

Exercise 72. Add pronouns to these words to make sentences with the pattern oOoO. Do not use the same pronoun twice. Then say your sentences aloud, making the rhythm clear.

- Example: drove/car She drove her car.
1. read/book _____
2. sang/song _____
3. drank/juice _____
4. ate/mango _____

Exercise 73. Write the sentences below again. Change the people to pronouns, and make the auxiliary verbs (has/is/are etc.) into contractions. Then underline the stressed syllables In your sentences. There should be two in each sentence.

- Example: Martha has given Joan a present. She’s given him a present.
1. Frank is buying books for the students.
2. Carmen and Maria are doing the homework.
3. Sam and Beth will open the present soon.
4. Kate will thank Susan for the present.
5. Dania will tell Paul to come.

Pronouncing the verb BE

- Normally you don’t stress are, was, were in the middle of a sentence. For example:
- Books are important.
 - Flowers are beautiful.
 - The party was good.
 - The were tired.

Many speakers pronounce **are** just as the weak sound /ə/, but if the following word begins with a vowel sound, the /r/ is pronounced too, for example *They are actors*.

is and ‘s- not pronounced as a separate syllable	is and ‘s – pronounced as a separate syllable
The bird is nice.	The class is big.
The car is here.	Your watch is new.
Snow is white.	The dance is on Sunday.
The bank is to your right.	The fridge is broken.

The verb **is** and **‘s** are not usually pronounced as a separate syllable; it is usually joined to the syllable before, for example The book is new. But if the word before ends with letters like S, CE,GE and CH, it is a new syllable, for example *The class is over*.

- The verb be is normally unstressed at the beginning of a sentence too.
- FOR EXAMPLE:
- Is it Monday?
 - Are you a student?
 - Am I right or wrong?
 - Was it good?
 - Were you there?
- The verb BE is stressed:
- in negative contractions, for example: aren’t
 - at the end of sentences, for example: Yes, you are.
 - for emphasis or contrast. Yes, It is good.

Exercise 74. Underline the word **are** if you think the/r/ is pronounced.

There are a lot of students in class today. They are taking a break now. Some of them are outside the school. Others are eating at the school cafeteria. There are some just talking to friends.

Exercise 75. Select the sentences where **is** is always a separate syllable.

- Example: Juice is good for you.
1. a The house is cold. 1. b The room is cold.
2. a The taxi is late. 2. b The bus is late.
3. a The beach is crowded. 3. b The park is crowded.
4. a The steak is good. 4. b The fish is good.
5. a The meaning is clear. 5. b The message is clear.

Auxiliary verbs

- Auxiliary verbs are usually unstressed. The stress pattern is usually OooO in questions beginning with Wh- followed by auxiliary verbs.
- What** do you **think**?
 - Where** do you **work**?
 - When** did you **come**?

- What** will you **do**?
- What** have I **done**?
Auxiliaries are stressed:
- in negative contractions, for example: I won’t leave you.
- at the end of sentences, for example: Yes, she does.
- for emphasis or contrast, for example: She’s not a doctor. She **is** a nurse. I

Exercise 76. Write the questions in this conversation and give the stress patterns.

- Example: A: What do you do? OooO
 B: I’m a teacher.
1. A: _____? _____
 B: I live in Montreal, Canada.
2. A: _____? _____
 B: I work at the Pedagogical University.
3. A: _____? _____
 B: Yes, I’m a student. I study at the University of Informatics.
4. A: _____? _____
 B: He died in1959.

Pronouncing short words (a, of, or)

- Short words like articles (a, the), conjunctions (and, or) and prepositions (to, of) are usually unstressed.
- And sounds like an, for example: an orange and an apple and an onion
- Of sounds like a, for example: a bit of this and a bit of that
- Note: the consonant sound in of is not dropped when the following word begins with a vowel, for example *some of each*.
- The vowel sound in to and the is different if the following word begins with a vowel. In this case, to changes from /tə/ to /tU/, and the changes from /ðə/ to /ðI/.

Exercise 77. Think of a computer which people speak into and it writes what they say. This computer wrote these sentences incorrectly. Write the correct sentences. (Piensa en una computadora que escribe lo que las personas le dicen. La computadora escribió estas oraciones incorrectamente. Escríbelas correctamente.)

- Example: We had beans an rice: We had beans and rice.
1. We had a nice cup a tea. _____
2. I don’t want a go out tonight. _____
3. I need a drinker water. _____
4. We cook to chicken. _____
5. He can’t cooker meal. _____
6. Have a nice cream. _____
7. Come in an sit down. _____

Joining words

- In speech words are not separated; they join together. All sound units in English begin with a consonant sound. The consonant sound at the end of the first word links with the vowel sound at the beginning of the next word
- Example
- Is it?** = /I - zIt/
It is. = /I - dIz/
Skip it keep it send her six others take over
-

Sometimes it is difficult to know where one word finishes and the next word begins. For example: ice-cream/ I scream. Normally w know from context, for example: *It snow good./ It’s no good*.

Exercise 78. What two words do you get if you move the consonant from the end of one word to the beginning of the next or vice versa? Compare the table. Remember: think about sound, not spelling! (¿Qué par de palabras obtendrías si mueves la consonante del final de una palabra para el principio de la otra o viceversa? Compara la tabla. Recuerda que debes pensar en los sonidos no en la escritura.)

- Example: cats eyes ::::: cat size
1. _____able::::: fell table
2. known you ::::: no _____
3. cooks _____ ::::: cook steak
4. seen you ::::: _____ new
5. escaped terror ::::: _____ terror

Exercise 79. Show where you can join a word ending with a consonant sound to a word starting with a vowel sound. (Marca donde puedes enlazar la consonante final de una palabra con la vocal que inicia la otra.)

There Was an Old Man with a Beard by Edward Lear

There was an old man with a beard,
Who said, "It is just as I feared! —
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

When one word ends with a consonant sound and the next word begins with a consonant sound, the first consonant sound is often changed. For example, greet guests sounds the same as Greek guests because the T in greet and the K in Greek are both pronounced like /g/. This is because of the influence of the /g/ in the following word, guests (Cuando una palabra finaliza en consonante y la otra comienza con consonante generalmente la consonante inicial cambia. Por ejemplo en greet guests suena como Greek guets porque la T en greet y la K en Greek se pronuncian como /g/. Esto se debe a la influencia de la /g/ en la siguiente palabra, guest

The sounds which most frequently change when they are at the end of a word are /d/, /t/ and /n/. They can change so much that the word sounds like another word. For example:

- I've got a bad cold. (**bad** sounds similar to **bag**)
- We had a bad year. (**bad** sounds similar to **badge**)
- They shot bears. (**shot** sounds similar to **shop**)
- They shot cats. (**shot** sounds similar to **shock**)
- What's your son called? (**son** sounds similar to **sung**)
- My son made this. (**son** sounds similar to **sum**)

The consonants /d/ and /t/ may disappear completely when the next word starts with a consonant. For example, in the next phrases, the verb may sound as if it is in the present tense: asked questions - used pens - mixed paint (Las consonants /d/ y /t/ desaparecen completamente cuando la palabra siguiente comienza con consonante como en los ejemplos de las frases.)

Exercise 80. Think of a computer which people speak into and it writes what they say. This computer wrote these sentences incorrectly. Guess from the context which word is wrong and write it. (Piensa en una computadora que escribe lo que las personas le dicen. Esta computadora escribió estas oraciones incorrectamente. Trata de inferir por contexto la palabra incorrecta y escríbela correctamente.)

Example: Watch your name? What's

1. I hate going to museums and arc galleries. _____
2. Have you ever tribe Belgian beer? _____
3. I got ache questions correct out of ten. _____
4. She's a good player and can wing games against people. _____
5. He copied out the text lime by line. _____
6. It was a bag question; nobody got the answer right. _____

Grouping words

In speech there are pauses where, in writing, there are punctuation marks. When reading aloud it is important to 'pronounce the punctuation'.

Pauses can change the meaning of what we say. We need pauses to have time to think, and to give the listener time to take in the information.

When we are speaking we often have to pause to think or breathe. You need to pause in the break between two groups of words. If you put the pause in the middle of a group of words, it will make you difficult to understand.. This is usually shown by the slanted line (/). Look at the following example:

"...I remember / my brother Marlon was about four / and I was about 9 / when my parents started to help us learn English./ Marlon wanted his best friend / to learn with him. My parents thought /it was too late for Eddie /to begin the English lessons,/ but my brother insisted. /So he taught Eddie/ everything we had studied./ Two weeks passed /and Marlon came with Eddie /and told my parents,/ who are both English teachers:/ "He is ready,/ ask him,/ please"./ To their surprise / Eddie could answer all the questions/ because my brother had taught him. /While Eddie was answering /my mother was smiling with pleasure./ Marlon was a good friend/ and a good teacher."/

Exercise 81. Look at the two ways of dividing the sentences below. For each pair of sentences cross out the one where the grouping does not make sense.

Example:

- a. I bought a ticket and got/on the train. (no sense)
- b. I bought a ticket /and got on the train.
1. a. Take your /card and go to/ your room.
- b. Take your card/ and go to your room.

2. a. I would like to have ice-cream and cake/ or tea and biscuits.
- b. I would like to have ice-cream/ and cake or tea and biscuits
3. a. I used to wear/ this blouse, but not anymore.
- b. I used to wear this blouse,/ but not anymore.

Exercise 82. Draw lines (/) showing where you would divide the words into groups. Then read the text, 'pronouncing the punctuation'. Record yourself if you can. Then listen and compare.

Heather is a young girl from Vancouver. She studies from Monday to Friday, and in her free time, she likes to do sports and play the piano. She has a lovely family. At home they get together for dinner. On weekends, they visit friends or drive to the country side.



English Intonation













As a non-native speaker of English even if you pronounce each word clearly, if your intonation patterns are non-standard, your meaning will probably not be clear. Also, in terms of comprehension, you will lose a great deal of information if you are listening for the actual words used.

Intonation, the "music" of a language, is perhaps the most important element of a correct accent. Intonation is the tune of what we say. More specifically it is the combination of musical tones on which we pronounce the syllables that make up our speech.

Some idiomatic expressions have a fixed melody, or tone, in English. For example, in *Look who's talking*, the voice goes down at the end. The syllable talk-is higher than the syllable-ing. In *You'll be lucky*, the voice goes up at the end. The syllable luck-is lower than the syllable -y.

(Algunas frases idiomáticas en inglés tienen una melodía o tono fijo. Por ejemplo en *Look who's talking*, la sílaba talk se pronuncia más alto que -ing y la sílaba luck se pronuncia más bajo que y)

But normally we can choose to make our voice go up  or down  at the end. For example, in the conversation below, Sid says 'bear with his voice going down. Joe repeats the word with his voice going up. (Pero normalmente se puede utilizar un tono ascendente o descente al final. Por ejemplo, en la conversación siguiente, Sid dice 'bear' con un tono descendente. Joe repite la palabra subiendo la voz al final.)

Sid: Shh! 
Joe: What? 
Sid: Bear! 
Joe: Bear? 
Sid: Bear! 
Joe: Where? 
Sid: There! 
Joe: Far? 
Sid: No! 
Joe: Near? 
Sid: Yeah! 
Joe: Run? 
Sid: Run! 

Intonation in English is the rise and fall of pitch in order to convey a range of meanings, emotions or situations, within the confines of standard grammar and fixed word order.

The normal intonation contours in English are:

- Rising-falling intonation (ascendente-descendente)
1. In declarative sentences: It's sunny today.



2. Commands: Come to see me.

3. Wh-questions : *When are you coming? Where are you going?*

- Rising intonation (ascendente) for a Yes/No question

o Are you coming today?

Using a different pattern typically adds something extra to the question. E.g., falling intonation on a Yes/No question can be interpreted as abruptness. Rising intonation on a Wh-question can imply surprise or that you didn't hear the answer the first time and are asking to have it repeated. (Cuando se cambia el patrón hay una intención específica)

Language conveys very specific information, such as how to get somewhere or what someone is doing. It can be also used beyond the exact meaning of the words to indicate how the speaker feels about what he is saying, or how he personally feels at that moment.

Asking and checking tones

Tom: Where?

Sally: Here.

Tom: Where?

Sally: Here.

Tom: Here?

Sally: Here.

Here is another example. Bob is asking directions to Kate's house. Notice how both of them use check questions (in **black**) to make sure they understand each other. *(En este otro ejemplo Bob está preguntando la dirección para llegar a la casa de Kate. Observa cómo ambos usan las preguntas para verificar que se van entendiendo).*

Bob: Help! We're lost!

Kate: Where are you?

Bob: I don't know. There's a supermarket and a river.

Kate: Oh, I think I know where you are... **Can you see a bridge?**

Bob: Yes.

Kate: OK, well go across the bridge and turn right.

Bob: **Turn right?**

Kate: Uh huh. Now, **can you see some trees on the left?**

Bob: Turn left after the trees.

Kate: What, **in front of the bar?**

Bob: Yes, in front of the bar. You'll see my house on the left.

Kate: **It's opposite the farm?**

Bob: That's it. Well done, you're here.

Note: In the sentence **It's opposite the farm?** We know the speaker is asking a question from the context. Also, the voice going up at the end makes it sound like a question. *(En la oración It's opposite the farm? Sabemos que la persona está haciendo una pregunta por el contexto y también porque la entonación hacia arriba hace que suene como pregunta).*

Exercise 83. Read these short conversations and tick the questions.

- 1 A: When?
B: Tomorrow.
A: When?
B: Tomorrow?
A: Yes, tomorrow.
- 2 A: Which way?
B: Left.
A: What?
B: Left.
A: In front of the shop?
B: Yes.

Tone in asking for information

We pronounce an 'open' question differently from a 'check' question. An 'open' question is where we ask for information we didn't have before, and the voice usually goes down at the end. A 'check' question is where we make sure that the information we have is correct. The voice usually goes up at the end. *(Una pregunta abierta se entona de forma diferente a una pregunta para verificar información. En la pregunta abierta se solicita información que no se conoce de antemano y generalmente la voz sube al final. Una pregunta de verificación se hace para asegurarse de que la información es correcta. La voz generalmente sube al final).*

Observe the examples in this conversation

A: What's your **name**?

B: Julia.

A: And where were you **born**?

B: Belize.

A: Is that in the **Caribbean**?

B: Yes, that's right.

A: How long have you been **here**?

B: Seven years.

A: I see. Are you a **student**?

B: No, I'm not.

A: And what do you **do**?

B: I'm a doctor.

A: You're a **doctor**?

B: Yes. I studied **here**.

Depending on the information and the intention the speaker emphasizes the word. The voice starts going down in the last word because it is the word that wants to be emphasized. *(En dependencia de la información y la intención se enfatiza una palabra. En ese caso la voz comienza a descender en la última palabra de la pregunta porque es la palabra que se desea enfatizar).*

Where were you **born**?

So, your parents were born in Ottawa? And where were **you** born?

So, you weren't born in that city? **Where** were you born?

Exercise 84. Look at the questions in black below. Underline the word you think the speaker will emphasize. *(Estudia las preguntas en negritas y subraya la palabra que pienses la persona que habla enfatizará).*

Example: A: So your sister's a teacher? Where does she **work**?

B: Oh, so she doesn't work here? Where **does** she work?

A: So you're married? Do you have any children?

B: I have two daughters. **Do you have any children?**

A: So French is your second foreign language? **What's your first foreign language?**

B: My first foreign language is English. What's your second foreign language?

A: So you work Mondays to Saturdays? **What do you do on Sundays?**

B: So your favourite day is Sunday? What do you do on Sundays?

A: I know how he did it, but...why did he do it?

B: She was going to do it, so... **why did he do it?**

When we are telling someone a piece of news, we often check that they know the background to the story first. When we do this, the voice goes up at the end. Then, when we finally tell the news, the voice goes down at the end. This shows that we have finished the story. Observe the following examples.

(Cuando contamos una noticia, generalmente verificamos que las personas que nos escuchan conocen de lo que hablamos. Cuando hacemos esto la voz sube al final. Después cuando finalmente contamos el cuento, la voz descende para indicar que se ha terminado).

A: You know Max's father died?

B: Yeah.

A: Well, he's left important books.

A: You know Max's father died?

B: Oh.

A: Yeah, terrible, isn't it?

Listeners also signal if they expect the story to continue or not. In conversation 1 above, B's voice goes up at the end when she says *YES*. This shows that she expects A to continue. In conversation 2, B's voice goes down at the end when she says *Oh*. This shows A has finished telling the story. There are more examples in the conversation below.

(El que escucha también da señales de que espera que la noticia continúe o no. En la primera conversación la voz de B sube cuando dice YES, lo que significa que espera que A continúe. En la segunda conversación la voz de B descende cuando dice Oh, lo que significa que ha terminado. En la siguiente conversación hay otros ejemplos.)

A: You know Angela?

B: Yes.

A: And you know her brother David?

B: Uh Huh.

A: Well, you know he's moved into a new flat?

B: Mmm...

A: Well, he's getting married next Saturday.

B: Oh, really!?

Exercise 85. Read the following conversations. Write (!) after really if you think B would be surprised at A's news, and just write (.) if you think B would not be surprised. *(Lee las conversaciones siguientes. Escribe (!) después de Really si piensas que B se sorprenderá ante la noticia, si crees que no se sorprenderá solamente escribe (.))*

Example

A: There's a lot of water in the sea.

B: Oh, really. (.)

1. A: My husband is an astronaut.

B: Oh, really.

2. A: My bike has two wheels.

B: Oh, really.





3. A: My grandmother is 120.

B: Oh, really.

Agreeing and disagreeing tones




When we agree with the other person, our voice often goes down at the end. We tell the other person our opinion, confident they will not be upset. Read the following conversation. Notice that the voices go down at the end of each line.

A: Tennis's so boring, isn't it?

B: Yeah, I know. I hate it. 
A: I mean it's just two people hitting the ball. 
B: Yeah, how can that be interesting? 
A: No, domino is much more fun, isn't it? 

Note: The expression *isn't it* is a tag question. When we use tag questions to tell someone our opinion, the voices go down at the end. (*Este tipo de pregunta al final de la oración para expresar opinión tiene una entonación descendente.*)

When we disagree, our voice often goes up at the end, so our opinion sounds unfinished and less strong, because we do not want to upset the person. Read the rest of the conversation. Notice how the voice goes up at the end of each line. (*Cuando se expresa desacuerdo, la voz sube al final y la opinión parece inconclusa y menos fuerte porque no se quiere incomodar a la otra persona. Lee la continuación de la conversación y observa cómo suben las voces al final.*)



B: Well... 
A: You like domino, don't you? 
B: It's alright I suppose... 
A: You don't sound very sure.
B: Well, I guess I'm not really a sporting person, you know.

Note: The expression *don't you* is a tag question. When we use *tag questions* to check information, the voices go up at the end. (*Este tipo de pregunta al final de la oración para verificar información tiene una entonación ascendente.*)

We can say the same sentence, but change the meaning by changing how we say it.

Exercise 86. Read the following sentences speaker A is telling his opinion clearly. The speaker in 2 is leaving something unsaid. You feel he is going to continue with but... (*Parece que el 2 va a continuar pero...*)

1. I think they're good. (That's my opinion.)
2. I think they're good. (They're not too bad, but there's a reason why I don't like them.)

Exercise 87. Complete each sentence with an ending from the list. Then decide if they are opinions or check questions and draw lines   to indicate if the voices should go up or down. (*Completa las oraciones con uno de los finales de la lista. Luego decide si son opiniones o preguntas para verificar información e indica la entonación como en el ejemplo.*)

List: is it?, isn't it?, is she?, isn't he?, are you?, aren't they?, was it?, wasn't he?, don't you?, doesn't it?, have you?

- Example: You aren't hungry, are you?
1. How's your headache? It isn't getting worse, _____
 2. Those flowers are lovely, _____.
 3. You haven't seen my glasses anywhere, _____.
 4. Yuliesky Gourriel is a great player, _____.
 5. I'm not sure. Danny Rivera is from Puerto Rico, _____
 6. I can't quite remember. You need 40 points to win, _____
 7. Tennis is so boring, _____
 8. She isn't a very good swimmer, _____.
 9. I'm not sure. The concert starts at five, _____
 10. It wasn't a very interesting game, _____.

High Tones



When we give an opinion about something with a very strong adjective like **excellent**, our voice usually goes high to show our strong feeling. If we use weaker adjectives like **nice**, our voice does not usually go high.

People often say a strong adjective like **brilliant** with flat voice, to mean the opposite. For example, you could say **brilliant** with a flat voice after something bad happens.

Nota: If you use strong adjectives, make your voice go high or people may think you do not mean it!



(*Muchas veces se utiliza un adjetivo con un significado fuerte como brilliant con una voz plana (→) y se quiere expresar lo contrario.*)

Nota: Si usas adjetivos con un significado fuerte el tono debe ser alto o se puede pensar que no quieres decir exactamente eso.)

1. A: We've won a holiday for two in Varadero! B: Brilliant! 
2. A: Our flight has been cancelled! B: Brilliant! 

Exercise 88. The responses to the pair of sentences a and b are the same, but the speaker pronounces them differently. For example, in the response to Example a, the voice is flat, but in the response to Example b, the voice goes high. Draw lines to show if you think the voice will be flat or go high. (*Las respuestas a la pareja de oraciones a y b es la misma, pero el que habla las pronuncia de forma diferente. Por ejemplo en la respuesta al ejemplo a la*

voz es plana, sin embargo en la respuesta al ejemplo b, la voz va hacia arriba. Dibuja una línea para que señales si la voz va hacia arriba o se mantiene plana.)

- Example
- a. We had to stay in a five-star hotel.
How awful for you! 
 - b. We had to spend the night in the
How awful for you! 

1. a) A: Forget the beach; it's raining again!
B: Brilliant!
b) A: They say we don't have to pay; it's free.
B: Brilliant!
2. a) A: I got an A in the exam!
B: Well done!
b) A: I've crashed the car again!
B: Well done!
3. a) A: I can count to three in Chinese.
B: Amazing!
b) A: I learned how to fly a plane while we were on holiday.
B: Amazing!

The English intonation pattern is like going up and down staircases. We start high and end low. You will get a more natural pattern if you do not try to pronounce every ...single ... sound ... very ... carefully. (*La entonación inglesa es como subir y bajar una escalera. Empezamos alto y terminamos bajo. Para una entonación natural no trates de pronunciar cada... palabra... cuidadosamente*)

The new information is stressed. In standard English, we consider that the nouns carry the weight of a sentence, when all else is equal. Although the verb carries important information, it does not receive the primary stress of a first-time noun. (*La información nueva se acentúa.*)

Dogs eat bones.

After the information has been introduced, or is being repeated through the use of pronouns, the intonation shifts over to the verb. Notice how the intonation pitch changes when a sentence changes from nouns to pronouns:

Dogs eat bones. They **eat** them.

Phrasing

In addition to the intonation of a statement, there is another aspect of speech that indicates meaning — phrasing. In a sentence, phrasing tells you where the speaker is at the moment, where he is going, and if he is finished or not. Notice that the intonation stays on the nouns.

You'll notice, of course, that the **dogs-eat-bones** sentence uses simple nouns and simple verbs. An extremely important part of intonation is **compound nouns** and **complex verb tenses**.

Statement

Stress the nouns and let the tone fall at the end of the sentence.
Dogs eat bones.

First half, second half

The first half of a sentence usually sets up the second half.
Dogs eat bones, but cats eat fish.

Meaning

A good exercise to demonstrate the variety of meaning through intonation changes is to take a single sentence, try stressing each word in turn, and see the totally different meanings that come out.

1. I didn't say he took the book.
2. I **didn't** say he took the book.
3. I didn't **say** he took the book.
4. I didn't say **he** took the book.
5. I didn't say he took the book.
6. I didn't say he took **the** book.
7. I didn't say he took the **book**.

Once you are clear on the intonation changes in the seven sentences, you can add context words to clarify the meaning:

1. I didn't say he took the book, someone **else** said it.
2. I **didn't** say he took the book, that's not true at **all**.
3. I didn't **say** he took the book, I only **suggested** the **possibility**.
4. I didn't say **he** took the book, I think someone **else** took it.
5. I didn't say he **took** the book, may be he just **moved** it.
6. I didn't say he took **the** book, but rather some **other** book.
7. I didn't say he took the **book**, he may have taken some **manuals**.

Rising intonation

In English rising intonation is normally used at the end of **yes** or **no** questions. Are you ready to go? Will you come tomorrow? Did Sue arrive?

Rising intonation is also common at the end of **declarative questions**, when the speaker is fairly sure he has understood what has been said, but he just wants to make sure, more common in spoken rather than written English.

You’re going by plane? I thought you were going by bus.
You’ve already bought the tickets? I thought you had forgotten.

Note that if the declarative question consists of more than one clause, a rising intonation is less feasible:

You think we should keep the money even though we know it’s been stolen?

When you ask a question in the declarative mood, you expect the answer to be ‘yes’. However, if you use a negative construction, you expect the answer to be ‘no’:

A: You’ve never been to Santiago de Cuba?

B: No, I haven’t.

A: You’ve been to other cities?

B: Yes.

A: But never to Santiago?

B: No, never.

A: That’s extraordinary!

Note that questions expressed in the declarative mood often begin with the conjunctions **so**, **and** or **but**:

Note from the travel example questions above that we often use the declarative mood to express surprise. Here we are repeating what has already been said and, by using a rising intonation, we turn it into a question:

A: I’ve never been to Trinidad.

B: You’ve never been to Trinidad?

A: Such a romantic city!

A: Did you know Wills and Kate have split up?

B: They’ve split up?

A: I thought they were definitely an item!

We can also use this strategy to focus on one part of the sentence and put a question word at the end of our declarative mood question. Note that word order is not affected.

Intonation Do’s and Don’ts

- **Do not speak word by word** (*no hablar palabra por palabra*). If you speak word by word, as many people who learned “printed” English do, you’ll end up sounding mechanical.
- **Connect words to form sound groups** (*forma grupos de palabras*). Instead of thinking of each word as a unit, think of *word groups*. These word groups may or may not correspond to a word written on a page. Native speakers don’t say *Bob is on the phone*, but say [bäbizän the foun]. Word groups make a sentence flow smoothly.
- **Use staircase intonation** (*utiliza la información en escalera*). In saying your words, imagine that they come out as if they were bouncing lightly down a flight of stairs Every so often, one jumps up to another level, and then starts down again
We
//////// ‘re
//////// ////////// he
//////// ////////// ////////// re.
//////// ////////// ////////// //////////
No
////////

Three Ways to Make Intonation

About this time, you’re coming to the point where you may be wondering, what exactly are the mechanics of intonation? What changes when you go to the top of the staircase or when you put stress on a word? There are three ways to stress a word.

- The first way is to just get *louder* or raise the volume. This is not a very sophisticated way of doing it, but it will definitely command attention.
- The second way is to *streeeeetch* the word out or lengthen the word that you want to draw attention to (which sounds very insinuating).
- The third way, which is the most refined, is to change *pitch*. Although pausing just before changing the pitch is effective, you don’t want to do it every time, because then it becomes an obvious technique. However, it will make your audience stop and listen because they think you’re going to say something interesting.

Exercise: Rubber Band Practice with Nonsense Syllables

Take a rubber band and hold it with your two thumbs. Every time you want to stress a word by changing pitch, pull on the rubber band. Stretch it out gently, don’t jerk it sharply. Make a **looping** ° ° figure with it and do the same with your voice. Use the rubber band and stretch it out every time you change pitch. Read first across, then down. (*Toma una liga y sosténla en los dos dedos pulgares. Cada vez que desees acentuar una palabra cambiando el tono, hala la liga. Estírala suavemente. Haz un lazo y lo mismo con tu voz. Repítelo siempre que cambies el tono. Primero lee horizontalmente luego hacia abajo*).

A	B	C	D
1. duh duh duh	1. la la la	1. mee mee mee	1. ho ho ho
2. duh duh duh	2. la la la	2. mee mee mee	2. ho ho ho
3. duh duh duh	3. la la la	3. mee mee mee	3. ho ho ho
4. duh duh duh	4. la la la	4. mee mee mee	4. ho ho ho

Read each column down, keeping the same intonation pattern. (*Lee cada columna hacia abajo, manteniendo el mismo patrón entonativo*).

A	B	C	D
1. duh duh duh	1. duh duh duh	1. duh duh duh	1. duh duh duh
2. ABC	2. im precise	2. condition	2. alphabet
3. 123	3. a hot dog	3. a hot dog	3. hot dog stand
4. Dogs eat bones .	4. They eat bones .	4. They eat them.	4. Give me one.

Statement Intonation with Nouns

Intonation or pitch change is primarily used to introduce *new information*. This means that when you are making a statement for the first time, you will stress the *nouns*. (*La entonación generalmente cambia cuando se introduce información nueva*.)

Exercise. Practice the stress pattern of nouns in sentences, using pitch change. Add your own examples. (*Practica el patrón entonativo de los sustantivos en la oración utilizando cambio de tono. Añade tus propios ejemplos Los sustantivos se han marcado en negritas.*)

Dogs bones
//////// eat //////////
//////// ////////// //////////

- | | |
|---|---|
| 1. Dogs eat bones . | 11. Jerry makes music . |
| 2. Mike likes bikes . | 12. Jean sells some apples . |
| 3. Elsa wants a book . | 13. Carol paints the car . |
| 4. Adam plays pool . | 14. Bill and I fix the bikes . |
| 5. Bobby needs some money . | 15. Ann and Ed call the kids . |
| 6. Susie combs her hair . | 16. The kids like the candy . |
| 7. John lives in France . | 17. The girls have a choice . |
| 8. Nelly teaches French . | 18. The boys need some help . |
| 9. Ben writes articles . | 19. _____ |
| 10. Keys open locks . | 20. _____ |

Statement Intonation with Pronouns

When you replace the nouns with pronouns (i.e., *old information*), stress the verb.

As we have seen, *nouns* are *new* information; *pronouns* are *old* information. In a nutshell, these are the two basic intonation patterns:

Exercise 89: Noun and Pronoun Intonation

In the first column of sentences, stress the nouns or pronouns as subject. In the second column, stress the verb. Fill in your own examples at the bottom. (*En la primera columna acentúa los sustantivos, en la segunda los verbos. Añade tus propios ejemplos.*)

Dogs bones.
eat
They them.

Column 1	Column 2
1. Bob sees Betty .	1. He sees her.
2. Betty knows Bob .	2. She knows him.
3. Ann and Ed call the kids .	3. They call them.
4. Jan sells some apples .	4. She sells some.
5. Jean sells cars	5. She sells them.
6. Bill and I fix the bikes .	6. We fix them.
7. Carl hears Bob and me.	7. He hears us.
8. Dogs eat bones .	8. They eat them.
9. The girls have a choice .	9. They have one.

10. The **kids** like the **candy**.

11. The **boys** need some **help**.

12. **Ellen** should call her **sister**.

13. The **murderer** killed the **plumber**.

14. The **tourists** went **shopping**.

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____
10. They **like** it.

11. They **need** something.

12. She should **call** someone.

13. He **killed** a man.

14. They **bought** stuff.

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Exercise 90. Underline or highlight the words that you think should be stressed. Remember that content words carry stress (Subraya las palabras que consideras deben ser acentuadas).

1. Sam sees Bill.

2. She wants one.

3. Betty likes English.

4. They play with them.

5. Children play with toys.

6. Bob and I call you and Bill.

7. You and Bill read the news.

8. It tells one.

9. Bernard works in a restaurant.

10. He works in one.
11. He sees him.

12. Mary wants a car.

13. She likes it.

14. They eat some.

15. Len and Joe eat some pizza.

16. We call you.

17. You read it.

18. The news tells a story.

19. Mark lived in France.

20. He lived there.

Intonation in questions with alternatives.

In a series of alternatives rising intonation is used for all the elements except the final alternative; the latter is given the rising-falling pattern.
For example: You can have breakfast in the restaurant or at the cafeteria?
We can go to Viñales, Varadero, or Trinidad.

Intonation in series with and

These show clearly the essential difference between rising-falling and rising intonation.
If the reiterative formula is pronounced with the rising- falling pattern, it means that the speaker is certain the listener will agree with him/her, so the expected answer is yes.
For example: You are tired, aren't you?
When the formula is pronounced with rising pattern, the sentence is a genuine question, which means that the speaker is not certain about the answer, it may be yes or no.
For example: You are tired, aren't you?

Exercise 91. Read each of these sentences, first as a statement, then as a question, using only intonation to show the difference. (Lee cada oración, luego léela como pregunta, utilizando solamente la entonación para establecer la diferencia).

1. The story begins long ago.
2. They were riding in an old car.
3. The car began to cross the river.
4. The bridge had been washed away.
5. The children were in the back seat.
6. They were talking at the tops of their voices.
7. No one could hear anything.
8. One of the children fell out.

Exercise 92. Pronounce each of the following questions in two ways: first as if you were really asking for information; then, as if you knew the hearer would agree with you. (Pronuncia cada pregunta en dos formas: primero como si buscaras información y luego como si el interlocutor estuviera de acuerdo contigo).

1. It's getting hotter, isn't it?
2. You don't think it will rain, do you?
3. It doesn't rain here in December, does it?
4. The nights are always warm, aren't they?
5. The afternoons are warmer than the mornings, aren't they?

By using the proper intonation, make this sentence, I put my black coat away, serve as an answer to each of the following questions. (Usando la entonación correcta haz que esta oración, I put my black coat away, sirva de respuesta a cada una de las siguientes preguntas).

1. What did you put away?
2. Where did you put your black coat?
3. Did your mother put your black coat away for you?

4. What coat did you put away?
5. Whose black coat did you put away?

Authors frequently indicate by putting a word in italics that their sentence should be read with certain intonation pattern. The lines below have been taken from a play. How do you think the authors intended them to be spoken? (Los autores con frecuencia marcan algunas palabras para que se digan con una entonación determinada. Las líneas que siguen han sido tomadas de algunas obras. ¿Qué intención crees han tenido estos autores?)

1. They don't want *me*.
2. *That's* a train trip for you.
3. I don't know *what* I'm going to do.
4. *Everybody* graduated this year.
5. We *don't* have to show you.

Exercise 93. Rising – falling intonation in Wh questions.

- 1, **Match the questions with the answers. Then practice saying them**
- Where did they find the key?

What did he say?

When did she arrive?

Why is the gas escaping?

How does your granddaughter behave
- Last night

—Nothing

—Well

—Someone left the valve open

—On the floor

Exercise 94. Suppose you see a friend you haven't seen in a long time, ask him or her information questions about his life lately. Below find a few guidelines. Try to find your own question, and remember the intonation.

- Where have you been?
- What have you been doing?
- Where are you working now?
- When did you get married? (change jobs)
- Where are you living now?
- When did it happen?
- Whose house or apartment do you live in?
- (Always remembers that information questions elicit a response.

Exercise 95. Practice repeating the following jazz chant . Notice that all the questions begin with a WH word. Make sure you use rising-falling intonation in the questions. This chant also offers practice in the future tense BE-GOING TO.

- What are you going to do at two?
- What are you going to do?
- Where are you going to be at three?
- Where are you going to be?
- What are you going to see?
- What are you going to say?
- How are you going to go?
- Where are you going to stay?
- Who are you going to see?
- When are you going to leave?
- Where are you going to be?


Exercise 96. Practice repeating the following questions. Make sure you use a rising-falling intonation pattern.

- a) Where is the post office?
- b) What kind of books do you prefer to read?
- c) When is the next train to Santiago?
- d) What time are you coming back tomorrow?
- e) How do you feel today?
- f) Who is the lady standing by the window?
- g) How much is this shirt?
- h) When did you graduate?
- i) Where did you learn English?
- j) How far is the waterfront?
- k) Where were you born?
- l) What's your address?
- m) How often do you exercise?
- n) Who do you live with?
- o) What did you say?
- p) Who's your favourite singer?


Contrasting rising and rising-falling intonations in questions.

As you can see in the first questions asked we are in the presence of YES/NO questions and in the second instance information questions.
In the first case we are in the presence of rising intonation for questions which require Yes/No answers. In the second example you probably agree that we use

a falling intonation pattern because the question begins with a WH word and the answers requires information.



Do you like pop music?



What kind of music do you like?

Exercise 97. Identify the intonation pattern you must use for the following questions in English. Write R for RISING, and R-F for RISING FALLING

- Is this your first time in Cuba?
- How did you like the city?
- Are you planning to come again?
- What places did you visit in town?
- When did you arrive in Havana?
- Where did you stay?
- Was the hotel comfortable?
- Did you like Cuban food?
- What would you like to do if you come again?
- Did you make new friends here?
- What will you tell your friends about Cuba?
- How long was your trip?
- Were you able to sleep on the plane?
- What time is it in London now?

PRACTICE

I am studying now.	/aɪmstəˈdiɪŋnaʊ/
Is she reading?	/ɪzʃiˈriːdɪŋ/
Bob is playing tennis.	/bábzpleɪɪŋˈtɛnɪs/
He likes soccer.	/hɪlaɪksˈsákər/
Is John in Los Angeles?	/ɪzˈjɑːnɪnlasˈændʒələs/

Exercise 98. Practice your grammar and intonation:

Match column A and B

Column A	Column B
What kind of music do the Orishas sing?	Barbara Streisand
Does Chucho Valdez play the piano?	In my bedroom
Where do you listen to music?	Yes, he does.
Who sings Memories?	Rap music.
Do you own a CD player?	No, I don't.
What is your favourite movie soundtrack?	Pocahontas is my favourite.

Exercise 99. Write two different statements, each with a different intonation pattern. Use the elements given. Practice repeating the sentences you wrote.

- Expect-see Do you expect to see her?
 What do you expect to see?
- buy-mom's birthday
 listen-song
 Singer-sings
 Help me-this work
 Want-speak with

Exercise 100. Ask the following questions in English. Try to ask them directly in English without writing them down. Make sure you use the correct intonation. Remember that if your question calls for a yes / no answer, the intonation should be rising. If your question calls for an answer other than yes / no, then your intonation should be rising-falling.

- ¿Cómo te llamas?
- ¿Dónde vives?
- ¿Tienes hijos?
- ¿Te gusta mi país?
- ¿Fuiste a Trinidad ayer?
- ¿Qué hora es en tu país ahora?
- ¿Te gustaría visitar Santiago de Cuba?
- ¿Cuántas veces has estado en Cuba?

Exercise 101. Read the information given in Situation 1. THEN with a partner, practice the dialogue between the two friends. When you have finished practicing, read the information given for Situations 2 and 3. Read the dialogue again according to the information given. Use intonation to express the different meanings. (Lee la situación 1, luego practica el diálogo con un

compañero/a. Cuando termines haz lo mismo con las situaciones 2 y 3. Debes tener en cuenta la entonación más apropiada de acuerdo con la situación.)

Situation 1. Tanto A como B son amigos del sexo masculino. Son amigos que tienen más o menos la misma edad. A está contento al saber que su amigo ha regresado del viaje.

Situación 2. A y B son mujeres. A es la madre de B. Ella está algo molesta porque su hija no la ha llamado desde que regresó del viaje.

Situación 3. A es hombre y B es mujer. Más o menos desde hace un año, ellos tienen problemas en su relación. Él es algo mayor que ella y tiende a ser muy celoso. Está muy molesto porque ella no lo llamó inmediatamente después de que ella regresó de su viaje.

Dialogue

- A: So you are back from your trip?
 B: Yes, I got back two days ago.
 A: Nice of you to call. I hadn't expected to hear from you so soon.
 B: Oh well, I thought I'd just call and see how you were doing.
 A: Fine, just fine.

Exercise 102. The following is an excerpt from The Glass Menagerie by Tennessee Williams. Practice reading the dialogue (El siguiente fragmento fue tomado de la obra de Tennessee Williams "Zoológico de cristal". Léelo en alta voz y si es posible hazlo con un compañero/a.)

- Amanda: You mean you have asked some nice young man to come over?
 Tom: Yep. I've asked him to dinner.
 Amanda: You really did?
 Tom: I did!
 Amanda: You did, and did he- accept?
 Tom: He did!
 Amanda: Well,well-well! That's -lovely!
 Tom: I thought that you would be pleased.
 Amanda: It's definite, then?
 Tom: Very definite.
 Amanda: Soon?
 Tom: Very soon.
 Amanda: For heaven's sake, stop putting on and tell me some things, will you?
 Tom: What things do you want me to tell you?
 Amanda: Naturally, I would like to know when he's coming!
 Tom: He's coming tomorrow.
 Amanda: Tomorrow?
 Tom: Yep. Tomorrow.
 Amanda: But, Tom!
 Tom: Yes, Mother?
 Amanda: Tomorrow gives me no time!
 Tom: Time for what?
 Amanda: Preparations!

Exercise 103. How would you fulfil the following communicative goals in English? Ask as many questions as necessary. Remember to use the appropriate intonation pattern in each question you ask.

- A delegation from a foreign country has just arrived at your school / neighbourhood. You would like to know about your visitors. Ask questions about their nationality, purpose of their visit, where they have been and what they have seen in Cuba already.
- A medical student from an English speaking country in the Caribbean is studying in Cuba. Ask him questions about his country, and about his studies in Cuba.

Consonant Sounds

Consonants are speech sounds that involve a momentary interruption or obstruction of the air flow. Consonants can be described and differentiated from each other by using three main classifications: *voice*, *place*, and *manner* of articulation.. There are twenty four consonantal sounds in English. In this tabloid they are basically classified according to the following aspects:

- Voice:** Voiced or voiceless
- Place of articulation:**
 - labial** (lips) - **pip**
 - labio-dental** (teeth and lips) - as in first consonant of **fish**
 - dental** (sometimes called **linguo-dental**) - as in the first consonant of **this**
 - alveolar** - as in the first and last consonants of **ten**
 - post-alveolar** (sometimes called **palato-alveolar**) - as in the first consonant of **ship**.

- **palatal** (hard palate, or ‘roof’ of the mouth’) - as in the first consonant of **yet**
- **velar** - as in the first consonant of **cat**.
- **glottal** - as in the first consonant of **hen**

LAS CONSONANTES

Símbolo IPA	Palabras Muestra	Pronunciación más cercana en español
b	<u>b</u> ad, lab <u>u</u>	<u>b</u> om <u>b</u> a, <u>i</u> n <u>v</u> itar; Nunca la "v" de ave o sabio!
d	<u>d</u> id, lad <u>y</u>	La pronunciación de la consonante "d" se parece a la del Español en las palabras: <u>g</u> oble, <u>i</u> ndicar. Pero difiere en que la lengua toca la encía un poco más atrás de los dientes. ¡Nunca la "d" de ave o lado!
f	<u>f</u> ind, i <u>f</u>	<u>f</u> allo, <u>e</u> sfuerzo
g	<u>g</u> ive, fl <u>ag</u>	<u>g</u> ato, <u>g</u> uerra, <u>g</u> uitarra, <u>g</u> olpe, <u>g</u> usto
h	<u>h</u> ow, <u>h</u> ello	<u>h</u> aula, <u>g</u> elatina
j	<u>y</u> es, <u>y</u> ellow	Se parece a la pronunciación inicial en <u>h</u> ielo, <u>h</u> ierba.
k	<u>c</u> at, bac <u>k</u>	<u>c</u> asa, <u>q</u> ueso, <u>k</u> ilo, <u>c</u> opa,
l	<u>l</u> eg, <u>l</u> ittle	La pronunciación de la consonante "l" se parece a la del español pronunciada con la lengua un poco más atrás. Ver abajo para la pronunciación de la "l" <u>silábica</u> .
m	<u>m</u> an, le <u>m</u> on	Se parece a la "m" del español
n	<u>n</u> o, te <u>n</u>	Se parece a la "n" del español
ŋ	<u>s</u> ang, <u>f</u> inger	Se parece a naranja, <u>m</u> ango, <u>c</u> ami <u>ón</u>
p	<u>p</u> et, map <u>p</u>	más fuertemente aspirada que en español
r	<u>r</u> ed, tr <u>y</u>	Un sonido propio del inglés. La punta de la lengua curvada hacia atrás como para tocar el paladar blando (la úvula, conocida por campanilla)
s	<u>s</u> un, miss <u>s</u>	Se parece a la "s" del español
ʃ	<u>s</u> he, nation, <u>crash</u>	No existe este sonido en español. Similar al sonido para indicar hacer silencio shshsssss
t	<u>t</u> ea, gett <u>ing</u>	Se parece a la "t" del Español pronunciada con la lengua un poco más atrás y más fuertemente aspirada que en español.
tʃ	<u>ch</u> eck, <u>ch</u> urch	La "ch" de <u>m</u> uch <u>a</u> cho.
θ	<u>th</u> ink, <u>bo</u> th	La "z" madrileña de <u>t</u> aza.
ð	<u>this</u> , mo <u>th</u> er	Algo como la "d" de <u>h</u> el <u>a</u> do.
v	<u>v</u> oice, <u>fi</u> ve	Este sonido NO es ni la "v" de ave ni la "v" de invitar. Es un sonido que no existe en el español hablado en Cuba. . Se forma tocando el labio inferior con los dientes superiores.
w	<u>w</u> et, <u>w</u> indow	Se parece a la "ue" de <u>p</u> uedo y a la "ui" de <u>h</u> uída.
z	<u>z</u> oo, <u>l</u> az <u>y</u>	Se parece al sonido del zumbido de la abeja. NO es el sonido de la "z" de taza
ʒ	<u>p</u> leas <u>ure</u> , <u>v</u> ision	No existe este sonido en español.
dʒ	<u>j</u> ust, larg <u>e</u>	No existe este sonido en español.

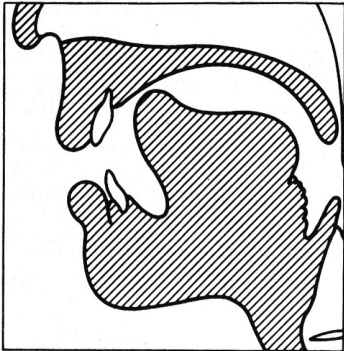
l y n silábicas

Muchos pronuncian las letras «l» y «e» al final de las palabras inglesas «little», «uncle», «apple», y otras palabras parecidas como las pronunciarían en español, como sílaba aparte. En realidad apenas se escucha la última sílaba de estas palabras. No es una sílaba normal con todas las de la ley. Por eso, la letra «l» se llama «silábica», o sea, se escucha sola en estas palabras, como si fuera una sílaba en sí.

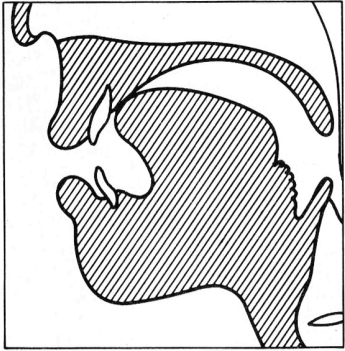
En la misma forma, la «n» es silábica en las palabras «listen» y «fasten». Lo importante es darte cuenta que en algunas palabras no se pronuncia la «t» de la última sílaba. Pero, aparte de esto, la «n» silábica no ofrece tantos problemas. Porque, a diferencia de la «l» silábica de arriba, la «n» silábica forma parte de una verdadera sílaba

Consonant contrast /r/ /l/

- /r/ The tongue moves towards the palate. It is voiced. The lips are rounded.
- /l/ The tongue is in the tooth ridge. It is voiced.



Tongue position /r/



Tongue position /l/

Phonetic symbol and words

/ r /	/ r /	“wr”	“rh”
" r "	" rr "		
agree	carry	write	rhythm
true	marry	wrinkle	
run	married		
rich			
ruler			
write			
wrote			

/r/	/l/
raw	law
rain	lane
rake	lake
ram	lamb
read	lead
red	led
right	light
rock	lock
room	loom
rip	lip

/ l /	/ l /
" l "	" ll "
alone	
London	full
leave	
play	valley
love	
plural	volleyball
lovely	
life	ball
liar	

Sentences

1. The race was good.
2. The lace was good.
3. That’s a big rake.
4. That’s a big lake.
5. The rock was old.
6. The lock was old.
7. It’s a nice room.
8. It’s a nice loom.
9. The right one is the best.
10. The light one is the best.

Exercise 104. 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 want the right light.

A: The lamb stood by the ram.

A: The loom is in this room.

A: I like raw fish.
- B: Here you are.

B: That’s interesting?

B: Really?

B: That’s nice.

Exercise 105. Practice the following conversation

- Toru: Do you like raw fish?

Russ: I don’t know. I like it cooked.

Toru: Let’s go to a restaurant.

Russ: We can’t. It’s raining.

Consonant contrast /r/ /l/ : medial and final position

Medial position	Sentences
/r/	/l/
boring	bowling
roaring	rolling
mirror	miller
erect	elect
cheering	chilling
1. He’s boring.	2. He’s bowling.
3. The mirror is old.	4. The miller is old.
5. It’s cheering news.	6. It’s chilling news.
7. Erect is easy to spell.	7. Elect is easy to spell.

Exercise 106. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: We are electing Mary.

A: Terry is a miller.

A: Alice wants a mirror.

A: Martha is bowling.

A: Molly is cheering.
- B: That’s very good.

B: I did not know it.

B: What for?

B: Is she?

B: You’re right.

Final position

/r/	/l/	/r/	/l/
fire	file	beer	bill
fair	fail	core	coal
tire	tile	roar	roll
fear	fill	store	stole
hear	hill	tore	toll

Sentences

1. Give me a beer.

3. I need a new tire.

5. Throw the core away.

7. That’s a fire.

9. Don’t fear it.
2. Give me a bill.

4. I need a new tile.

6. Throw the coal away.

8. That’s a file.

10. Don’t fill it.

Exercise 107. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Give me a bill for the beer. B: Here you are.
 A: The file is on fire. B: How come!
 A: I want a tire not a tile. B: Sorry!
 A: It's not fair to fail me. B: I don't think so.

Exercise 108. Add the sound /l/ or /r/ to the beginning of these words and write the new words. Remember:think of sounds, not spelling. For example, if you add /l/ to the beginning of ache/elk/, you get lake/lelk/. The sound is similar but the spelling is completely different. There may be more than one possibility. Then say the apir of words.

Example: ache: lake or rake
 1. eight _____ 2. air _____ 3. earn _____ 4. egg: _____ 5. each: _____

Exercise 109. Practice the tongue twisters

A little lamp likes to leap and play.
 Wear a raincoat in the rain.
 I like raw fish and rice.
 Russ rode around the leafy lane in the lovely rain.

Exercise 110. Think of a computer which people speak into and it writes what they say. Here, the person speaking didn't make the difference clear between R and L. The underlined words are wrong. Correct them. (Rectifica los errores).

The text in the computer reads:
 I worked rate that day and I didn't alive home until 10 o'clock. I was very wet because of the lane. Then, to my supplies, my key didn't fit in the rock. So I looked closely at my keys and saw that they were the long ones. I had left my house keys at work. So I got back on my motorbike and load back to the office to correct them. I got home really tired, so I went to bed, led for half an hour, switched off the right and went to sleep.

Consonant cluster with /r/ after vowels

When makintg the/r/ in this position you must bring the tip of your tongue toward the hard palate. Do not touch the hard palate. Keep your tongue steady. (Para pronunciar este sonido debes llevar la punta de la lengua hacia el paladar duro sin tocarlo. Debes mantener la lengua estable)

Words

verb bird recorder clerk work art skirt shirt apartment
 Scarf large furnished born birthday mothers fathers sisters brothers

Exercise 111. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: Today is my sister's birthday. B: Any party?
 A: I got a new scarf and a new skirt. B: I'm glad to hear that!
 A: I was born in March. B: So was I.
 A: I have a furnished apartment. B: How nice!
 A: Put these verbs on the blackboard. B: I will .

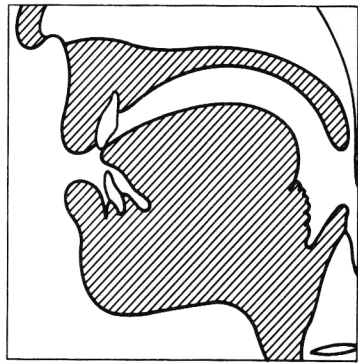
Consonant Clusters

Beginning of Word		End of Word	
br-	break broke broken bring brought	-rb	verb
chr-	Christmas	-rch	church
cr-	crash creep crept		
dr-	drive drove driven dream dreamt	-rd	word

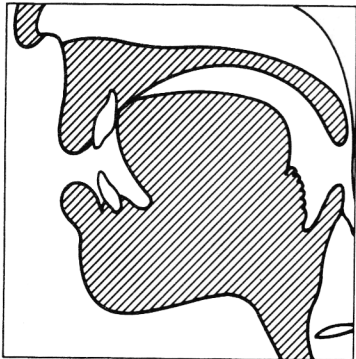
Beginning of Word		End of Word	
fr-	freeze froze frozen	-rf	surf
gr-	grow grew grown	-rg	burg
		-rl	girl
		-rm	term
		-rn	burn
phr-	phrase		
pr-	pretty	-rp	slurp
scr-	scrape		
shr-	shrink shrank shrunk	-rsh	harsh
spr-	spread	- rps	corpse
str-	stripe	-rst	thirst , worst, first
tr-	tree	-rt	skirt
thr-	throw threw thrown	-rth	earth
wr-	wrinkle		

Consonant contrast /θ/ /s/

/θ/ The tongue is between the teeth. It is voiceless.
 /s/ The tongue is on the tooth ridge. It is voiceless.



Tongue position /θ/



Tongue position /s/

/ θ /	/ θ /
" th "	
think	fourth
thank	fifth
thick	ninth
thirteenth	three
thing	thanks
thunder	thousand
thim	bath
throat	maths
cathedral	both
theatre	truth
bathroom	cloth
birthday	mouth
Thursday	tooth
thirty	through
thirsty	method

Initial position

Words:

thank sank
 theme seem
 thick sick
 thigh sigh
 thimble symbol
 thin sin
 think sink
 thought sought
 thumb sum
 thing sing

Sentences

1. I'm thinking. 2. I'm sinking!
 3. It's a thimble. 4. It's a symbol.
 5. It's thick. 6. It's sick.

Final position

Words

bath bass
math mass
path pass
faith face
tenth tense
mouth mouse

Sentences

1. That’s the path.
2. That’s the pass.
3. I see only the mouth.
4. I see only the mouse.
5. She’s tenth.
6. She’s tense.

Exercise 112. 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 think he will sink.
- A: He can’t sing a thing.
- A: A thimble is a symbol.
- A: The tenth race was tense.
- A: They will pass on the path.
- A: I have faith in her face.
- B: Please, help him!
- B: That’s a pity!
- B: Really?
- B: It really is.
- B: Could be.
- B: I see.

Consonant

clusters with /θ/

fourth
fifth
sixth
seventh
ninth
tenth
eleventh
twelfth
thirteenth
month

Exercise. 125 Practice

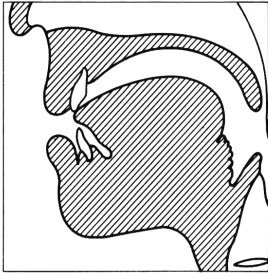
- A: He’s three months old.
- A: I live on the fourth floor.
- A: He was seventh in his class.
- A: I stayed home on Friday the fifteenth.
- A: I took an elevator from the fifth to the thirty-fourth floor.
- B: He’s cute.
- B: I didn’t know.
- B: That’s right.
- B: Yes, you did.
- B: No choice.

Exercise 113. Practice the following conversation

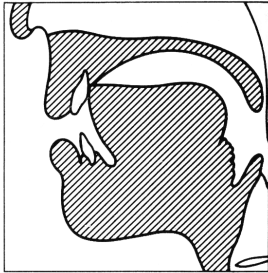
- Gail: Is the fourth girl your sister?
Bob: No, my sister’s is the fifth girl.

Consonant contrast /θ/ /t/

/t/ Tongue touches the tooth ridge. It’s voiceless.



Tongue position /θ/



Tongue position /t/

/θ/ /t/ Sentences

- thank tank
- theme team
- thigh tie
- thin tin
- thought taught
- bath bat
- math mat
- path pat
- tenth tent
1. It’s a good theme.
2. It’s a good team.
3. The teacher taught that.
4. The teacher thought that.
5. I want a bat.
6. I want a bath.
7. The tent was small.
8. The tenth was small.
9. He said it was tin.
10. He said it was thin.

Exercise 114. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

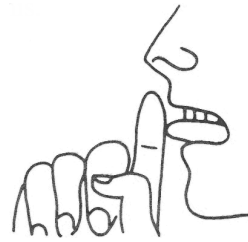
- A: Tom is very thin.
- A: I think she taught me a lot.
- A: My tooth hurts.
- A: The team is playing on Thursday.
- A: Pat walked down the path.
- B: Really?
- B: You’re right.
- B: You must see a dentist.
- B: I’ll see you then.
- B: Why?

Exercise 115. Practice the following conversation

- Frank: I want to study math.
Frank: Let’s go to the library.
- Gail: I want to write a theme.

Consonant contrast /θ/ /ð/

ð To produce this sound put the tongue between top and bottom teeth (push air through gap). There is voice form the throat.



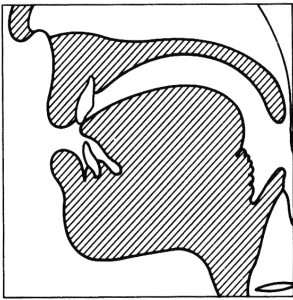
If you have problems with the sounds, put your finger in front of your mouth and touch it with your tongue, like this.

/θ/

thigh
ether
loth
teeth

/ð/

thy
either
loathe
teethe



Tongue position /θ/ /ð/

Exercise 116. 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 hit my thigh.
- A: My teeth hurt.
- A: I like either candy or cake.
- B: When?
- B: That’s too bad.
- B: Have both, please.

Exercise 117. Find a way to Start to Finish. You may pass a square only if the word in it has the sound ð. You can move horizontally or vertically only.

START

north	northern	either	weather	breathe	those
south	bath	bathe	thought	breath	youth
southern	third	their	through	though	thumb
Thailand	cloth	path	fifth	with	worth
month	clothes	these	brother	that	teeth
throw	thing	author	other	they	wealth

FINISH

Exercise 118. Complete this rhyme using words from the list.

- List: earth, Heather, brother, neither, mothers, brothers, another, together, birth, either
- Arthur had a brother
And he didn’t want another.
And of the brothers, _____
Wanted sisters _____.
The last thing on this _____
They wanted was a _____.
So Arthur’s mother _____
Got them both _____.
And told them all good _____.
Should learn to share their _____.

Exercise 119. Think of a computer which people speak into and it writes what they say. This computer wrote these sentences down wrongly. Correct the underlined mistakes.

Example: It’s free o’clock. three

1. A bat is more relaxing than a shower. _____
2. The train went true the tunnel. _____
3. Don’t walk on the ice; it’s very fin. _____
4. You need a sick coat in winter. _____
5. I don’t know; I haven’t fought about it. _____
6. It’s a matter of life and deaf. _____

Consonant contrast /ð/

Tongue touches the tooth ridge. It is voiced.

- they day
- than Dan
- there dare
- those doze
- then den
- worthy wordy
- tithe tide
- loathe load
- soothe sued

/ ð /	/ ð /
" th "	
these	then
those	the
they	mother
there	together
brother	another
other	this
though	that
weather	father
their	either
without	though
with	clothes
withdraw	leather
although	smooth
breathe	sunbathe
clothes	feather

Sentences

1. I can spell “the”.
 3. It’s a worthy speech.
 5. They will come.
2. I can spell “den”.
 4. It’s a wordy speech.
 6. Day will come.

Exercise 120. 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’t you dare to go there.
 A: They really enjoyed the day.
 A: Those cats like to doze.
 A: The speech was wordy but worthy.
- B: You’re kidding, aren’t you?
 B: Good for them!
 B: Well, what can we do?
 B: It really was!

Silent “th”

asthma
 3 consonant sounds at the end of a word, middle ‘th’ is silent
 clothes months depths lengths
 Compare: clothes clothing cloth

Exercise 121. Practice the following poems, the tongue twister and the sayings. Make sure you pronounce each sound as accurate as possible. Pay attention to the stress patterns.

STOPPING BY THE WOODS ON A SNOWY EVENING
 RobertFrost
 1874-1963
 Whose woods these are I think I know
 His house is in the village though;
 He will not see me stopping here
 To watch his woods fill up with snow.
 Three Wise Men of Gotham
 Three wise men of Gotham,
 They went to sea in a boat,
 And if the boat had been stronger,
 My song would’ve been longer.

Tongue Twister 1

Whether the weather is fine,
 Or whether the weather is not,
 Whether the weather is cold,
 Or whether the weather is hot,
 We’ll weather the weather
 Whatever the weather,
 Whether we like it or not!

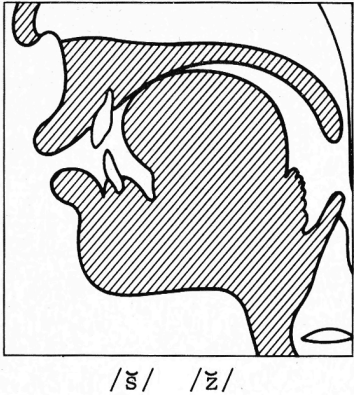
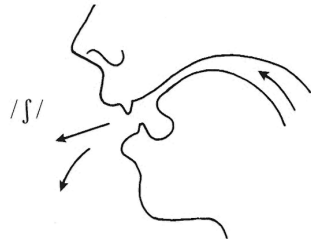
Sayings

Early to bed and early to rise, makes a man healthy, wealthy, and wise.
 A bird in the hand is worth two in the bush.
 Truth is stranger than fiction.

Consonant contrast /tʃ/ //

- /tʃ/ Tip of the tongue on tooth ridge. Mid tongue toward palate. It’s voiceless.
- // Tongue on the hard palate. It’s voiceless.

To make the sound /ʃ/ first practise /s/. Now move your tongue back and up a little. It is the sound we make when we want people to be quiet!



Nota: Estos símbolos también se utilizan para representar estos sonidos.

Sound // Phoneme-grapheme correspondence

" sh "	" s "	" ss "	" ti / ci / si / ce "	" ch "	“sci”
shoe	sure	tissue	nationality	machine	conscience
she	sugar	mission	station	champagne	
short	mansion	passion	communication	brochure	
wash	insure	assure	station		
shop			precious		
finish			special		
washing			delicious		
push					
ship			organization		
fish			reduction		
shirt			ocean		

Sound /tʃ/ Phoneme-grapheme correspondence

" ch "	" tch "	" t "	/tʃ/	//
church	watch		chair	share
chair	kitchen	furniture	cheap	sheep
China	butcher	lecture	cheat	sheet
teacher	fetch	culture	chew	shoe
cheap	matches	future	chin	shin
rich	catch	fortune	chip	ship
children	witch	nature	chop	shop
chips		question	cherry	sherry
chocolate			chore	shore
lunch			chose	shows
cheese				
teacher				
much				
change				
chin				
chain				

Sentences

- I want my chair.
- I want my share.
- I hurt my chin.
- I hurt my shin.
- That’s a big chip.
- that’s a big ship.
- This is cherry wine.
- This is sherry wine.
- He chose msany things.
- He shows many things.

Exercise 122. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Let’s share the chair.
 A: That sheep is very cheap.
 A: I hurt my chin, not my shin.
 A: I bought a lamb chop at the shop.
- B: It’s Ok with me.
 B: It is indeed.
 B: I’m sorry.
 B: Is it good?

Medial and final position

/tʃ/	//	Sentences	
matched	mashed	1. She matched them.	2. She mashed them
watched	washed	3. She watched the baby.	4. She washed the baby
watcher	washer	5. The ditches are dirty.	6. The dishes are dirty.
ditches	dishes	7. I didn’t catch it.	8. I didn’t cash it.
march	marsh	9. Put it in the ditch.	10. Put it in the dish.
catch	cash		
watch	wash		
ditch	dish		
witch	wish		
hutch	hush		

Exercise 123. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

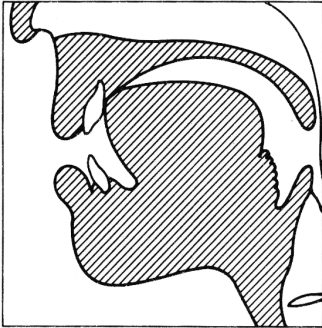
- A: They are watching her wash the baby.
 A: They like to march by the marsh.
 A: He found broken dishes in the ditches.
 A: Watch me wash the windows.
- B: Oh, I see.
 B: Do they?
 B: He must be upset!
 B: I’d better help.

Tongue twister

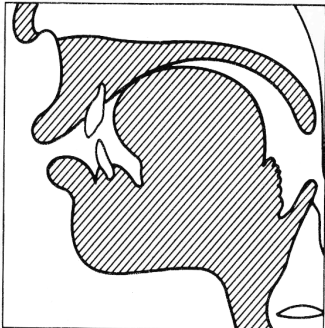
How much wood would a woodchuck chuck
if a woodchuck could chuck wood?

Consonant contrast /f/ /S/

/S/ is a fricative. Tip of the tongue on tooth ridge. Sides of the tongue on teeth. It is voiceless.



/s/



/z/

/ s /	/ s /	/ s /
" s "	" ss "	" c / ce / sc "
sorry	lesson	nice
six	possible	cinema
it's	stress	city
speak	miss	police
sin	glass	rice
seat	grass	parcel
soft	dress	face
sensitive	class	sentence
September	classroom	scientist
second	classical	price
sight	classmate	circus
sort	cassette	cigarette
shirts	darkness	circle
sister	press	citizen
sailor	tasteless	civil servant
snow	business	ice

/S/	/f/
sack	shack
sealed	shield
seat	sheet
seep	sheep
sell	shell
sift	shift
single	shingle
sip	ship
sock	shock
sore	shore

Sentences

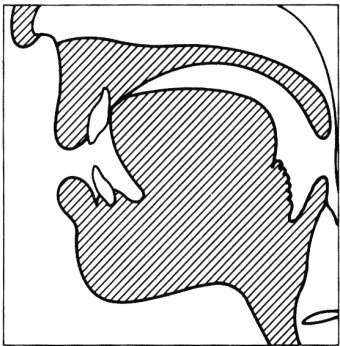
1. I put it in the sack.
2. I put it in the shack.
3. Give me a seat.
4. Give me a sheet.
5. I took a sip.
6. I took a ship.

Exercise 124. Practice the following conversation

Bob: What have you got to sell?
Pat: I've got socks, shells, and sheets.
Bob: Sorry, I wanted to buy a ship and a sheep.

Tongue twister

She sells seashells at the seashore.



/s/ /z/

Consonant cluster /S/

/S/ Tongue toward the tooth ridge.
It is voiceless.

/Z/ Tongue toward the tooth ridge. It is voiced.

Phonetic symbols and words

/ z /	/ z /	/ z /	/ IZ /
" s - se - es "	" z - ze "	" es "	
Tuesday	lose	zoo	houses
Wednesday	comes	zero	boxes
Thursday	wise	zone	oranges
lies	fees	prize	matches
digs	nose	citizen	dishes
knees	boys	crazy	buses
music	has	zoom	roses
Judy's	Mary's	zoo	Alice's
Joe's	Ana's	zebra	Joice's
Harry's	Anne's	zigzag	Des's
Sam's	Bob's	zodiac	Ross's

/ z /	/ z /	/ z /	/ IZ /
" s - se - es "	" z - ze "	" es "	
Susan's	Sod's Law	zone	brushes
wife - wives	business		dresses
thief - thieves	pens		languages
knife- knives	use		villages
half- halves	these		glasses
calf - calves	please		sunglasses
life - lives	pens		wishes
shelf - shelves	rise		beaches
self - selves	busy		gases
ourselves	cousin		horses
mountains	raise		
pubs	beds		
bags	shelves		

Word Final -s = /s, z, Iz/

The pronunciation of written -s, -es, 's, including the plural form of nouns and the third person singular, is based on the final sound of a word, before adding -s. (La pronunciación de la -s, -es, 's, incluyendo el plural de los sustantivos y la tercera persona del singular, se basa en el sonido final de la palabra antes de añadir la -s)

Pronunciation of plural endings

- When a noun ends with a stop voiceless sound like /p,t,k, θ/ we add /S/ to form the plural. (Cuando el sustantivo termina en un sonido sordo, se añade /S/ . Recuerda que se trata de sonidos no letras!)
- When a noun ends with a voiced sound like a vowel or / v, b, n, ð r /we add /z/ to form the plural. (Cuando el sustantivo termina en un sonido sonoro, se añade /z/. Recuerda que se trata de sonidos no letras!)
- When a name ends with a sibilant sound like /s, z, ʃ, tʃ, ʒ, dʒ/, we pronounce /Iz/. (Cuando el sustantivo termina en un sonido sibilante, se añade /Iz/. Recuerda que se trata de sonidos no letras!)

Example: cup/cups, clerk/clerks, cat/ cats, month/months
Example: pen / pens, doctor/doctors, teacher /teachers, cloth/clothes
Third person singular " s " endings :
The rules are similar to the ones for plural ending. (Las reglas para la tercera persona del singular es similar a las de los plurales).

- When a verb ends with a voiced sound we add /z/ .
- When a verb ends with a voiceless sound we add /s/ .
- When a verb ends with a sibilant sound we pronounce /Iz/.

/ z /	/ s /	/ IZ /
sonido sonoro + s	sonido sordo + s	sonido sibilante + s/es
live - lives	work - works	dance- dances
play - plays	make-makes	kiss-kisses
study- studies	ask-asks	pass - passes
rub - rubs	stop - stops	catch - catches
tell - tells	cook - cooks	wish-wishes
read - reads	walk - walks	use - uses
go - goes	write - writes	wash- washes
run - runs	thank - thanks	change - changes
agree-agrees	make - makes	watch - watches

Words

/s/	/z/
sip	zip
sew	Zoe
sue	zoo
race	raise
lacy	lazy
price	prize
niece	knees
ice	eyes

Sentences

1. Please sip it.
2. Please zip it.
3. They're lacy.
4. They're lazy.
5. I saw her niece.
6. I saw her knees.
7. I heard a bus.
8. I heard a buzz.
9. The price is good.
10. The prize is good.

B: Right!

A: Put on the mask: B: I will.
A: Cleaning my desk is a hard task. B: Really?
A: She has a lisp. B: Does she?
A: I heard him gasp. B: Don't tell me !

Exercise 138. 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 asks about the masks. B: Why?
A: Her tasks are all ready. B: Good for her!
A: You shouldn't take risks. B: Why not?

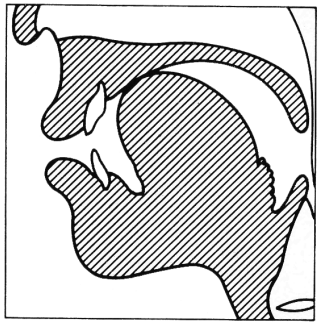
When a word ends in /sts/ we drop the /t/ in normal speech and make the /s/ a little longer, como si se pronunciaran dos /s/ seguidas.
costs – lists – tests – posts – lasts – guests – dentists

Exercise 139. 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 costs are high. B: They really are.
A: The guests are late. B: Really?
A: The dentists are late. B: Are they?
A: The lists are lost. B: It couldn't be.
A: Hard candy lasts a long time. B: Too bad.
A: He had three tests. B: Wow!

Consonant contrast /tʃ/ /dʒ/

(Nota: También se pueden utilizar los símbolos que acompañan a la figura)



/tʃ/ and /dʒ/

dʒ Front of tongue on tooth ridge. It's voiced.

The sound /dʒ/ is made with the two sounds /d/ and /ʒ/. Then move your tongue down to say /ʒ/.
/ʒ/ like this. First say /d/.



Phoneme-grapheme correspondence

"j"	"ge"	"g"	"di"	"dge"	"du"
Japan	orange	engine	soldier	edge	gradual
Jew	page	engineer	cordial	bridge	individual
juice	manager	Germany		fridge	educate
jeans	change	imagine		knowledge	schedule
January	age	genius		judge	procedure
June	village	gentleman		budget	
July	college	energy			
Japanese	danger	giraffe			

Pair Words

Sentences

chin gin 1. I heard them cheer. 2. I heard them jeer.
cheap jeep 3. He choked. 4. He joked.
char jar 5. He makes britches. 6. He makes bridges.
cheer jear 7. She's going to etch it. 8. She's going to edge it.
choke joke 9. That's a nice batch. 10. That's a nice badge.
chunk junk
riches ridges
britches bridges

Exercise 140. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

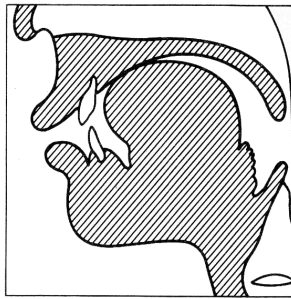
A: That jeep is very cheap. B: Don't say!
A: That's a chunk of junk. B: You're right.
A: He tried to etch the edge. B: Really?

Exercise 141. Practice the following rhyme. Pay attention to the pronunciation of the words which contain the sounds studied above.

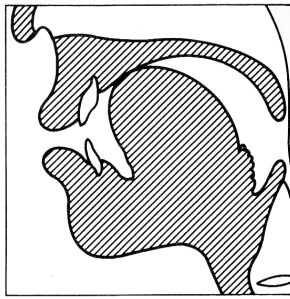
Practice

JACK & JILL
nursery rhyme
Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Consonant contrast /ʃ/ /dʒ/



/ʃ/



/dʒ/

/ʃ/ /dʒ/

Sentences

Shin gin 1. I like shade. 2. I like jade.
Shear jeer 3. It's a ship. 4. It's a gyp.
Ship gyp 5. I bought a sheep. 6. I bought a jeep.
Shade jade 7. Don't touch my shin. 8. Don't touch my gin.
Shell jell
Sheep jeep
Bash badge

Exercise 142. 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 sheep is in the jeep. B: Keep it there.
A: They put the jade in the shade. B: OK.
A: This ship is a gyp. B: What did you say?
A: He wore his badge to the bash. B: Who?

Consonant contrast /ʃ/ /ʒ/

/ʒ/ Tip of the tongue near the tooth ridge. Middle of tongue near hard palate.
It is voiced.

This pair of sounds is difficult to find in pair words.

Phoneme-grapheme correspondence

"su"	"si"	"ge"	"zu"
pleasure	television	garage	seizure
unusual	occasion	massage	
usually	explosion	Rouge	
treasure	conclusion	Beige	
casual	confusion	Corsage	

/ʃ/ /ʒ/
shave vision
shade measure
shoes rouge
wash garage
brush treasure
cash pleasure
cashier beige
television

Exercise 143. 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'm going to shave. B: OK, see you later.
A: Is there rouge in this shop? B: Yes, there is.
A: I paid cash at the garage. B: That's good.

Exercise 160. Write the nationality words in the correct column.

Belgian Welsh Dutch Russian Chinese German Japanese Polish
French Chilean Turkish

dʒ	ʃ	tʃ
Belgian		

Exercise 144. If a word ends with a ʃ or a, and the next word begins with the same sound, you say the sound twice. If you say Dutch cheese with only one, it sounds like Dutch ease. The speaker made this mistake in these sentences. Write what they meant to say.

Example: Does she tea Chinese in the school? teach Chinese

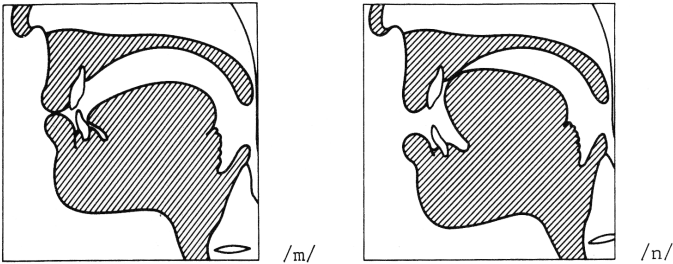
1. I don't know which air to sit on. _____

Exercise 151. First read this conversation to the end, and then write the letter ‘b’ or ‘p’ in each gap.

Rod: Where are the p ears?
Jack: ears?!!!Did you say ears?
Rod: No, ears, you know, fruit!
Jack: Oh, I see, ears with a P! They are in the ack.
Rod: What, in the ack of the truck?
Jack: No, in the ack, you know, with a P!
Rod: Oh, I see, ack with a P! Would you like one?
Jack: No, I’ll have a each, please.
Rod: A beach?!!!

Consonant contrast /m/ /n/

/m/ The lips are together. Air comes through the nose. It is voiced.
/n/ The Tongue is on the tooth ridge. Air comes through the nose. It is voiced.



Initial position

Sentences

/m/	/n/	1. Try to get a map.	2. Try to get a nap.
moon	noon	3. Try to make them meet.	4. try to get them neat.
mail	nail	5. I saw the mice play.	6. I saw the nice play.
mine	nine		
meet	neat		

Exercise 152. Practice the following conversation

Frank: I need to get my mail. Where’s the post office?
Nancy: Look at this map. It’s here.
Frank: That’s too far. I’m going to take a nap.

Final position

Sentences

ram	ran	1. Beth looked at the hem.
rum	run	2. Beth looked at the hen.
comb	cone	3. I want some.
hem	hen	4. I want sun.
some	sun	5. I bought a good comb.
		6. I bought a good cone.

Silent /n/ and /m/

In some words the /m/ is not pronounced. For example: **mn**emonic
In other words the /n/ is silent. For example: **hymn**, **solemn**, **damn**

Consonant cluster with /m/

/m/	/mz/	/mp/	/mps/	/mpt/
cam	cams	camp	camps	camped
limb	limbs	limp	limps	limped
clam	clams	clamp	clamps	clamped

Sentences

1. They camp every year.
2. They camped every year.
3. She stamps it.
4. She stamped it.
5. He limps.
6. He limped.

Exercise 153. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

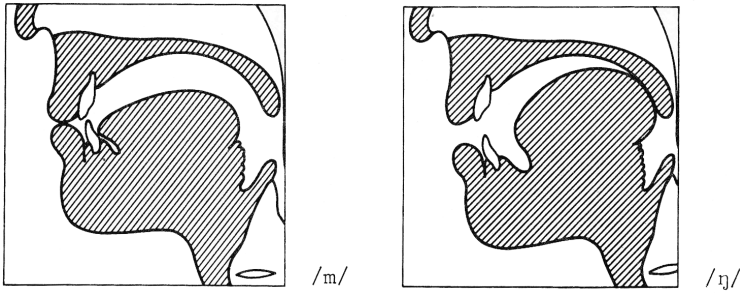
A: The bum bumped the lamp. B: Too bad!
A: The lamb limped a lot. B: What a pity!
A: They camped in that camp. B: Nice place.

SILENT B

Itsy bitsy spider, climbed up the water spout.
Down came the rain, and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy, bitsy spider climbed up the spout again.
silent p climbed - /sp/ spider spout - /d/ dried

Consonant contrast /m/ /ŋ/

/ŋ/ The back of the tongue touches the soft palate. Air comes through the nose. It is voiced. It’s never in initial position. /n/ changes to /ŋ/ when the next sound after it is /k/ or /g/.



Phoneme-grapheme correspondence

" n "	" ng "	" n "	" ng "
think	sing		ping-pong
uncle	morning		long
thanks	thing		wrong
drink	tongue		strong
bank	singing		songs
monkey	finger		language
ink	painting		interesting

Sound /m/ Phoneme-grapheme correspondence

"m"	"mm"
meat	Summer
mother	commit
much	autumn
many	column
more	

/m/

/ŋ/

Sentences

slimming	slinging	1. They’re swimming.
swimming	swinging	2. They’re swinging.
hamming	hanging	3. Ham it up.
ham	hang	4. Hang it up.
clam	clang	5. The children like to swim.
		6. The children like to swing.

Exercise 154. 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 put the ring on the rim of the pool. B: Really?
A: He wanted to hang the ham. B: Did he?
A: The children were swimming and swinging. B: I beg they like it.

Consonant contrast /n/ /ŋ/

/n/ The tongue is on the tooth ridge. It is voiced.
/ŋ/ The back of tongue on the soft palate. It is voiced.

Medial and final position

Sentences

/n/	/ŋ/	1. He’s my kin.	2. He’s my king.
winning	winging	3. I saw his fans.	4. I saw his fangs.
sinner	singer	5. It was a big clan.	6. It was a big clang.
fans	fangs	7. I thought it was a ton.	8. It thought it was a tongue.
ban	bang	9. They’ll ban it.	10. They’ll bang it.
clan	clang		

Sound /n/ Phoneme-grapheme correspondence

"n"	"nn"	"kn"	"gn"	"pn"
now	winning	know	sign	pneumonia
	funny			

Exercise 155. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

A: That singer is a sinner. B: I don’t believe it.
A: Fans are nicer than fangs. B: You’re right.
A: The king is my kin. B: That’s interesting!

Exercise 156. Read this conversation. It contains 18 examples of the sound /m/. How many examples of the sound /n/ and /ŋ/ it contain? Write your answers.

A: I met a man near the monument this morning. He was a singer and he sang a song for me. I’ll always remember that magic moment. Like something out of a dream!
B: What, is that the moment, the monument or the man you meant?

Consonant cluster with /n/

Words

/n/	/nt/	/nts/	/nz/	/nd/
an	ant	ants	plans	planned
plan	plant	plants	pans	panned
pan	pant	pants	puns	punned
pain	paint	paints	pains	pained

Sentences

1. I have a plan.
 4. Describe the pain.
 6. I like the paint.
 7. I saw my aunt.
2. I have a plant.
 5. Describe the pains.
 7. I like the paints.
 8. I saw my aunts.
3. I have plants.

Exercise 157. 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 planned to plant the plants.
 A: He bought a pair of pants and some pans.
 A: John was stunned by the stunt.
- B: Good for her!
 B: That's good!
 B: Don't tell me!

Consonant cluster with /ŋ/

/ŋ/	/ŋk/	/ŋks/	/ŋz/
sing	sink	sinks	sings
thing	think	thinks	things
wing	wink	winks	wings
ring	rink	rinks	rings

Sentences

1. I'm going to sing.
 3. She always sinks.
 5. It was a big bang.
 7. I saw the bank.
 9. Those are rinks.
2. I'm going to sink.
 4. She always sings.
 6. It was a big bank.
 8. I saw the banks.
 10. Those are rings.

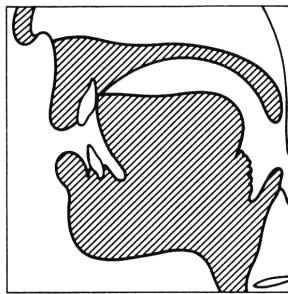
Exercise 158. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Mary thinks about many things.
 A: I'll sing if she sings.
 A: I skated in a ring on the rink.
 A: He winks when I wink.
- B: That's too bad!
 B: Really?
 B: Lovely!
 B: What a coincidence!

Consonant contrast /t/ /d/

Initial position

- /t/ The tongue touches the tooth ridge. It is voiceless.
- /d/ The tongue touches the tooth ridge. It is voiced.



Tongue position /t/ /d/

t	tt	Silent th	d	dd	Silent th
time	better	Thai	door	hidden	castle
tough	butter	Thames	study	sudden	Christmas
try	betting	Thomas	cold	bedding	
straight	putting	Theresa	field	pudding	
write		thyme	drive drove driven		

/t/	/d/	Sentences	
tie	dye	1. The tie is red.	2. The dye is red.
time	dime	3. It's a new time.	4. It's a new time.
two	due	5. The tile is lost.	6. The dial is lost.
tore	door	7. It was a big tear.	8. It was a big dear.
tile	dial	9. I saw a tam.	10. I saw a dam.

Exercise 159. 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 dyed these shirts.
 A: Last time I lost a dime.
 A: It was a tame deer.
 A: He hurt his toe in the door.
- B: They are nice!
 B: Don't do it again.
 B: Really?
 B: When?

Final position

When words end with the voiced sound /d/, the vowel is a little longer.

Words

/t/	/d/
cat	cad
pat	pad
hit	hid
seat	seed
bet	bed

Sentences

1. Frank hit it.
 3. This seat is old.
 5. I want to pat it.
2. Frank hid it.
 4. This seed is old.
 6. I want to pad it.

Exercise 160. 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 had to buy a hat.
 A: Pat is mad.
 A: Her cat was sad.
 A: I bet that's a good bed.
- B: What for?
 B: Yes, he is.
 B: What a pity!
 B: You're right!

Exercise 161. Practice the conversation..

Clerk: These two videos are due.

Carry: It's time to return them.

Clerk: It's a dime the hour if they are late.

Note: In American English the tendency is to pronounce the intervocalic /d/ and /t/ followed by an unstressed vowel as /r/ similar to the Spanish r in pero.

Words

/d/	/t/
ladder	later
leader	waiter
added	Latin
	matter
	water

The pronunciation of the past of the regular verbs - ed

- When a verb ends with a voiced sound, the ed is pronounced /d/.
- When a verb ends with a voiceless sound, the ed is pronounced /t/.
- When a verb ends in /t/ or /d/, the ed is pronounced /Id/.

Exercise 162. Complete these rhymes with words from the list.

List: rude, said, late, head, fight, polite, food, wait

There was a young lady called Kate,

Who always got out of bed late.

The first thing she _____

When she lifted her _____

I thought it was better to _____.

There was a young waiter called Dwight,

Who didn't like being _____.

If you asked him for _____.

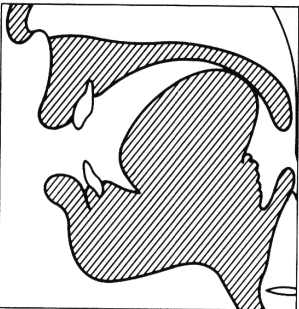
He was terribly _____.

And invited you out for a _____.

Consonant contrast

/k/ The back of the tongue touches the soft palate. It is voiceless.

/g/ The back of the tongue touches the soft palate. It is voiced.



Tongue positior /k/ /g/

	/k/		/g/
k	kiss book	g	grow grew grown give
c	cook	gg	egg, hegged, struggle
ck	clock	gu	guitar guard guide
cc + + e i = /ks/	occasion account accuse		
ch Greek origin	chemlstry, headache	gh Italian origin	aghast ghost ghetto spaghetti
qu = /k/	conquer, mosque		
qu = /kw/	quit, quite, quiet, liquid,		
x = /ks/	VL sound next, sixty, relax	x = /gz/	VD sound example exist

Words

/k/	/g/
cane	gain
cage	gauge
coast	ghost
curl	girl
class	glass
coat	goat

Sentences

1. It's cold.
2. It's gold.
3. This is my coat.
4. This is my goat.
5. I like the curl.
6. I like the girl.

Exercise 163. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Please guard my cards.
- B: With pleasure.
- A: Kate is at the gate.
- B: I'll go for her.
- A: The girls had curls.
- B: They look wonderful.

Medial position

/k/	/g/
ankles	angles
backing	bagging
tacking	tagging.
decree	degree
picky	piggy

Sentences

1. John's backing them
2. John's bagging them
3. What was his decree?
4. What was his degree?
5. Don't be picky
6. Don't be piggy.

Exercise 164. 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 hit her ankle on the angle.
- B: I'm so sorry.
- A: The decree gave him the degree?
- B: So I heard.
- A: He's is picky piggy.
- B: Is he?

Consonant contrast /g/ /h/

/h/ The tongue glides from high back position to vowel. It is voiced. Lips unrounded. It is like a breathing sound.

/h/
who
he
hand
humour
behind
behave
hat
help
husband
here
hospital
hungry
his
her
how
high
hotel
perhaps

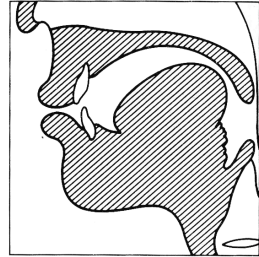
Phonetic symbols and words

Consonant contrast /h/ /w/

/w/ The tongue moves from high back position to vowel. It is voiced. Lips tightly rounded.

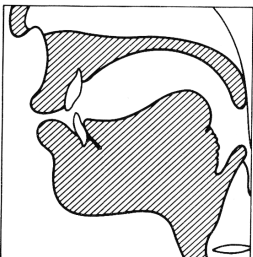
/h/ The tongue glides from high back position to vowel. It is voiced. Lips unrounded.

Words



/w/

Sentences



/h/

- /w/

wail

way

weather

we

wear
- /h/

hail

hay

heather

he

hair
1. I heard the wail.
2. I heard the hail
3. Mary said we would do it.
4. Mary said he would do it.
5. I like this weather.
6. I like this heather.

Exercise 165. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: Heather is beautiful in this weather.
- B: That's wonderful.
- A: I like the way she wears her hair.
- B: You do?
- A: He hates to wait.
- B: So do I.
- A: I hung the picture on the wall in the hall.
- B: Where is it now?

Exercise 166. Practice the following conversation

Anne: I saw a witch last night.
Peter: It was a Halloween witch.

Consonant contrast /h/ /hw/

/h/ comes before the lips to produce /w/. But today the tendency is to make no distinction.

Words

/w/	/hw/
wail	whale

Sentences

1. I heard a wail.
2. I heard a whale.
3. That's the way.
4. That's the whey.

wear	where
weather	whether
witch	which

5. I said "wear".
6. I said "where."

Exercise 167. 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 don't know whether the weather will be good.
- B: It seems to be nice.
- A: Which witch did you see?
- B: None.
- A: This is the way to make friends again.
- B: Good!
- A: Where's the dress I want to wear?
- B: Look at that!

Exercise 168. Add one of these sounds to the start of these words to make other words: /h/ /w/ and /j/. Think of sounds not spelling!

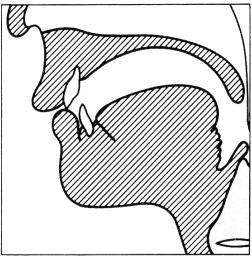
Example: air: hair, where

1. earth _____
6. eyes _____
2. ear _____
7. all _____
3. or _____
8. aid _____
4. in _____
9. ill _____
5. eight _____
10. art _____

Consonant /f/ /v/

/f/ Lower lip touches the upper teeth. It is voiceless.

/v/ Lower lip touches the upper teeth.. It is voiced.



/f/ /v/

/f/	/v/
fan	van
fast	vast
fat	vat
face	vase
few	view

Sentences

1. I want a fan.
2. I want a van.
3. Put it in the fat.
4. Put it in the vat.
5. It's my fault.
6. It's my vault.
7. She wants a few.
8. She wants a view.

Medial position

/f/	/v/
raffle	ravel
shuffle	shovel
rifle	rival
refuse	reviews
infest	invest
safer	saver

Sentences

1. They will infest everything.
2. They will invest everything.
3. He likes to shuffle.
4. He likes to shovel
5. That's his rifle.
6. That's my rival.

Exercise 169. Practice these mini-dialogues, if possible with a partner. Pay attention to the pronunciation of the words which contain the sounds studied above.

- A: He will refuse the reviews.
- B: Why ?
- A: It's safer to be a saver.
- B: That's right.
- A: He shuffled in the shovelled snow.
- B: Did he?
- A: They raffled the ravelled sweater.
- B: Interesting!

/f/ /v/ Sentences

- /f/

safe

proof

half

life
- /v/

save

prove

have

live
1. That's life.
2. That's live.
3. Please half it.
4. Please have it.
5. It's the first leaf.
6. It's the first leave.

Tongue-Twisters

A tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly. The following tongue twisters are challenging even for native English speakers. Try them yourself. Try to say them as fast as possible, but correctly!

- A proper copper coffee pot.
- Around the rugged rocks the ragged rascals ran.
- Long legged ladies last longer.
- Mixed biscuits, mixed biscuits.
- A box of biscuits, a box of mixed biscuits and a biscuit mixer!
- Peter Piper picked a peck of pickled pepper.
A peck of pickled pepper Peter Piper picked.
If Peter Piper picked a peck of pickled pepper,
Where's the peck of pickled pepper Peter Piper picked?