



Universidad Nacional de La Plata
Facultad de Humanidades y Ciencias de la Educación

Material de cátedra para Clases Prácticas

Parte A

Departamento de **Lenguas Modernas**

Fonética y Fonología Inglesa I

Año 2019

Material needed for practical classes (available at Fotocopiadora del CEHCE).

Booklet FONÉTICA Y FONOLOGÍA INGLESA I – MATERIAL DE CÁTEDRA CLASES PRÁCTICAS – PARTE A & PARTE B

Dictionaries

Jones, D. (2006) *Cambridge English Pronouncing Dictionary (18th ed.)*. Cambridge: Cambridge University Press.

Wells, J. (2008) *Longman Pronunciation Dictionary (3rd ed.)*. London: Longman.

Requirements to pass the course

- **Attendance** 75% – If necessary, you should provide a certificate.

- **Oral Interviews**

There are **three interviews** along the year in which you will be assessed on your **oral production** and you will receive **feedback and suggestions** on how to work in those particular aspects that might require development.

You are sitting in pairs and discuss set readings assigned beforehand and do some reading aloud.

The following are the areas that will be assessed: segmental; suprasegmental; language and content of assigned readings.

1st Oral Interview **10 to 17 April**

IMPORTANT: Students should bring their assessment form (**FICHA ENTREVISTAS ORALES**) to the interview.

2nd Oral Interview **1 to 5 July**

3rd Oral Interview **21 to 25 October**

Oral Make-Up Interview **11 to 15 November**

- **Written Practice** – You should hand in transcriptions of the written material in due time.

Selected units from *Transcribing the Sounds of English* (1 Vowels (pp.6-37); 2 Consonants (pp.38-53) (up to Winter break)

Selected passages from *English Transcription Course - Lesson 3* (up to Winter break)

Selected material from Lab Practice TP April, May & June

Selected passages from *English Transcription Course - Unit 3* (Aug.); **Unit 4** (Sep.); **Unit 7** (Oct.)

- **Lab Practice** – a self-study programme that covers selected practice at the segmental level as well as practice on listening, dictation and transcription that should be covered according to a planned *schedule*.

Material FONÉTICA Y FONOLOGÍA INGLESA I - LAB PRACTICE

All printed and audio material will be available on Campus and at the Language Laboratory.

CAMPUS VIRTUAL FAHCE

Information, materials, related links and latest news will be regularly uploaded at

<http://campus.fahce.unlp.edu.ar/>

The Phonemic Alphabet

Consonants

/ p / people top /pi:pl/ /tɒp/	/ b / big snob /bɪg/ /snɒb/	/ m / me games /mi:/ /geɪmz/
/ t / tea letter /ti:/ /letə/	/ d / do read /du:/ /ri:d/	/ n / none run /nʌn/ /rʌn/
/ k / car active /kɑ:/ /æktɪv/	/ g / go dog /gəʊ/ /dɒg/	/ ŋ / sing angry /sɪŋ/ /æŋgri/
/ tʃ / church /tʃɜ:tʃ/	/ dʒ / joke enjoy /dʒəʊk/ /ɪndʒɔɪ/	/ r / red far away /red/ /fɑ:r əweɪ/
/ f / fun rough /fʌn/ /rʌf/	/ v / vote live /vəʊt/ /lɪv/	/ l / lunch all /lʌntʃ/ /ɔ:l/
/ θ / think teeth /θɪŋk/ /ti:θ/	/ ð / these with /ði:z/ /wɪð/	/ j / yes music /jes/ /mju:zɪk/
/ s / sun mess /sʌn/ /mes/	/ z / zoo visit /zu:/ /vɪzɪt/	/ w / watch quick /wɒtʃ/ /kwɪk/
/ ʃ / shoe cash /ʃu:/ /kæʃ/	/ ʒ / television /telɪvɪʒn/	

/ h / hat who /hæt/ /hu:/

Vowels & diphthongs

/ i: / meet sea /mi:t/ /si:/	/ ɔ: / caught door /kɔ:t/ /dɔ:/	/ eɪ / play great /pleɪ/ /greɪt/
/ ɪ / bit itch /bɪt/ /ɪtʃ/	/ ʊ / book /bʊk/	/ aɪ / I try /aɪ/ /traɪ/
/ e / bet ate /bet/ /et/	/ u: / who doing /hu:/ /du:ɪŋ/	/ ɔɪ / enjoy choice /ɪndʒɔɪ/ /tʃɔɪs/
/ æ / act cat /ækt/ /kæt/	/ ʌ / fun uncle /fʌn/ /ʌŋkl/	/ ɪə / here weird /hɪə/ /wɪəd/
/ ɑ: / hard aunt /hɑ:d/ /ɑ:nt/	/ ɜ: / turn blur /tɜ:n/ /blɜ:/	/ eə / care chairs /keə/ /tʃeəz/
/ ɒ / what on /wɒt/ /ɒn/	/ ə / about woman /əbaʊt/ /wʊmən/	/ ʊə / cruel pure /kruəl/ /pjuə/
		/ əʊ / go old /gəʊ/ /əʊld/
		/ aʊ / about out /əbaʊt/ /aʊt/

1 Vowels (1)

1. **(R.O.1.A)** Listen to the following pair of sounds. Can you hear the difference between them?

/i:/ see

/u:/ too

/ɔ:/ saw

/ɪ/ sit

/ʊ/ put

/ɒ/ got

2. Listen again and repeat. Try to memorize the symbol for each sound.

3. What do the following symbols transcribe?

1. /pɒt/ _____

2. /bɪl/ _____

3. /dɔ:/ _____

4. /ti:/ _____

5. /skɒt/ _____

6. /pʊl/ _____

7. fu:d/ _____

8. /hu:/ _____

9. /fi:l/ _____

10. /si:t/ _____

11. /sɪk/ _____

12. /bɔ:l/ _____

13. /wʊl/ _____

14. /tru:/ _____

15. /sɔ:t/ _____

16. /kʊd/ _____

4. **(R.O.1.B.)** Listen and write the correct symbol for the word you hear.

1. God /g____d/

2. foot /f____t/

3. feet /f____t/

4. do /d____/

5. lead /l____d/

6. four /f____/

7. bit /b____t/

8. boot /b____t/

9. book /b____k/

10. worn /w____n/

11. fit /f____t/

12. what /w____t/

2 Vowels (2)

1. **(R.O.2.A)** Listen to the following pair of sounds. Can you hear the difference between them?

/e/ ten

/ɑ:/ arm

/ɜ:/ fur

/æ/ hat

/ʌ/ cup

/ə/ ago

2. Listen again and repeat. Try to memorize the symbol for each sound.

3. What are the following professions?

- | | |
|------------------|---------------------|
| 1. /nɜ:s/ _____ | 6. /wɜ:kə/ _____ |
| 2. /bʌtlə/ _____ | 7. /dɑ:nsə/ _____ |
| 3. /æktə/ _____ | 8. /plʌmə/ _____ |
| 4. /æktɪs/ _____ | 9. /sekɹətri/ _____ |
| 5. /fɑ:mə/ _____ | 10. /bɑ:mən/ _____ |

4. **(R.O.2.B.)** Listen and match the words in each group to the correct transcription on the right.

bell	/bɪl/	purse	/pɜ:s/
Bull	/bʊl/	puss	/pɑ:s/
Bill	/bel/	pass	/pi:s/
Ball	/bɔ:l/	piece	/pi:s/

Fool	/fɔ:l/	fist	/fi:st/
Full	/fel/	fast	/fɑ:st/
Fell	/fu:l/	first	/fɪst/
Fall	/fʊl/	feast	/fɜ:st/

Hat	/hɑ:t/	cot	/kɔ:t/
Hut	/hʌt/	court	/kɔ:t/
Hurt	/hɜ:t/	cat	/kɒt/
Heart	/hɑ:t/	cut	/kʌt/

3 Consonants

1. **(R.O.3.A.)** Many of the symbols for the consonants are easy to recognize. This is how they sound in English:

- | | |
|-----------|---------|
| /p/ pen | /s/ so |
| /b/ bad | /z/ zoo |
| /t/ tea | /h/ how |
| /d/ did | /m/ man |
| /k/ cat | /n/ no |
| /g/ got | /l/ leg |
| /f/ fall | /r/ red |
| /v/ voice | /w/ wet |

2. Listen again and mark with a * any of the consonants that sound very different in your language. (Most of them will sound a little different) Try to memorize the consonants that you have marked.

3. **(R.O.3.B.)** The following consonants are more difficult:

/θ/ thin	/ð/ then
/ʃ/ she	/ʒ/ vision
/tʃ/ chin	/dʒ/ June
/ŋ/ sing	/j/ yes.

4. Try to match the symbols to the words.

/ŋ/	yet
/ʃ/	treasure
/dʒ/	that
/θ/	chain
/tʃ/	thick
/j/	sign
/ð/	shine
/ʒ/	July

5. **(R.O.3.C.)** Listen to the words and circle the correct transcription.

washing /wætʃɪŋ/ /wɒʃɪŋ/	/wɒtʃɪŋ/ /wæʃɪŋ/	thank /θænk/ /ðænk/	/ðæŋk/ /θæŋk/
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chip /tʃɪp/ /ʃi:p/	/tʃi:p/ /ʃɪp/	short /tʃɔ:t/ /ʃɔ:t/	/ʃɒt/ /ʃɜ:t/
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these /θi:z/ /ðɪz/	/θɪz/ /ði:z/	use /ju:z/ /dʒu:z/	/u:z/ /u:s/
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thought /θɒt/ /ðɔ:t/	/θɔ:t/ /ðɒt/	jaw /tʃɔ:/ /dʒɔ:/	/jɔ:/ /dʒɔ:w/
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4 Diphthongs (1)

1. **(R.O.4.)** Diphthongs consist of two vowel sounds together. Listen to the way the following diphthongs are made.

/eɪ/ page /aʊ/ now /aɪ/ five /ɔɪ/ join

2. Listen again and repeat. Try to memorize the symbol for each diphthong.

3. Transcribe the following words.



/bɔɪ/ _____	/faʊnd/ _____	/tʃɔɪs/ _____
/weɪv/ _____	/bɔɪlɪŋ/ _____	/ʃaɪ/ _____
/haɪd/ _____	/ðeɪ/ _____	/deɪndʒə/ _____
/deɪ/ _____	/tʃaɪld/ _____	/endʒɔɪd/ _____
/haʊ/ _____	/weɪdʒɪz/ _____	/aɪðə/ _____
/raɪt/ _____	/ʃaʊt/ _____	/ʃaʊə/ _____

4. Work with a partner. Can you think of other words with these diphthongs sounds that are spelled in the same way? Check your answers with a dictionary.

Example: boy – toy; found – sound

5 Diphthongs (2)

1. **(R.O.5.A.)** Listen to how these diphthongs are made.

/əʊ/ home /eə/ hair /ɪə/ near /ʊə/ pure

2. Listen again and repeat. Try to memorize the symbol for each diphthong.
3. **(R.O.5.B.)** Listen to the words on the left and circle the correct transcription on the right.

1. Pair	/peɪ/	/peə/
2. Rice	/reɪs/	/raɪs/
3. Grow	/grəʊ/	/greɪ/
4. Care	/keə/	/kaʊ/
5. Boil	/bəʊl/	/bɔɪl/
6. Loud	/ləʊd/	/laʊd/
7. Day	/daɪ/	/deɪ/
8. Beer	/bɪə/	/beə/
9. Toe	/tuə/	/təʊ/
10. Night	/naɪt/	/nəʊt/
11. Dear	/deə/	/dɪə/
12. fare	/feə/	/fɪə/

4. What is the other word in each pair?



5. Try to match the symbol on the left with the word containing it on the right.

/eɪ/	sure
/əʊ/	dive
/aɪ/	cow
/aʊ/	go
/ɔɪ/	fair
/ɪə/	boy
/eə/	clear
/ʊə/	age



Listening Practice #1

First few weeks in higher education

MODULE 2 Earning a living

2B

Listening

Before you listen



- 1 a You will hear a radio discussion in which two students are talking about their first few weeks in higher education. First discuss these questions:
 - 1 How does being at college/university differ from being at school?
 - 2 What are the advantages and disadvantages of continuing your education rather than getting a job?
- b Look at the listening task below. Read the questions but not the options A–C. Mark the main points (the first two have been done for you). What do you think the answers might be?

- 2 Listen to Leanne and Harry. Did they say what you predicted in 1b?

- 3 a Listen again. For questions 1–5, choose the best answer A, B or C.

- 1 What advice does Leanne give about getting to know people in the first weeks at university?
 - A Join lots of sports clubs.
 - B Try not to judge people on first impressions.
 - C Make friends with people studying the same subject as you.
- 2 What does Harry regret about his first two weeks at college?
 - A not going out enough
 - B not doing more work
 - C not saving his money
- 3 Leanne was able to manage financially at university by
 - A living at home.
 - B getting a part-time job.
 - C finding ways of economising.
- 4 What is Harry's view on attending lectures?
 - A Don't bother going.
 - B You should make detailed notes.
 - C They are useful as an introduction to the subject.
- 5 What do they both find difficult about working without supervision?
 - A motivating yourself
 - B not getting distracted
 - C understanding the task

- b Compare and give reasons for your answers.

Listening for gist

Listening strategy

Try to recall what you know about the topic. Any knowledge you already have will help you to understand the main points better.

Listening for opinions

Listening strategy

To help identify different speakers' opinions, listen for expressions that introduce opinions and express agreement and disagreement, e.g.:

I (don't) think ...

In my opinion ...

Yes, absolutely ...

I'm sorry, but ...

Yes, that's true ...

Discussion

- 4 Discuss the questions below.
 - 1 What advice would you give to school-leavers starting higher education?
 - 2 What do you think is the best way to get to know new people?



1. The radio discussion makes reference to the following topics. What can you remember? What was said about them?
 - School leavers
 - Socializing
 - Budget
 - Accommodation
 - Lectures
 - Self-discipline
 - Stress
 - Writing essays
2. If we take the topics and we analyze them phonetically, how many sounds does each of the words have?
 - sku:l li:vəz
 - səʊʃəlaɪzɪŋ
 - bʌdʒɪt
 - əkɒmədeɪʃən
 - lektʃəz
 - self dɪsɪplɪn
 - stres
 - raɪtɪŋ eseɪz
3. As we can see, **letters and sounds** are not to be confused.

While it is conventional to use **letters** in writing, phonetic transcriptions use internationally agreed **symbols** (IPA).

One principle governing the use of these phonetic symbols is that there should **ONLY** be one symbol for every sound; regardless of the number of letters.

In that way, it sometimes takes several letters to “spell” a sound, as it’s the case in *school*, *stress*, or *accommodation* above.

Paralelly, other letters are “silent” (they have no corresponding sound), such as the “w” in *writing* above.

In addition, because symbols are **not** letters, you cannot ‘personalize’ them and create your own version of them. Symbols must be drawn as they appear in the pronunciation dictionary. Words may be in capitals, symbols **CAN’T**.



4. Cross out the **silent letters** in these words, all of which appeared in the listening activity.

KNOW
TALK
COULD

WHOLE
HIGH
WRONG

LISTEN
MIGHT
HOUR

Can you infer any rules?

- 4.1 What about the following examples? Which rules do they illustrate?

- SIGN
- COMB
- DOUBT
- WHISTLE
- HALF
- DEBT
- FOREIGN
- PSYCHOLOGY
- SANDWICH

- 4.2 Here are some rarities which do not respond to any rule:

- HONOUR
- SALMON
- IRON
- ISLAND
- HONEST
- ANSWER
- HEIR

5. The following words appeared in the listening activities above. Transcribe them into normal spelling.

stju:diəʊ

æktʃəli.....

nɜ:vəs.....

ɑ:kɪtektʃə.....

kɒlɪdʒ.....

ʌndəleɪn.....

vərəɪəti.....

əʊvənju:.....

ədʌ:ntrɪdʒ.....

mætə.....

ɪnlf.....

dʊ:dl.....

6. Use the words from the previous activity to make reference to the radio discussion heard.

**BOYS WILL BE BOYS***By Leon Rosselson*

Task 1) The following words appear, in that order, in the first part of the poem.
Can you make sense of them? What is the poem talking about?

Look / Peter - Isn't / terror / shooting / neighbours/ cowboy gun?

Screaming / jet plane - Always throwing something.

I / can't control - Trouble? - He / one.

Boys / boys - Fact / human nature - Girls / grow up / mothers.

Now listen to this first part and check your predictions

Task 2) Listen to the second part of the poem, and fill in the blanks. Check in pairs.

Look ____ little Janie, doesn't ____ look pretty

Playing with ____ dolly, proper little mum?

Never being dirty, never being noisy,

Don't touch ____ sister, Peter, now look what ____ done!!

Ahh, ____ boys ____ be boys,

It's ____ fact ____ human nature,

____ girls will grow up ____ mothers.

Task 3) Listen now to the third section of the poem and transcribe the words you hear.

Now what's come over Janie? Janie's turning nasty!

Left hook to the body, right hook to the eye!

Vicious little hussy! Now, Peter's started bawling!

What a bloody cissy! Who said you could cry?!



Now, transcribe the words you read.

Because boys must be boys,	
It's a fact of human nature,	
And girls must grow up to be mothers	

Task 4) Listen to the end of the poem and mark the sounds or words which you feel are different from the transcription.

naʊ ði: wɜ:lɪd hæz ɡɒn tɒpsi tɜ:vi / dʒeɪni wɒnts eɪ fʊtbɔ:l

ænd pi:tə dʒʌst si:mz hæpi pʊʃɪŋ præmz əbɒŋ /

ɪt meɪks ju: fi:l səʊ ɡɪlti / kɪdz ɑ: sʌtʃ eɪ wʌri /

dɒktə dɒktə tel mi / weə dɪd wi: ɡəʊ rɒŋ /

bɪkɒz bɔɪz mʌst bi: bɔɪz / ɪt ɪz eɪ fækt ɒv hju:mən neɪtʃə /

ænd ɡɜ:lz mʌst ɡrəʊ ʌp tu: bi: mʌðəz /



Strong forms in conversation

1. Read the conversation and complete the gaps with phrases using auxiliaries.

- LIZ: I suppose you've heard the latest ... about Ian and Patsty?
KATE: No, what happened?
LIZ: Oh, didn't you hear? They've split up.
KATE: (a)?
LIZ: Yeah, I thought everybody knew.
KATE: Hmm, well, I suppose it's not really surprising, (b)?
I mean, they never really seemed to have that much in common.
LIZ: How do you mean?
KATE: Well, their interests for a start: he's really into his computers and computer games and all that kind of stuff, but she (c)
She prefers something a bit livelier, going out to clubs and things, having a good time.
LIZ: Yes, she (d) like going out more than him, that's true.
KATE: Has she told you anything about it?
LIZ: Yes, (e) She phoned me on Friday. It seems that it all came to a bit of a crisis when ...

2. Listen to ten short conversations. Underline the phrase which would complete each conversation logically.

- | | |
|---|--|
| 1. (a) I do believe you.
(b) I did believe you.
(c) I will believe you. | 6. (a) Do you?
(b) Are you?
(c) Did you? |
| 2. (a) Yes, I am!
(b) Yes, I will!
(c) Yes, I do! | 7. (a) Of course I will!
(b) Of course I do!
(c) Of course I am! |
| 3. (a) don't they?
(b) haven't they?
(c) weren't they? | 8. (a) Have they?
(b) Do they?
(c) Are they? |
| 4. (a) I won't.
(b) I don't.
(c) I'm not. | 9. (a) I'm not.
(b) I wasn't.
(c) I was. |
| 5. (a) I did tell you!
(b) I am telling you!
(c) I will tell you! | 10. (a) wasn't it, darling?
(b) isn't it, darling?
(c) hasn't it, darling? |

3. Work in pairs. Prepare similar short conversations based on some of these situations. Include at least three examples of auxiliaries.

- A man is trying to persuade a woman that he seriously wants to marry her. She's not so sure.
- Two people are having an argument after getting lost.
- A mother is talking to one of her children who is about to go on holiday without her for the first time.
- A really good piece of gossip about your friend's love life.
- An employer is accusing an employee of stealing some money.

**Harry Potter ... weak or strong?**

- 1) Watch the following scene from *Harry Potter and The Goblet of Fire* and answer the following questions:
 - a) What does Dumbledore announce?
 - b) What does the event consist of?
 - c) Write down as many details as you can about the event.
- 2) These are some of Dumbledore's lines in his speech. Read them and identify the following words in phonemic script.

A – THE – HAS – TO – FOR – OF – FROM

/səʊ hɒwɔ:ts həz bi:n tʃəʊzən tə həʊst ə ledʒəndri ɪvent / ðə tri wɪzəd tɔ:nəmənt /

/ ðə tri wɪzəd tɔ:nəmənt brɪŋz tɛgeðə θri: sku:lz fər ə sɪəriəz əv mædʒɪk| kɒntests /

/ frəm i:tʃ sku:l ə sɪŋgl stju:dnt ɪz sɪlektɪd tə kəmpi:t /

- 3) Listen and repeat the lines.
- 4) Some lines of the following fragment are in normal spelling. Transcribe them. Pay special attention to weak forms.

Now let me be clear |ɪf tʃəʊzən ju stænd ələʊn | ən trʌst mi wen aɪ sei | these contests

are not for the faint hearted| bət mɔ:r əv ðæt leɪtə

- 5) Practice reading all the extracts above. Then record yourself.
- 6) In the following scenes the Heads of the school give more details about the event.

Student A: Watch the scene called 'Eternal Glory'. Write down details and then tell Student B about them.

Student B: Watch the scene called 'The Yule Ball'. Write down details and then tell Student A about them.

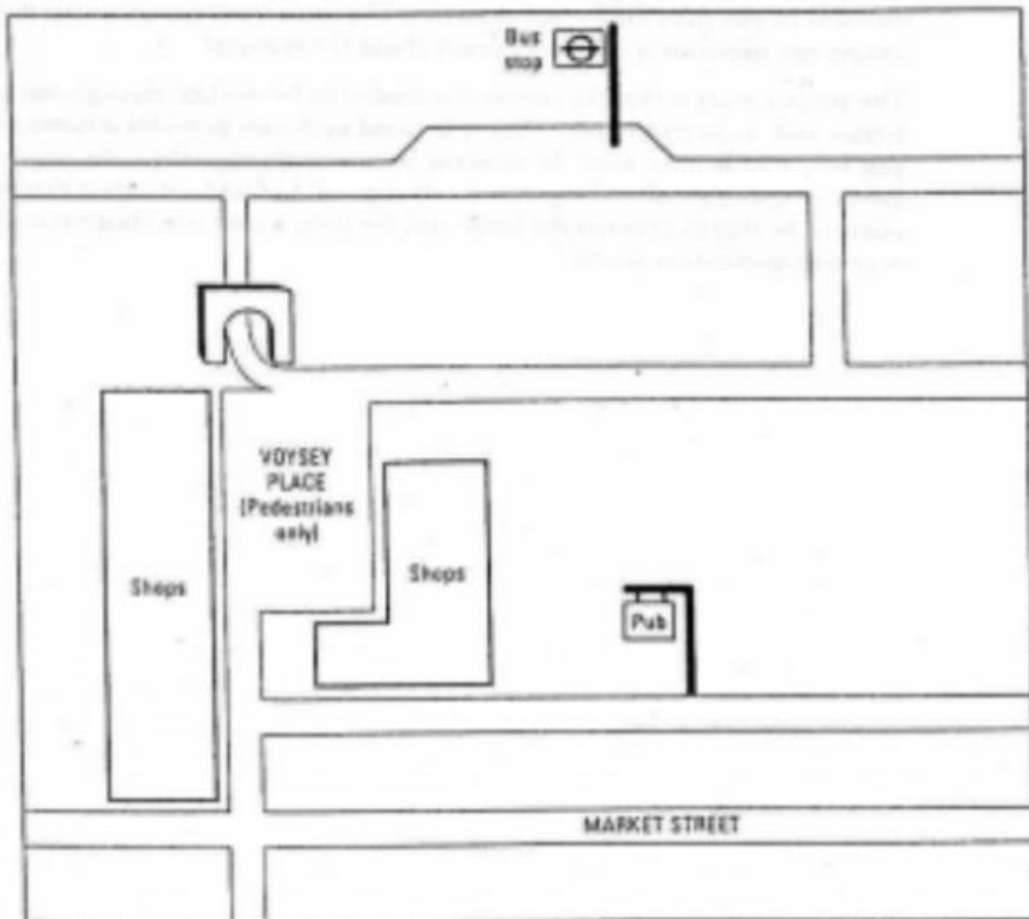


Elizabeth's story

1. Look at the pictures. What's the problem? How do the people in the pictures cope with it? Have you ever been in a similar situation? How did you cope with it?



2. Elizabeth is talking about a time when she had to find her way in a strange town. Listen and take notes on the map below. Then take the part of Elizabeth and retell the story to a partner.





3. Listen to the first short section of the recording. Complete with the missing words.

It (1)..... to take an age to get there, but eventually the bus (2).....
We'd got to the terminus and everyone got out. We were somewhere in the commercial district
but I wasn't sure where. I couldn't recognize anything. The others (3)..... off. I
(4)..... wondering which way to start.

4. Listen to words 1-4 above again and transcribe them.

- 1.
- 2.
- 3.
- 4.



Complete the rule:

If the verb base ends in a voiceless sound,
then the -ed ending is pronounced

If the verb base ends in a voiced sound,
then the -ed ending is pronounced

If the verb base ends in /t/ or /d/ already,
then the -ed ending is pronounced

5. Read the next section of Elizabeth's story and find instances of -ed endings.
Transcribe them. Listen and check.

The street was empty, even the bus driver had gone. I hurried across and turned into an

.....

alleyway and started to walk. It was dark and drizzling a bit. I went through an archway and

.....

into another street, where there were street lights. It was one of those pedestrian precincts,

.....

no cars admitted.

.....



6. Listen to the next part. Write down what Elizabeth passes by as she tries to find Market Street

I passed some
.....
.....

Listen to the isolated words from the previous track. Transcribe them.

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



Complete the rule:

If the word ends in a voiceless sound,
then the –s ending is pronounced

If the word ends in a voiced sound,
then the –s ending is pronounced

If the verb base ends in /s, z /dʒ, /tʃ/or /ʃ/ already,
then the –es ending is pronounced

7. Read the transcribed version of the following extract. Spot the mistakes. Compare your answers to your partner. Listen and check.

// 'aɪ 'wɔ:kɪd ə 'lɒŋ / 'lʊkɪŋ ɪn ðə 'wɪndəʊs / ðə lɑ:st əv ðə ʃɒp əsɪstənts wəz dʒəst

'kləʊzɪŋ ðə 'dɔ:s / kəd 'ʃi: tel mi: / 'pli:z / wəə 'mɑ:kɪt stri:t wɒz //

8. Practise reading the extracts in exercises 3 and 5. Record your versions, upload them in Soundcloud and share your link with the teacher.



9. a) At the end of Elizabeth's story, she rang a bell at a side door of a pub. What do you think happened then?

b) Listen to the sounds of what happened after Elizabeth rang the bell. Is it similar to what you had imagined?

10. Listen to a song that shows how the story finishes. The lyrics have been written using a speech recognition device. Account for the mistakes the machine has made in the spelling of some words and expressions. Sing!



I **walk** tin the **par** kin the **middle** of the **night**
I **hurry** din the **dark** 'cause there **wasn** tenny **light**
I **stop** tan I **listen** dan die **look** tall **around**
I **couldn't** siya **thing** an die **couldn't** hira sound

I **switch** ton my **phone** an die **use** dit for a **light**
I **lookt** to the **leff** tan die **lookt** other **right**
I **started** feeling **worry** dan **decided** to go **back**
I **look** tall **around** **butta** **couldn't** see the **track**

You're **lost**, you're **lost**
You'll **never** find the **track**
You're **lost**, you're **lost**
You're **never** coming **back**!



Stranger than Vowels

Do you usually follow the same routine when you wake up every day?

Do you always choose the same dish every time you go to a restaurant?

Are you a routine person?

1. Use the words and expressions in the box to predict the first scenes of the film you are about to watch.

walk every weekday wristwatch man remarkably single teeth
back and forth bathroom bed toothbrush getting dressed tax coffee catch use
words every morning look Wednesday bus eat mirror

2. Watch the film and check your predictions.
3. Now group the words according to the twelve English vowels. Some words can be repeated.

Vowel / i: /	
Vowel / ɪ /	
Vowel / e /	
Vowel / æ /	
Vowel / ɑ: /	
Vowel / ɒ /	
Vowel / ɔ: /	
Vowel / ʊ /	
Vowel / u: /	
Vowel / ʌ /	
Vowel / ɜ: /	
Vowel / ə /	



4. This is the transcript of the scene. Follow your teacher's instructions

ðɪs ɪz ə stɔ:ri əbaʊt ə mæn neɪmd hæɾəld kɪk ən hɪz rɪstwɒtʃ /
 hæɾəld kɪk wəz ə mæn əv ɪnfɪnət nʌmbəz/ endləs kælkjuleɪʃənz/
 ən rɪmɑ:kəbli fju: wə:dz / ən hɪz rɪstwɒtʃ sed i:v n les /

evri wi:k deɪ/ fə twelv jɪəz / hæɾəld wʊd brʌʃ i:tʃ əv hɪz θɜ:ti tu: ti:θ
 sevnti sɪks taɪmz / θɜ:ti eɪt taɪmz bæ k ən fɔ:θ / θɜ:ti eɪt taɪmz ʌp ən daʊn /

evri wi:k deɪ / fə twelv jɪəz/ hæɾəld wʊd taɪ hɪz taɪ ɪn ə sɪŋgl wɪndzə nɒt /
 ɪnstəd əv ðə dʌbl / ðeəbaɪ seɪvɪŋ ʌp tə fɔ:tiθri: sekəndz / hɪz rɪstwɒtʃ θɜ:t
 ðə sɪŋgl wɪndzə meɪd hɪz nek lʊk fæt / bət sed nʌθɪŋ /

evri wi:k deɪ / fə twelv jɪəz / hæɾəld wʊd rʌn ət ə reɪt əv nɪəli fɪfti sev n steps
 pɜ: blɒk fə sɪks blɒks / beəli kætʃɪŋ ði eɪt sevnti:n krəʊnɪkə bls /
 hɪz rɪstwɒtʃ wʊd dɪlaɪt ɪn ðə fi:lɪŋ əv ðə kɪsp wɪnd rʌʃɪŋ əʊvər ɪts feɪs/

ən evri wi:kdeɪ / fə twelv jɪəz / hæɾəld wʊd rɪvju: sev n pɔɪnt wʌn θri: fɔ:
 tæks faɪlz əz ə si:nɪə r eɪdʒənt fə ði ɪntɜ:nəl revənju sɜ:vɪs

5. Now practise reading the script. Once you have practised on your own, listen to your partner and check his/her pronunciation. You can go back to the recording every time you need.

6. Transcribe the following passage.

Harold crawls into bed, gently removing his wristwatch and placing it on the nightstand next to him. He presses a few of its buttons probably to set its alarm. With a tug of a chain the yellow light next to him goes out and the room returns to darkness, save for the blue glow of his watch.



Some tips and rules

1. **-ed inflectional ending** (past simple regular, past participles and adjectives)
 - ending in voiced sound = we add /-d/
 - ending in voiceless sound = we add /-t/
 - ending in /-t / /-d/ = we add /-ɪd/

Some exceptions to this rule are: naked, wrecked, rugged, ragged, wicked.

Whether they function as verbs or adjectives, most English words ending in -ed suffix follow the same phonological rules as the past tense inflectional ending. However, look at these words ending in -ed: *blessed, beloved, learned, dogged, legged*. They can also function either as verbs or adjectives. But, do they have the same pronunciation in both cases?

He blessed us.	The blessed virgin
She's beloved by him	She's his beloved wife
We learned a lot	He's a very learned man
They dogged my steps	She has a dogged determination
We legged him out of there	He's sitting on a three-legged stool

2. **-s inflectional ending** (plurals, genitive case, 3rd person singular PrS)
 - ending in voiced sound = we add /-z/
 - ending in voiceless sound = we add /-s/
 - ending in sibilant = we add /-ɪz/

Exception to previous rule: house /**haʊs**/ - houses /**haʊzɪz**/



More tips and rules

1. **Sounds /ɜ:/ and /ə/** are of exactly the same quality. Consequently, the difference between them is strictly functional: while vowel 11 is **ABSOLUTELY ALWAYS** in a stressed position, the schwa **ABSOLUTELY NEVER** is!
2. Spelling “-ook” = always /-ʊk/
3. Spelling “NG” = /ŋg/ in the middle of a morpheme
/ŋ/ at the end of a morpheme

Exception to previous rule: comparatives and superlatives

4. /ŋ/ is never ever preceded by a long vowel
5. Letter “a” + 1 consonant = usually /æ/
Letter “a” + 1 consonant + letter “e” = usually /eɪ/
Letter “a” + double consonant = usually /æ/
(example: mat, mate, matter)
6. Letter “i” + 1 consonant = usually /ɪ/
Letter “i” + 1 consonant + letter “e” = usually /aɪ/
Letter “i” + double consonant = usually /ɪ/
(example: bit, bite, bitten)
7. Letter “i” alone is hardly ever said with vowel number 1 /i:/. Some exceptions to this rule are: machine, technique, boutique, unique, police.
8. Double consonant = never a diphthong
(some exceptions: roll, gross, bass)
9. Prefix “ex-” if unstressed - /ɪks/ when followed by voiceless sound (i.e: ex´port)
- /ɪgz/ when followed by voiced sound (i.e: ex´am)
if stressed = **ALWAYS** /eks-/ (i.e: ´exit, ´expert)
10. **Letter “b” is silent** when it’s final in the syllable and (1) preceded by a bilabial nasal (ex: bomb, combing, climber) ; OR (2) preceded by a vowel and followed by a plosive (ex: doubt, debt)
11. **Letter “t” is silent** when preceded by /s/ and followed by a lateral or nasal (ex: listen, castle)
12. **Letter “l” is silent** in the cluster “-ould” (ex: would, could, should); and when it is preceded by a long vowel **AND** followed by a consonant in the same syllable (ex: walk, palm)



13. The linking “r” /r/ NEVER links a semivowel with another sound, it’s only intervocalic
14. Suffix “-sion” - after a vowel letter = /ʒ^ən/
- after a consonant letter = /ʃ^{ən}/
15. Suffix “-ate” - stressed /-eɪt/ when it’s a verb (ex: to complicate)
- unstressed /-ɪt/ when it’s a noun (ex: the First Certificate)
16. Contracted auxiliaries (like *can’t*, *don’t*, *doesn’t*) are ABSOLUTELY ALWAYS strong
17. The word “use” - as a noun /ju:s/
- as a verb /ju:z/ past tense /ju:zd/
- for habits in the past “used to” /ju:stə/
18. /æ/ is ABSOLUTELY ALWAYS spelt with letter “a”
/ʌ/ is ABSOLUTELY NEVER spelt with letter “a”
19. Always make sure that you control high frequency words such as numbers, days of the week, months, everyday objects, structural words, etc



Self-Evaluation Material

**SELF-EVALUATION CHART RECORD**

TASK #	TOPIC	MARK	COMMENTS
# 1	Sound and letters		
#2	Weak forms		
#3	Weak forms + transcription		
#4	Inflectional endings		
#5	MID TERM mock test		

**Task #1 Sounds and letters¹**

English spelling, as you probably know, is not logical. Words which *look* as though they are pronounced the same *are not*.

Ex: meat /mi:t/ and great /greɪt/; home /həʊm/ and some /sʌm/; know /nəʊ/ and now /naʊ/

In the following lists three words rhyme, but one is different. **Underline the odd one out.** Then listen and check your answers.

/ʊ/ or /u:/?	boot – foot – shoot – suit
/i:/ or /e/?	bread – head – read (past) – read (present)
/ɜ:/ or /ɔ:/?	work – fork – talk – walk
/ʌ/ or /əʊ/?	done – phone – son – won
/e/or /eɪ/?	paid – made – played – said
/ u:/ or /ʊ/?	good – food – wood – stood
/eɪ/ or / i:/?	ache – break – take – weak
/ɪə/ or /eə/?	dear – hear – pear – near
/ əʊ/or /aʊ/?	cows – knows – owes - rose

1) **Circle the symbol that matches** the sound in the underlined letters. They are all single vowel sounds.

W <u>o</u> rd	/ʌ/ /ɜ:/ /ɔ:/
W <u>e</u> ather	/e/ /i:/ /æ/
S <u>u</u> gar	/u:/ /ʊ/ /ʌ/
W <u>o</u> man	/ɒ/ /ɪ/ /ʊ/
W <u>o</u> men	/ɒ/ /ɪ/ /ʊ/
<u>U</u> ncle	/ʌ/ /æ/ /ɒ/
H <u>a</u> lf	/ɑ:/ /æ/ /ɔ:/

2) **Cross out the word** which does not contain the vowel sound on the left.

/ɪ/	build – field – fill – women
/e/	leather – friend – break – bread
/ʌ/	front – rough – won't – country
/ɒ/	clock – wonder – want – wash
/æ/	angry – hungry – fax – salmon
/i:/	cheese – breath – meal – breathe
/u:/	spoon – wooden – zoo – souvenir
/ɔ:/	warm – walk – store – work
/ɜ:/	world – ferry – early – journalist

¹ Taken from *New Headway Intermediate*

**Task # 4 – Inflectional endings**

“My Favourite Things” (song featured in **The Sound of Music**)

Place the underlined words from the song in the correct column according to their pronunciation when the **inflectional –s** is added

1. Raindrops on roses and whiskers on kittens,
2. bright copper kettles and warm woollen mittens,
3. brown paper packages tied up with strings,
4. these are a few of my favourite things.

5. Cream coloured ponies and crisp apple strudels,
6. door bells and sleigh bells and schnitzel with noodles,
7. Wild geese that fly with the moon on their wings,
8. these are a few of my favourite things.

9. Girls in white dresses with blue satin sashes,
10. snowflakes that stay on my nose and eyelashes,
11. silver white winters that melt into springs,
12. these are a few of my favourite things.

13. When the dog bites, when the bee stings,
14. when I'm feeling sad,
15. I simply remember my favourite things,
16. and then I don't feel so bad

1) / s /	2) / z /	3) / ɪz /

- Which conclusions can you draw at? Which is the rule that governs the **–s inflectional ending**?
- Which is the longest list? Why do you think that is so?
- Account for the difference between columns **1)** and **2)**; as opposed to **3)**.

