. You can tell if a sound is voiced by placing your hand tightly on your throat and saying the sound in isolation. If the sound is voiced, you will feel vibrations. (Try saying “zzzzz” with your hand tightly on your throat. Now try saying “sssss.” You should feel the vibrations with “zzz” but not with “sss.”) When a student is saying a sound incorrectly one reason may be that he or she is voicing an unvoiced sound or is not voicing a voiced sound.

Voiceless Sound (VL) = no vibration of the vocal cords
Voiced Sound (VD) = vibration of the vocal cords

One **basic principle** is that voiceless sounds like to be next to voiceless sounds: VL + VL and voiced sounds like to be next to voiced sounds: VD + VD

Vowel Sounds are all **voiced**

Consonant sounds come in voiceless/voiced pairs.

Exercise 1. In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using words from the list. (Rectificar las palabras escritas incorrectamente usando las palabras de la lista.)

List: son, some, meat, way, threw, pears, sent, week, buy, piece, road, two

Last week, I sent my son James to the shops to buy some food. He got a piece of meat and two pairs. On the way home, the bag broke. The food fell onto the road and got dirty. In the end, James threw the food in the bin.

Example: Last week,...

Exercise 2. How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

Example: night (CVC)

1. dog 2. rabbit 3. frog 4. bee 5. gorilla 6. fly

Vowel sounds

Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. They are produced in different positions of the tongue within the mouth and by rounding or unrounding of the lips. They are always voiced (VD), ie. the vocal cords vibrate. The word “vowel” came into English from the Latin *vocalis* meaning “voice.” A vowel can form a syllable by itself: hell-o, aw-ful

Vowel Contrast /i/ and /I/

/i/ Long. Lips unrounded. Muscles tense.

/I/ Short. Lips unrounded. Muscles lax.

Sound /I/ Phoneme.grapheme correspondence

" i "	" ie "	" a "	" e "	" o "	" u "	" ui "	" y "
his	pills	families	orange	video	women	busy	rhythm
it	live	cities	sausage	English		built	syllable
big	lip		village	pretty		biscuit	system
British	American		luggage	eleven			physics
fifteen	dentist		courage	become			
is	sin		average	women			
sing	ship		manager	thinnest			
dictionary	chips		message	dessert			

Sound /i/ Phoneme.grapheme correspondence

"ea "	"ee "	"e "	"ey "	"ei "	"ie "	"i "	"eo "
	see	cathedral	key	receive	piece	ski	people
eat	three	reality	valley	receipt	field	police	
meat	free	these			achieve	machine	
please	tree	previous			thief	sardine	
league	Greece	scene			thieves	litre	
read	meet				shield		
steal	seen				priest		

Sentences

- | | |
|----------------------|-----------------------|
| 1. I said “seek.” | 2. I said “sick.” |
| 3. I see a sheep. | 4. I see a ship. |
| 5. He beat the dog. | 6. He bit the dog. |
| 7. Jim’s sleeping. | 8. Jim’s slipping. |
| 9. Bob’s heating it. | 10. Bob’s hitting it. |

Exercise 3. Write these words with /I/ or /i/ under the right column for the vowel sound, as the example. Say each word out loud.

sick is he ship we bit beat sheep

/i/	/I/
	sick

Exercise 4. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Mary's sick.

A: Is the lesson easy?

A: His shoes don't fit his feet.

A: I sleep when I'm sick.

A: The sheep was on the ship.

B: What a pity!

B: Very!

B: Shame on you!

B: That's curious.

B: That's strange, isn't it?

Exercise 5. Find a way from Start to Finish. You may pass a square only if the word in it has the sound /ɪ/. You can move horizontally or vertically. (Busca una vía par ir desde Comenzar hasta Terminar. Solamente puedes pasar un cuadro si tiene una palabra con el sonido /ɪ/. Puedes moverte horizontalmente o de forma vertical).

START

leave	earth	health	reach	teach	meat
dream	dead	cream	jeans	steak	cheat
east	bread	tea	death	heat	peak
beach	break	peace	search	leaf	meant
seat	please	team	early	beat	bean
head	bear	wear	dreamt	sweat	clean

FINISH

Vowel Contrast /ɪ/ /ɛ/

- /ɪ/ Short. Lips are unrounded. Muscles lax.
- /ɛ/ Short. Lips unrounded. Muscles lax.

Sound /ɛ/ Phoneme.grapheme correspondence

" e "	" ea "	" a "	" ai - ay "	" ie "	" u "	" ue "	eo
tell	head	many	said	friend	bury	guess	leopard
red	French	dead	any	again		guest	
pen	ten	already	anyway	said			
get	men	leather	anything	says			
very	spell	sweat					
egg	help	sweater					

/ɪ/	/ɛ/	Sentences	
bit	bet	1. It's a pin.	2. It's a pen.
bid	bed	3. Give me a chick.	4. Give me a check.
lid	led	5. I want tin.	6. I want ten.
sit	set	7. The bill was big.	8. The bell was big.
bill	bell		
pin	pen		

Exercise 6. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

bit, pin, pet, big, get, set, tin,

/ɪ/	/ɛ/
	set

Exercise 7. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: I paid for the chick with a check.

A: Give me ten pieces of tin.

A: I want a pin, not a pen.

A: Bill rang the bell.

A: He bid on the bed.
- B: O.K.

B: Here you are.

B: Sorry!

B: Really?

B: Don't tell me?

Vowel contrast /ɛ/ /ə/

- /ɛ/ Short. Lips unrounded. Muscles lax.
- /ə/ Short. Lips slightly parted over almost their entire length Muscles lax.

Example hamburger

This is the most frequent vowel sound in English. It is in weak or unstressed syllables. You make it like this.



Sound /ə/ Phoneme- grapheme correspondence

" a "	" e "	" o "	" oa "	" ou "	" u "	" i "
about	accident	tomato	cupboard	famous	supply	family
finally	open	tomorrow		should	suppose	equality
German	the	today		would	autumn	responsibility
Japan		Europe		enormous	August	responsible
again		European		ridiculous	succeed	sensible
cassette		ribbon		fabulous		sensitive
woman		economy				holiday

Sound /ər/. It is produced when there is an unstressed vowel + r.

Phoneme –grapheme correspondence

" ar "	" er "	" or "	" our "	" ur "
grammar	mother	information	behaviour	surprise
	rubber	doctor		picture
	paper	actor		adventure
	over	error		measure
	computer	prisoner		Saturday
	desert	mirror		
	father	together		

Sound /ɜ/. It is produced when there is a stressed vowel + r.

Phoneme –grapheme correspondence

" ir "	" ur "	" ear "	" er "
shirt	hurt	heard	her
skirt	curse	earl	vertical
third	burn	learn	
bird	surf	early	
girl			
birth			

Exercise 8. Find 9 words with /ɜ/ in the puzzle. The words are written horizontally or vertically.

b	i	r	d	g	b	h	j
n	m	g	i	r	l	t	u
h	c	u	r	s	e	y	l
u	h	e	a	r	d	d	e
r	e	b	i	r	t	h	b
t	r	e	a	r	l	s	k
k	s	h	i	r	t	d	i

Sound /ʌ/ is produced in stressed syllables

To make the sound /ʌ/ your lips look like this.



Phoneme-grapheme correspondence

" u "	" o "	" ou "	" oo "
Sunday	club	wonderful	southern blood
cup	bus	nothing	young flood
rubber	fun	above	country
much	cut	love	double
study	Russian	glove	enough
understand	duck	money	trouble
uncle	hut	come	couple
ugly	run	son	cousin
jump	luck	Monday	courage

/ɛ/	/ə/	Sentences
again	again	1. Please, do it again.
benefit	benefit	2. This is the benefit of what you do.
inevitable	inevitable	3. His reaction was inevitable.
breakfast	breakfast	4. Breakfast starts at 7.
Frenchman	Frenchman	5. The Frenchman is here.

Exercise 9. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

cup, get, about, net, nut, rubber, red, a, again,		
/ə/	/ɛ/	/ʌ/
		cup

Exercise 10. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A. There's a bug on the desk.

A. I eat many nuts.

A. Many people like money.

A. The pup is full of pep.
- B. My goodness

B. Don't tell me!

B. That's true.


B. Is it?

Vowel contrast /æ/ /ʌ/

/æ/ is a front vowel. Low position. Lips unrounded. Muscles tense.
/ʌ/ is a central vowel. Mid position. Lips unrounded. Muscles lax.

To make the sound /æ/ your lips look like this.

/æ/



/æ/	/ʌ/	/æ/	/ʌ/
cap	cup	drank	drunk
lamp	lump	rag	rug
ran	run	stamp	stump
ankle	uncle		

Phoneme –grapheme correspondence /æ/

" a "	" au "
sad	laugh
black	
ask	
last	
hat	
back	
cant	
glass	
glad	
pass	
plant	

Sentences

1. I want a new cap.

3. It's an old rag.

5. They ran very fast.

7. The stamp is old.

2. I want a new cup.

4. It's an old rug.

6. They run very fast.

8. The stump is old.

Exercise 14. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

sat, sun, cap, cup, lamp, drank, rug,

/æ/	/ʌ/

Exercise 11. Read the following text out loud. If you can record yourself. Pay attention to the pronunciation of the words which contain the sounds above.

Frank has a good plan for holidays. He will visit his family. Now he is packing. He's got a new hot for his dad, a beautiful plant for his mom and a cap for his little brother Pat. He also has a present for his uncle, who is now in bed because he hurt an ankle. He is very glad and happy for the visit.

Vowel contrast

Sentences	
cot cut	1. He sees a yellow dock. 2. He sees a yellow duck.
lock luck	3. My lock was good. 4. My luck was good.
cop cup	5. I hear a clock. 6. I hear a cluck.
hot hut	

clock cluck
shot shut
dock duck
pop pup

Exercise 12. Write these words under the right column for the vowel sound, as the example. Say each word out loud. List:

clock, duck, lock, cluck, dock	
/ɑ/	/ʌ/
	luck

Exercise 13. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds above.

- A: I cut my hand on the cot.

A: I had no luck with the lock.

A: I gave a cup of tea to the cop.

A: The duck sits on the dock.

A: It's hot in the hut.
- B: It must hurt.

B: I'm sorry.

B: Good for you!

B: It must be nice.

B: That's not good!

Vowel contrast /ɛ/ /ɑ/

/ɛ/ is a lax , short vowel. Mid position. Lips unrounded.
/ɑ/ is a lax, long vowel. Low position. Lips unrounded.

Sound /ɑ/ Phoneme-grapheme correspondence

" o "		" a "	/ɛ/	/ɑ/
al			leg	log
hot	palm	what	deck	dock
not	calm	want	wreck	rock
college		watch	step	stop
doctor		wash	get	got
pot		washbasin	pet	pot
stock		yacht	dell	doll
bottom		wallet	let	lot
got		wasn't		

Sentences

1. They are playing on the deck.

3. It was a long step.

5. I get tired.

7. The dell is pretty.

9. I bought a pet.
2. They are playing on the dock.

4. It was a long stop.

6. I got tired.

8. The doll is pretty.

10. I bought a pot.

Exercise 14. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

ten, hot, doctor, net, not, pen,

/ɛ/	/ɑ/

Exercise 15. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds above.

- A: I put my leg on the log.

A: There's a deck by the dock.

A: Stop on the last step.

A: There was a wreck on the rock.

A: I let a lot of friends come.
- B: Not a good idea.

B: Nice picture.

B: Thank you.

B: Really!

B: Lovely!

Vowel contrast /æ/ /ɑ/

/æ/	/ɑ/	/æ/	/ɑ/
cat	cot	map	mop
cap	cop	packet	pocket
lack	lock	rack	rock
sack	sock		

Sentences

1. I have a new cat.
2. I have a new cot.
3. Put it on the rack.
4. Put it on the rock.
5. There's a hole in my sack.
6. There is a hole in my sock.
7. Look at the map.
8. Look at the mop.

Exercise 16. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

sack, rock, cot, rack, cat, sock,

/æ/	/ɑ/
map	

Exercise 17. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: The cat's on the cot.
- B: Don't say!
- A: This hat is too hot.
- B: It really is.
- A: Put the packet in your pocket.
- B: It's too big.
- A: The socks are in the sack.
- B: But I need them now.
- A: The cop has a new cap.
- B: Oh, I see.

Vowel Contrast /ʌ/ /ɔ/

/ɔ/ is a long, tense vowel. Low position. Lips in oval position.

Sound /ɔ/

" o "	" oo "	" ou "	" oa "	" a "	" au "	" aw "
sport	door	four	board	fall	caught	saw
forty	floor	fourth	abroad	small	fault	dawn
born		resources		salt	daughter	law
for		bought		talk	taught	draw
sort		brought		ball	August	drawer
or		of course		all	audition	strawberries
bored		nought		war	author	lawn
more		course		call	authority	withdraw

/ʌ/	/ɔ/	Sentences	
bus	boss	1. I see Chuck.	2. I see chalk.
but	bought	3. This is the bus.	4. This is the boss.
cut	caught	5. They cut it.	6. They caughtit.
fun	fawn	7. It's done.	8. It's dawn.
lunch	launch	9. They bought a lunch.	10. They bought alaunch.
done	dawn		
hull	haul		
gulf	golf		
Chuck	chalk		

Exercise 18. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

boss, launch, cut, bus, lunch, dawn, done

/ʌ/	/ɔ/
done	

Exercise 19. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Chuck took the chalk.
- B: Did he?
- A: He's the boss of the bus company.
- B: Really?
- A: We ate lunch on the launch.
- B: Lovely!
- A: We were done by dawn.
- B: Oh, yes.
- A: A fawn is fun.
- B: Is it?

Exercise 20. Practice the following conversation

Alice: Where's the chalk, Bob?
Bob: I brought some, but I left them on the bus.

Vowel contrast /ɑ/ /ɔ/

/ɑ/	/ɔ/	Sentences	
odd	awed	1. He was odd.	2. He was awed.
tock	talk	3. Don was coming.	4. Dawn was coming.
Don	dawn	5. "Tot" is what I said.	6. "Taught" is what I said.
cot	caught		
tot	taught		

Exercise 21. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

Don, odd, taught, awed, tot, dawn

/ɑ/	/ɔ/

Exercise 22. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Don wakes up at dawn.
- B: Don't tell me!
- A: He taught the tot how to read.
- B: How come!
- A: It was so odd that it awed me.
- B: Of course!
- A: I caught my skirt on the cot.
- B: I knew it.

Exercise 23. Practice the following conversation

Don: Hi Dawn, is John coming to the party?
Dawn: No, Don, but Paul is.

Vowel contrast /U/ /u/

/u/ is a short , lax vowel. High position. Lips unrounded .

/U/ is a long, lax vowel. High position. Lips rounded and protruded.

Sound /U/

" u "	" oo "	" o "	" ou "
sugar	look	woman	could
February	book	wolf	should
put	stood	bosom	would
full	took		
push	good		
bull	wool		
pudding	cook		

Sound /U/ Phoneme-grapheme correspondence

" oo "	" u "	" o "	" oe "	" ui "	" ou "	" ue / ew "
zoo	rule	two	shoe	juice	soup	true
boot	June	do	canoe	fruit	route	blue
room	flu	move		suit	group	tissue
cool		who		suitable	you	clue
tool		movie		bruise	through	glue
food		tomb			acoustic	quene
school		lose				drew
afternoon		prove				knew

/u/	/U/	/u/	/U/
cooed	could	Luke	look
shoed	should	fool	full
stewed	stood	pool	pull

Sentences

1. I said "Luke. "
2. I said "look."
3. He stewed it.
4. He stood it.
5. She told me they cooed.
6. She told me they could.
6. They are going to pool it.
7. They are going to pull it.

Exercise 24. Write these words under the right column for the vowel sound, as the example. Say each word out loud. List:

pull, could, stewed, look, cooed, pool

/u/	/U/

Exercise 25. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Look at Luke.
A: He should have shoed the horse.
A: The pool was full.
A: Pull him from the pool.
A: The dove could coo.

B: What's wrong with him?
B: That's right.
B: That was fun!
B: No. He's having fun.
B: That's not news.

Exercise 26. Practice the following conversation

Luke: What happened Susan?
Susan: I fell in the pool.
Luke: You should learn to swim.
Susan: I know I should.

Vowel contrast /ʌ/ /U/

/ʌ/	/U/	Sentences	
cud	could	He's going to rough it.	He's going to roof it.
huff	hoof	It was a buck.	It was a book.
buck	book	His luck is good.	His look was good.
luck	look	They tuck it.	They took it.
putt	put		
rough	roof		

Exercise 27. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

Buck, rough, look, took, roof, luck

/ʌ/	/U/

Exercise 28. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

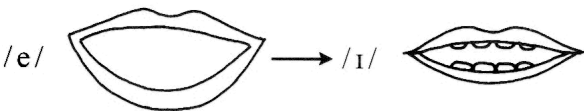
A: She took a tuck in her dress
A: He put the ball in with a putt.
A: The cow could chew its cud.
A: It looks like good luck.
A: He'll plant the root in the rut.

B: How come!
B: Don't tell me!
B: I shouldn't wonder!.
B: That's it.
B: Hope so.

Sound contrast /eɪ/ /ɛ/

/eɪ/ It's a diphthong. It begins as in /ɛ/ and ends as in /ɪ/. Lips are unrounded. Muscles tense.

To make the sound /eɪ/ first make a long /e/ sound and then a short /ɪ/ sound.



/ eɪ /	/ eɪ /	/ eɪ /	/ eɪ /	/ eɪ /	/ eɪ /
" ea "	" ei "	" ey "	" a "	" ai "	" ay "
break	eight	they	take	tail	play
steak	weight	grey	age	rain	say
great	eighth	prey	name	Spain	way
	neighbour	obey	made	wait	day
	reign		tale	train	pay

/eɪ/	/ɛ/	Sentences	
braid	bread	I like that braid.	I like that bread.
fail	fell	Put it in the shade.	Put it in the shed.
fade	fed	It's the wrong age.	It's the wrong edge.
shade	shed	Bob tasted it.	Bob tested it.
age	edge	It's a bad pain.	It's a bad pen.
taste	test		
pain	pen		
wait	wet		

Exercise 29. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

pain, edge, tasted, pen, shade, age

/eɪ/	/ɛ/

Exercise 30. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: I failed the test.
A: The shed is in the shade.
A: Beth is in the right age.
A: Gail has a new pen.

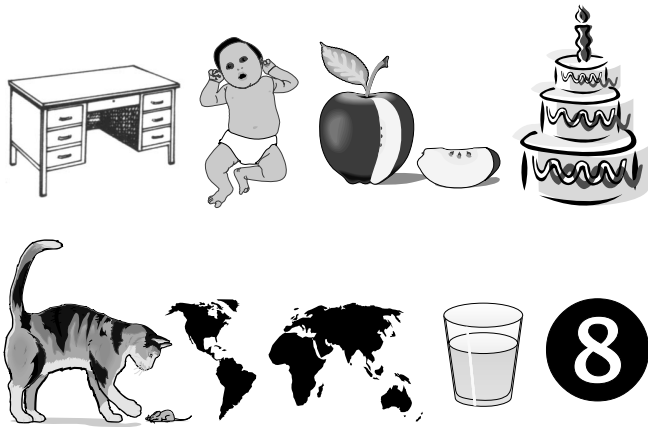
B. Was it that difficult?
B. As usual
B. How cute!
B. She really needed it.

Contrast /eɪ/ /æ/

/eɪ/	/æ/	Sentences	
ate	at	That lace is pretty.	That lass is pretty.
hate	hat	The pain was bad.	The pan was bad.
rain	ran	He gave me a cane.	He gave a can.
paid	pad	That's a good plane.	That's a good plan.
pain	pan		
aid	ad		
lace	lass		
plane	plan		
cane	can		

Exercise 31. Write words for the things in the picture in the correct column, as the example. Say each word out loud.

/eɪ/	/æ/
cake	apple



Exercise 32. These words all contain the vowel /æ/. Make another word with the same consonant sounds but changing the vowel sound to /eɪ/. (Estas palabras contienen el sonido /æ/. Haz otra palabra con las mismas consonantes, pero cambiando el sonido vocálico por /eɪ/.

Examples pan - pain / plan - plane
1. at ____ 2. mad ____ 3. man ____ 4. tap ____ 5. ran ____ 6. hat ____

Exercise 33. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A. Gail is going to buy a hat.
A. Frank ran into the rain.
A. They ate at the table.
A. They like to bat the ball.
A. The lamb was very lame.

B: That will be number eight!
B: Why did he?
B: At the right time.
B: A great future in baseball?
B: Poor animal!

Exercise 34. Practice the following conversation

Gail: How much is this paper? Clerk: Forty cents a package.
Gail: I'll take two packages. Clerk: That's eighty cents.

Contrast /ʌ/ /oʊ/

/oʊ/ It's a diphtong. Lips are rounded. Muscles tense.

" o "	" ou "	" ow "	" oa "	" ew "	" oe "	" ol "
o	don't	shoulder	know - known	road	sew	toe folk
no	ago	tour	tomorrow	boat	Joe	yolk
video	olk	although	window	coal	foe	
notebook	so	though	bowl	coast	goes	
coke	broke	soul	elbow	soap		
0 (number)	cold	dough	grow	coat		
close	nose	poultry	low	toast		
home	ghost		own	float		
hope	tomato		owner	load		
bone	soldier		snow	raincoat		
note	only		show	throat		

/ʌ/	/oʊ/	Note: It is /ʌ/ in monosyllabic words and /ə/ in unstressed syllables	
come	comb	Sentences	
chuck	choke	It's rusting.	It's roasting.
hull	hole	Give the dog a bun.	Give the dog a bone.
hum	home	Please come here.	Please comb here.
ton	tone	Give me a nut.	Give me a note.
bun	bone		
rust	roast		
cut	coat		
nut	note		
but	boat		

Exercise 35. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

nut, comb, bone, bun, rusting, come, roasting

/ʌ/	/oʊ/

Exercise 36. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A. She cut out a coat. B. Really?
A. Bring me a comb when you come. B. Don't worry, I will.
A. There is a hole in the hull. B. Don't say!
A. But that's a new boat. B. That's right.

Contrast /ɑ/ /oʊ/

/ɑ/ /oʊ/

Rod	road	Sentences	
Clock	cloak	This cot looks new.	This coat looks new.
Sock	soak	John is going to be here.	Joan is going to be here.
Calm	comb	Please calm the cat.	Please comb the cat.
Sop	soap	It's my grandmother's clock.	It's my grandmother's cloak.
Cot	coat	That's a new rod.	That's a new road.
John	Joan		
Hap	hope		
Cot	coat		
Holly	holy		

Exercise 37. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

cloak, rod, comb, Joan, John, cot, road, coat

/ɑ/	/oʊ/

Exercise 38. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: John and Joan are students here. B: Really?
A: Put your coat on the cot. B: Thank you.
A: Soak your socks in cold water. B: Good advice, thanks.
A: I hope I can hop. B: Sure.
A: I found a rod in the road. B. Don't say?

Contrast /ɑ/ /aʊ/

/aʊ/ is a diphtongue. It begins as in /ɑ/ and ends as in /ʊ/. Lips rounded.

" ow "	" ou "	/ɑ/	/aʊ/
how	about	pond	paund
now	trout	Don	down
town	round	bronze	browse
crowd	pound	Scott	scout
cow	hour	dot	doubt
down	house	shot	shout
allow	our	pot	pout
brown	noun	trot	trout
shower	count	scholar	scowler
flower	countable	Sentences	
down	sound	I heard the shot.	I heard the shout.
clown	mouth	That spot is dirty.	That spout is dirty.
power	south	I like bronze.	I like the Browns.
owl	shout	He's a scholar.	He's a scowler.
tower	cloud	It's a pond.	It's a pound.

Exercise 39. Write these words under the right column for the vowel sound, as the example. Say each word out loud.

shot, scholar, Browns, spout, pond

/ɑ/	/aʊ/

Exercise 40. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Is Scott a good scout? B: Yes, he is.
A: I heard a shot and a shout. B: You're joking!
A: Don fell down. B: Oh, what a pity!
A: There's a spot in the spout. B: Don't worry.
A: The dot made me doubt it. B: That's curious.

Exercise 41. Practice the following conversation

Bob: That's a nice trout, Don.
Don: Thanks, Bob. It weighs two pounds.
Bob: Is it bronze? How did you get it?
Don: The Browns gave it to me.

Contrast /aɪ/ /ɔɪ/

/ aɪ /	/ ɔɪ /
" oi "	" oy "
join	boy
coin	joy
choice	toy
oil	enjoy
toilet	royal
boil - boiled	employed
poison	oyster
point	
noisy	
noise	
voice	
disappoint	

/aɪ/ is a diphthong. It starts in a low central position and moves high front. Lips are unrounded.
/ɔɪ/ is a diphthong. It starts in low back position and moves to high front. Lips start rounded and become unrounded.

/aɪ/	/ɔɪ/
buy	boy
tie	toy
pint	point
vice	voice
tile	toil
pies	poise
liar	lawyer

Sentences
1. That's a good buy. 2. That's a good boy.
3. That tie is old. 4. That toy is old.
5. He's a liar. 7. It's a lot of tile.
8. It's a lot of toil.

Exercise 42. Write these words under the right column for the vowel sound, as the example. Say each word out loud. List:

tile, liar, toil, boy, buy

/aɪ/	/ɔɪ/

Exercise 43. Practice these mini-dialogues if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Tie it on the toy.
A: The boy made a good buy.
A: Tell the lawyer about the liar.
A: Vice is not good in your voice.

B: Yes. It looks nice.
B: I'm glad.
B: Sure.
B: Sorry. I didn't mean it.

Exercise 44. Practice the following conversation

Beth: What are you going to buy, Roy?

Roy: Two ties and some toys.

Beth: For your boys?

Roy: Not exactly.

Integrated Practice on vowels

Exercise 45. Odd word out. Write the word with a different sound:

- /i/ ___ ski - leave - sit - sea - key
- /æ/ ___ cat - bag - hand - dark - bad
- /ɑ/ ___ hot - doctor - wrong - stop - sport
- /ʌ/ ___ money - mother - home - some - nothing
- /ɛ/ ___ video - pencil - tennis - men - bed
- /ɪ/ ___ think - field - this - Italy - big
- /ɔ/ ___ forty - more - short - born - actor
- /u/ ___ June - curly - fruit - true - flu
- /ei/ ___ name - orange - train - plane – they
- /aɪ/ ___ five - like - fine - nice - live (verb)

Exercise 46. Write the words into the correct line. (Las palabras que tienen más de una vocal escríbelas en ambas líneas y subraya la vocal que corresponda en cada caso.)

problem, first, does, cousin, dog, do, sorry, shoe, move, bird, often, sometimes, hear, beat, it, eat, comb, cat, look, lake, late, love, like, blue, rain, get, men, man, done, but, sew, saw, fine, pine, blouse, boat, how, choice, go, bought, hot, Robert, may, could, bit, room, book, hen

	/i/	
	/ɪ/	
	/eɪ/	
	/ɛ/	
	/æ/	
	/ɑ/	
	/ə/	
	/ʌ/	
	/ɔ/	
	/ou/	
	/U/	
	/u/	
	/aɪ/	
	/aʊ/	
	/ɔɪ/	
	/ɜ/	
	/ei/	

Exercise 47. How do you pronounce the letter -a- in the following words correctly? Write the words into the correct column:

almost, plan, park, address (noun), face, garden, way, all, bad, card

Sound æ	Sound ə	Sound ʌ	Sound ɔ	Sound ei

Exercise 48. How do you pronounce the -o- in the following words? Write the words into the correct column:

problem, does, dog, do, sorry, move, often, sometimes

Sound	/ɑ/	Sound	/u/	Sound	/ɔ/	Sound	/ʌ/

Exercise 49. Complete these sentences with words from the list. The vowel sound is given.

List: brother, wood, moon, juice, won, month, June, would, full, boot, Cup, put, son, good

- Example: Two things you can put /U/ on a foot are a shoe and a boot /u/.
- The _____ /ʌ/ after _____ /u/ is July.
 - My mother's other _____ /ʌ/ is my _____ /ʌ/.
 - Brazil _____ /ʌ/ the World _____ /ʌ/ in 2002.
 - Fruit _____ /u/ is _____ /U/ for you.
 - There is a _____ /U/ _____ /U/ once a month.
 - You pronounce _____ /U/ exactly the same as _____ /U/.

Exercise 50. Underline the word with a different vowel sound.

Example: foot, foot, blood, push

- soon, book, boot, room
- rude, luck, run, but
- shoes, does, true, blue
- pull, full, put, rule
- group, could, would, should
- done, move, love, son
- south, young, couple, won

Exercise 51. Practice saying the following questions and giving the answers.

- | | |
|----------------------|--|
| 1. Is it a big cat? | 1. No, it's a dog. |
| 2. Is it a big cut? | 2. No, it's not too deep. |
| 3. What's a buck? | 3. It's one dollar. |
| 4. What's a book? | 4. The thing you read. |
| 5. Was it cut? | 5. No, it was broken. |
| 6. Was it caught? | 6. No, it's still free. |
| 7. What's a skull? | 7. It's the protection for your brain. |
| 8. What's a school? | 8. It's a place for learning. |
| 9. Do you need many? | 9. No, I only need a few. |

Exercise 52. Practice contrasting the columns of words.

- | | |
|-----------|-------------|
| 1. read | 1. gift |
| 2. teach | 2. picnic |
| 3. reach | 3. nickel |
| 4. bean | 4. little |
| 5. speak | 5. Britain |
| 6. needle | 6. symbol |
| 7. seem | 7. syllable |
| 8. keep | 8. myth |

Exercise 53. Practice saying the following questions and their answers.

- | | |
|-------------------------|----------------------------------|
| 1. Why did you sleep? | 1. I was tired. |
| 2. Why did you slip? | 2. The floor was wet. |
| 3. What's a sheep for? | 3. It's to produce wool. |
| 4. What's a ship for? | 4. To carry things on the water. |
| 5. When will you leave? | 5. I leave in two weeks |
| 6. Where will you live? | 6. In Britain. |

Exercise 54. Read these words and pay attention to their pronunciation:

/æ/ Group 1 - : have - fan - match - ankle. . . .

/ɑ/ Group 2 - : farm - far - carpet - cap

/ə/ Group 3 - : family - aloud - among - afraid - alone

/ʌ/ Group 4 - : run - southern - done - among - cut

Exercise 55. Which groups do these words go in? - (Write: 1 - 2 - 3 - 4)(Las palabras que tienen más de una vocal se colocarán en los grupos a que pertenecen, aunque se repita y se subrayará la que corresponde en cada caso).

alarm:	jazz:	sat:	aunt:	country	study
password:	black:	Japan:	blood:	camera:	large:
some:	at:	man:	up:	stand:	run:
ran:	grammar:	can't	love		

Exercise 56. Underline the word with the sound shown:

- 1. /eɪ/ this - these - cat - many - short - case - tree - small
- 2. /aʊ/ enjoy - idea - large - about - say - bone - telephone – rock
- 3. /oʊ/ boat - love - how - lawyer - again - tomato - honey – young
- 4. /i/ chips - film - very - leave - many - build - said – university
- 5. /æ/ are - bank - wash - steal - farm - ugly - name – fly
- 6. /ʌ/ busy - heart - dance - aloud - aunt - have - park - mustn't
- 7. /ɛ/ America - world - women - piece - Greece - shoe – Europe
- 8. /ʊ/ run - busy - you - book - but - one - university – laugh
- 9. /u/ pull - Saturday - fruit - woman - build - good - Sunday – understand
- 10. /ɪ/ lion - light - meet - field - these - live - life – suitable

Stress, rhythm, intonation and blending

People who use incorrect rhythm or intonation patterns or who do not connect words together can have communication problems. They might seem rude or abrupt.

There are different systems of notation for marking stress in a written word. In this text we will use CAPITALS.

What is **stress**? We put stress on one syllable when we pronounce it with such a force as to give it more importance than the surrounding syllables and to make it stand out, for example, COMfortable.

Where does the stress fall? Unfortunately, there are no infallible rules for determining which syllable should be stressed. But the following hints may help.

- 1. The great majority of two-syllable words are stressed on the 1st syllable.
- 2. Compound expressions:
 - a. In **compound nouns** the stress generally goes on the 1st syllable. DRUGstore.
 - b. In **compound verbs** the stress generally goes on the 2nd syllable. underSTAND
 - c. In the intensive-reflexive pronouns the stronger stress also falls on the last syllable: mySELF, yourSELF.
 - d. Numbers ending in –teen usually take the stress on the last syllable to distinguish clearly between THÍRty and thirTEEN.
- 3. A large group of words, which may be used either as nouns or verbs, have a difference in stress to indicate the difference in usage. **Nouns** take the stress on the 1st syllable and **verbs** on the 2nd syllable. PREsent(N) - preSENT (V)
- 4. Generally when a suffix is added, the word maintainS its stress: HAPPy-Happiness .
- 5. Words ending in –tion,-sion,-ic,-ical, and –ity almost always have the primary stress on the syllable preceding the ending, so there is usually a change of stress. contribute-contriBUtion, eCONomy-econoMomic

Stress in two-syllable words

Many two-syllable words come from a one syllables word. For example, the word artist comes from the word art, and the word remove comes from the word move. In these tow-syllable words, the stress is on the syllable of the original word:

Artist:Oo (stress on the first syllable) remove: oO (stress on the second syllable)
Here are some more examples:

Nouns and adjectives Oo	Verbs oO
art-artist	move-remove
drive-driver	like- dislike
friend-friendly	build- builder
fame-famous	come-become

Phrasal verbs stress the preposition: to take Over, to get UP, to let down, to lift OFF, to print OUT

Two-Syllable Adjectives, Adverbs, Prepositions

ADJECTIVES: Stress the root

root = first syllable: CAUtious, HAPpy, PLEAsant, SOLid, PROper, SUNny
ADVERBS & PREPOSITIONS: Stress the root.

root = first syllable: ALways, LAtter, OFten, Over, SHORtly, SLOWly, SOONer

root = second syllable : comPLETE, exTREME, aLIVE, disTINCT, preCISE,

root = second syllable: perHAPS, inDEED, unLESS, beSIDES, unTIL, aBOVE,
There is a group of two-syllable nouns and verbs which are spelled the same.

The difference is the stress.

Nouns stressed on 1 st syllable	Nouns stressed on 2 nd syllable
<u>the</u> CONflict	to conFLICT
<u>the</u> CONtract	to conTRACT
<u>the</u> DEsert	to deSERT
<u>the</u> INsult	to inSULT
<u>the</u> OBject	to obJECT
<u>the</u> PERmit	to perMIT
<u>the</u> PREsent	to preSENT
<u>the</u> PROgress	to proGRESS
<u>the</u> PROject	to proJECT
<u>the</u> REbel	to reBEL
<u>the</u> REcord	to reCORD
<u>the</u> SUSpect	to susPECT

Exercise 57. Read the sentences and decide what stress pattern the underlined words have.

Example: I got my first record as a present when I was eleven.

record: Oo present: Oo

- 1. You've progressed well this year, but I'd like to see even more progress.
- 2. We import too much petrol and the country's export figures are going down.
- 3. In the desert, there is a big contrast between temperatures in the day and at night.
- 4. The companies produce household objects as fridges and washing machines.

Stress in compound words

Compound words are made from two smaller words put together, for example book + shop = bookshop. (They are not always written as one word, for example shoe shop.) In most compound words, the stress is on the first part. For example, the word bookshop has two syllables and the stress is on the first syllable.

COMPOUND NOUNS: Stressed on the first syllable.

Oo : a MAILman, a GREENhouse, a FIREman, a HOT dog, a ROOMmate, a SCHOOL bus, AIRport, BEDroom

Ooo: TRAFFic light, BUS station, SUNglasses, BOARDing card, WINdow seat, CHECK-in desk

Oooo: TRAVel agent, ART gallery, SUPERmarket, TAPE recorder, PHOTocopy

Note: If the first part of the compound is an adjective, there may be stress on the second part too. For example, OO DOUBLE ROOM

Note: There may be stress on the second part of a compound noun when:

- The object in the second part is made out of the material in the first, for example OO glass jar,
- The first part tells us where the second part is, for example OO car door.

If the compound word is not a noun, we often put stress on the second part too.

OO FIRST CLASS, HALF PRICE, HAND MADE

OOo BAD-TEMpered, OLD-FASHioned, SHORT-SIGHTed

OOo OVERnight, SECOND hand

Sometimes a compound word looks the same as

- a normal adjectives and noun,
 - a normal noun and verb.
- But the pronunciation is different. Compare:

Oo compound word	OO adjective and noun
This is due to the greenhouse effect.	He lives in a small green house .
OO compound word	OO noun and verb
I saw her bus pass.	I saw her bus pass.

Exercise 58. Read the text. Write the words in bold (negritas) in the correct column

Dear **grandmother**

I went **downtown** this morning. There's a good **shopping center**. You can find almost **anything** these. There are **bookshops**, **art crafts** for souvenir, a **travel agent's**, a **post office**, a **hairstresser's**, a **supermarket**, **everything**... and there are a few **snack bars** if you want a hamburger or **something**. OH, and there's a **sports center** too, with a **swimming pool** and **playground** for kids.

Definitely, Havana is lovely,

Love,

Karen

Oo	Ooo	Oooo
bookshops	anything	shopping center

Stress in longer words

We can build longer words by adding parts to the beginning or end of shorter words. Usually this does not change the stress: it stays on the same syllable as in the original word. Look at the example below.

	for	get		
	for	get	ful	
	for	get	ful	ness
	for	get	a	ble
un	for	gett	a	ble

Here is a list of beginnings and endings which do not change the stress of the shorter word:

-able drinkable	in-/im- imposible	-ness happiness
-al musical	-ize civilize	-ship friendship
-er player	-ish childish	un- un happy
-ful helpful	-less careless	under- underline
-hood childhood	.ly friendly	
-ing boring	-ment development	

Some endings *do not change* the stress in the shorter word. Look how the ending-ion changes the stress in the word *educate*.

ed	u	cate	
ed	u	ca	tion

When we add the endings *-ion* or *ian*, the stress always moves to the syllable before these endings. Here are some more examples. They are pronounced /ʃən/

e	lec	tric	
e	lec	tri	cian
dec	o	rate	
dec	o	ra	tion

The ending *-ic* also moves the stress to the syllable before it.
 scientist scientific
 economy economic
 artist artistic

Exercise 59. Use the beginning and ending in the list to make longer words from the words below.

- List: -able, -al, -er, -ful, -hood, -ing, -less, -ship
- Example
- Child: childhood, childish, childishness, childless
- believe
 - enjoy
 - care

Exercise 60. Write the words from the list in the correct part of the table according to the stress pattern.

List: population, telecommunication, nation, identification, relation, communication, pronunciation, scientific, clinic, romantic, pessimistic, investigation, public, discussion

Oo	
oOo	
ooOo	population
oooOo	
oooooOo	
oooooOo	

Exercise 61. Combine each word with one of the endings in the list, and give the stress pattern of your new word. You may need to change or add other letters to the first word.

- List: -ion -ic
- Example: inform: information: ooOo
- introduce
 - base
 - economy
 - describe
 - romance
 - compete
 - optimist
 - celebrate
 - diplomat
 - operate
 - explain
 - decide

There are many longer word endings where the last letter is -y. In words with these endings, the stress is placed on the syllable two from the end.

Public	pub	lic			na	tion	al		
publicity	pub	lic	i	ty	na	tio	nal	i	ty
Na tion al									

If we add the ending *-ic* to a word, the stress goes on the syllable before *-ic*. Notice the change of stress, for example: phoTOGraphy / photographic

In words for an expert in the subject, such as *photographer* or *climatologist*, the stress stays on the same syllable as in the word ending in *-y*:

phoTOgraphy phoTOgrapher
 climaTOlogy climaTOlogist
 Many words for school and university subjects have one of the *-y* endings presented or the ending-ics

Many English speakers do not pronounce the second syllable in *history*, so you hear (HIstrI) Oo. The first part of the word geography may be pronounced: (dʒɪˈɡrɑfI) Ooo or or (dʒiˈɡrɑfI) oOoo.

Many speakers do not pronounce the second syllable in *mathematics*, so it sounds like this: /mæθ ‘mæts/ oOo

If we combine the various endings presented, we can get ‘families’ of words with moving stress patterns. For example:

PHOtograph	phoTOgraphy	photoGRAPhic	
eCONomy	ecoNOMics	ecoNOMical	
NAtional	natioNALity	NAtionalize	nationaliZAtion
CIVil	ciVILity	CIVilize	civiliZAtion

Exercise 62. Make a word ending in *-ity* from each of these words, and give the stress pattern. Use a dictionary if you need it.

- Example author: authority oOoo
- person: _____
 - universe: _____
 - public: _____
 - major: _____
 - nation: _____
 - real: _____
 - human: _____
 - electric: _____

Exercise 63. Write the word in the list in the correct column according to their stress pattern.

List: economy, economics, physics, chemistry, geography / dʒiˈɡrɑfI /, mathematics/ mæθ ‘mæts/, sociology, history (‘histrI), geology, photography, nation, nationality

Oo	Ooo	oOoo	ooOoo	ooOo

Exercise 64. Fill the gaps with a word from the box which has the stress pattern given.

List: biology, mathematics, history, geography, sociology

My favorite subjects at school were sciences, especially Ooo chemistry and oOoo _____. I’ve always been good with numbers, so I was good at oOo _____. I didn’t really like the social science subjects like ooOoo _____ and Oo _____, and that’s strange because when I went to university I did Ooo _____.

Sentence stress and rhythm

We use the term **sentence stress** to refer to the various stressed elements of each sentence. It is important to understand that in English you cannot give equal stress to all syllables and words. Content/ information words are often stressed. Function words are usually unstressed, unless in final position or when used emphatically)

Content /information words often stressed include:

- Nouns
- Main verbs
- Adjectives
- Possessive pronouns: theirs,yours
- Demonstrative pronouns: that, this
- Interrogatives: who, what, when

Function words usually unstressed, (unless in final position or when used emphatically) include:

- Articles: a, an, the
- Personal pronouns: I, you, he..

- 3. Possessive adjectives : their, your
- 4. Prepositions: to, of, in, etc.
- 5. Conjunctions: and, but, that, as, if, etc.
- 6. **One** used as a noun-substitute: RED DRESS and a BLUE one
- 7. Adverbs: fast, slowly

All the sentences below have three syllables with the stress pattern OoO. The middle word in each sentence is unstressed because it is not as important as the other two words.

O	o	O
What's	your	name?
Tom	was	right.
Dogs	can	swim.

Notice how the meaning changes, while the actual words stay the same.

- 1. **I** didn't say he borrowed the book. Someone **else** said it.
- 2. I **didn't** say he borrowed the book. **That's** not true at **all**.
- 3. I didn't say he borrowed the book. I only **suggested the possibility**.
- 4. I didn't say **he** borrowed the book. I think someone **else** took it.
- 5. I didn't say he **borrowed** the book. Maybe he just **borrrght** it.
- 6. I didn't say he borrowed **the** book, but rather some **other** book.
- 7. I didn't say he borrowed the **book**. He may have taken some **magazines**.

Notice how the meaning of the following sentence changes each time we change the stress pattern. (Observa cómo cambia el significado de las siguientes oraciones cada vez que se cambia el acento.)

- 1. *What would you **like**?* (¿Qué te **gustaría**?)

This is the most common version of the sentence, and it is just a simple request for information.

- 2. *What would **you** like?* (¿Qué te **gustaría a tí**?)

This is to single out an individual from a group.

- 3. *What **would** you like?*

You've been discussing the kinds of things he might like and you want to determine his specific desires: "Now that you mention it, what **would** you like?"

Or

He has rejected several things and a little exasperated, you ask, "If you don't wantany of these, what **would** you like?"

- 4. ***What** would you like?* (¿**Qué** te **gustaría**?)

You didn't hear and you would like the speaker to repeat herself.

or

You can't believe what you heard: "I'd like strawberry jam on my asparagus."
— "**What** would you like?"

Exercise 65. Now you decide which words should be emphasized. Write a normal, everyday sentence with at least seven words and put it through as many changes as possible. Try to make a pitch change for each word in the sentence and think about how it changes the meaning of the entire sentence. (Ahora debes escribir tus propias oraciones compuestas por al menos siete palabras. Luego pronúncialas, enfatizando distintas palabras en cada ocasión)

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

Exercise 66. In the following sentences, the last three words are dramatically slowed down because there are three vowels in succession. Practice saying them.

- 1. Give me your permission to go right now.
- 2. We're all very proud of that fine young man.
- 3. The government intends to stop all drugs.

Exercise 67. Practice the stress pattern of the following words.

3 syllables	4 syllables	5 syllables	6 syllables	8 syllables
oOo	ooOo	oooOo	ooooOo	ooooooooOo
reduction	opposition	administration	identification	internationalization
suggestion	obligation	examination	reinterpretation	
correction	registration	simplification	reunification	
intention	dedication	clarification	reexamination	
frustration	interaction	justification	rejustification	

Exercise 68. Give the stress patterns for these sentences.

Example: Go to the shops. OooO

- 1. Go to school. _____
- 2. Where was the key? _____

- 3. Tell John. _____
- 4. What was in the news? _____
- 5. What's your name? _____

Exercise 69. Put one of the unstressed words from the list in the middle of each phrase or sentence below. Then practice.

List: or, my, a, it, can, some, of, are

- 1. Bring _____ here!
- 2. Mel's _____ nurse.
- 3. Elephants _____ big.
- 4. Dave _____ sing.
- 5. Lots _____ books.
- 6. Trick _____ treat.
- 7. Have _____ coffee.
- 8. Where's _____ bike?

Exercise 70. Complete each set of four sentences with the unstressed words given. Each sentence should have one more unstressed word than the sentence before, so that the four sentences have the same pattern as in the example. (Completa cada grupo de cuatro oraciones con una de las palabras inacentuadas que se dan. Cada oración debe tener una palabra inacentuada más que la anterior, para que las cuatro oraciones tengan el mismo patrón que el ejemplo.)

Example unstressed words: it, some, with

OO Eat cheese.

OoO Eat some cheese.

OooO Eat it with cheese.

OoooO Eat it with some cheese.

- 1. unstressed words: it, of, the, some, with

OO Drink milk.

OoO Drink _____ milk.

OooO Drink _____ milk.

OoooO Drink _____ milk.

Exercise 71. Read the following limerick to practice rhythm.

- 1. A STUdent was SENT to taCOma
InTENding to EARN a diPLOma
He SAID, "With the RAIN,
I don't WANT to reMAIN,
I THINK I'd preFER OklaHOMA."

Pronouns and contractions

Pronouns in sentences are usually unstressed. Look at these sentences: I met him. The first and third words are pronouns. So this sentence has the stress pattern oOo.

oOo	oOoo
I met him.	I met his wife.
You know her.	They read my book.
They saw you.	He knows their son.
She phoned me.	We called their friends.
He likes them.	She hates her job.
We found it.	You need our help.

Pronouns are often joined to auxiliary verbs (is, have, will, etc.) in contractions. For example, when we speak, we join the I and will. In the sentence I'll ask her there are four words but only three syllables. This is because the pronoun and contraction are pronounced as one syllable. This sentence therefore has the stress pattern oOo (the pronouns and contractions I'll and her are unstressed). In fast speech, it may be pronounced the same as Alaska. (Los pronombres generalmente se unen a los verbos auxiliares en las contracciones. Por ejemplo en I'll ask her. En esta oración hay cuatro palabras y tres sílabas porque el pronombre y la contracción se pronuncian como una sola sílaba. Por tanto esta oración tiene el patrón oOo. Hablando rápido se pronuncia muy parecido a Alaska.)

Ooo

- 1. Ill ask her.
- 2. I'm coming.
- 3. He's finished.

But at the end of a sentence you do not join the pronoun and the auxiliary. You don't say Yes, I'll.

Nota: You only stress pronouns if you want to emphasize or contrast something.

For example. Give it to ME. (not to him).