

MÓDULO DE TRABAJO EXTRA
FONÉTICA Y FONOLOGÍA INGLÉSAS 1

IMPORTANTE: LEER ANTES DE COMENZAR

El material de audio para realizar este módulo de trabajo se encuentra en el Laboratorio de Lenguas en la carpeta de Fonética Inglesa 1 titulada 'Módulo de trabajo extra'.

Una vez realizado el módulo, deben **entregar las hojas** con las respuestas de la ejercitación realizada **al personal del lab** y **enviar un mail a su profesora** avisando que han realizado las actividades y **adjuntando en ese mail el audio** correspondiente al **ejercicio 5** de este módulo.

Recuerden que hay una **fecha límite de entrega** de este material.

Activity 1: Listening parts 1- 2- 3 & 4

Activity 2: Transcription

**Activity 3: Dictation and processes in connected
speech**

Activity 4: Questions

Activity 5: Recording

(1) Listening Practice

Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C). **Write your answers on a separate piece of paper. ONLY the number and the correct letter in each case.**

1 You overhear a woman recommending a campsite.

Why does she recommend it?

A It's close to tourist attractions.

- B It's in an area of natural beauty.
- C It has a wide range of facilities.

2 You overhear two friends talking about global warming.

How does the girl feel about it?

- A pessimistic about the future
- B surprised at the effects it's having
- C unconvinced that there's a problem

3 You overhear a young couple talking about moving to the country.

Why does the man object to the idea?

- A He wouldn't be able to work there.
- B He'd miss the facilities of the city.
- C He wouldn't be near to his friends.

4 You hear a part of a radio programme about food.

Why should listeners call the programme?

- A to take part in a recipe competition
- B to find out about a cookery course
- C to ask questions about cooking

5 You hear the beginning of a programme about college canteens.

What point is being made about them?

- A The choice of food has improved.
- B Students like the food on offer there.
- C Teachers complain about the quality of the food.

6 You hear a young woman talking about her career.

Why did she accept a job in a bookshop?

- A She needed a steady income.
- B She thought it would be enjoyable.
- C She hoped to improve certain skills.

7 You hear part of a programme about a clothes designer.

What does the woman like about the clothes he designs?

- A They are practical.
- B They are colourful.
- C They are original.

8 You overhear a discussion about the sport of snow-kiting.

What does the man say about it?

- A It's easier to learn than other winter sports.
- B It's more dangerous than other winter sports.
- C It requires less equipment than other winter sports.

Part 2

You will hear a radio programme about a boy called Michael who crossed the Atlantic in a sailing boat. For questions 9-18, complete the sentences. **Write the answers on the piece of paper that you are going to hand in to your teacher. ONLY the number of the sentence and the missing information.**

Sailing solo across the Atlantic

To achieve his record, Michael had to sail a total of (9) _____ kilometres without any help.

Michael helped to design his boat which was called (10) _____ .

Michael and his father were concerned in case any (11) _____ came too close to them.

All the food that Michael took on his voyage was in (12) _____ bought at the supermarket.

The type of food which Michael missed most on the trip was (13) _____ .

Michael enjoyed using his (14) _____ to keep track of what his father was doing.

Michael's favourite pastimes on the boat were using his sister's (15) _____ and reading.

Michael got a fright when a (16) _____ landed on him.

The name of the charity that Michael is raising funds for is (17) _____ .

When Michael sails round the world, he plans to take (18) _____ with him in case he feels homesick.

Part 3

You will hear five different people talking about cookery courses.

For questions 19-23, choose from the list (A-F) what each speaker says about the course they took. Use the letters only once. There is one extra letter which you do not need to use. **Write the answers on the piece of paper that you are going to hand in to your teacher. ONLY the number and the correct letter in each case.**

- A It helped me to renew my enthusiasm for cooking.
- B It taught me how to use the latest kitchen equipment.
- C It took into account the fact that I wasn't a beginner.
- D It required me to do things rather than just watch.
- E It gave me skills I wish I'd acquired earlier in life.
- F It included an unexpected search for ingredients.

- 19 Speaker 1 _____
- 20 Speaker 2 _____
- 21 Speaker 3 _____
- 22 Speaker 4 _____
- 23 Speaker 5 _____

Part 4

You will hear an interview with the film actor Mikey Standish. For questions 24-30, choose the best answer (A, B or C). **Write the answers on the piece of paper that you are going to hand in to your teacher. ONLY the number and the correct letter in each case.**

24 Mikey feels it is unfair when people suggest that

- A some types of role are unsuitable for him.
- B he's trying to imitate other well-known actors.
- C he always plays rather similar characters

25 How did Mikey feel while playing the character called Simon?

- A sorry that he had decided to accept it
- B unsure about Simon's character
- C worried that Simon was so similar to himself

26 What kind of role does Mikey now refuse to play?

- A weak people who become heroes
- B the male lead in romantic films
- C characters who do not change at all

27 Why did Mikey decide to go to drama school?

- A** It had been a long-held ambition.
- B** He felt he had no other option.
- C** A film director suggested it.

28 Mikey recommends that young people interested in acting go to drama school because

- A** it allows them to compare their skills with others.
- B** it teaches them to be competitive in the real world.
- C** it helps them decide whether acting is right for them.

29 What does Mikey say about his celebrity status?

- A** It was hard to get used to at first.
- B** It's making him increasingly uncomfortable.
- C** It has tended to come about gradually

30 What are Mikey's immediate plans for the future?

- A** to take a break from film acting
- B** to write the script for a film
- C** to direct a film himself.

(2) Transcription

Transcribe the following fragment, taken from one of the listening activities you have just done

There's such a vast range of cookery schools, it's unbelievable. Before booking a course, it's advisable to decide what you want from it. For me it was easy - I wanted to pick up some new ideas for entertaining but didn't need any basic techniques, so the course at the Brandale cookery school suited me well. There were some people there who didn't know how to boil an egg, but there was extra tuition for them. The course is run by Sylvie Brandale, who's written cookbooks and appeared on TV, and subjects included 'Stress-free parties' and 'Sauces from around

the world'. All great topics and all of the ingredients were provided.

Find in the fragment examples of:

Phonemic regressive assimilation of place:

Phonemic progressive assimilation of voice:

Allophonic regressive assimilation of place:

Omission of the onset:

Aspiration:

Velarization:

Gemination:

Release masking:

Nasal release:

Nasalization:

Lateral release:

Labialization:

Elision:

Dentalization:

Pre-fortis clipping:

Devoicing:

Neutralization:

Linking:

Syllabicity:

Non audible release:

(3) Dictation

Find the recording in the file and take down the dictation provided (also taken from one of the fragments you heard before).

(4) Look at the script from the dictation you have just taken and answer the following questions

- a. Is there any difference between the lateral in 'really' and 'school'? If so, give reasons.
- b. Are 'old boy' and 'it took' examples of the same process of connected speech? Explain what happens articulatory speaking in each case.
- c. Voids and contoids. Name each of the segments in the name Michael /maɪkl/

(5) Practice reading the following text and record yourself. Send the recording to your teacher and hand in the previous activities to her.

N.B. If you want a model, listen again to recording 2 part 1 listening. The text has been taken from the activity mentioned.

ðə ə 'sɜ:tnli streɪndʒ θɪŋz 'hæpənɪŋ tə ðə 'weðə, bət ðəz 'nʌθɪŋ tə 'wʌri ə'baʊt 'ri:li. maɪ 'sɪstə spɛnt tu: wɪ:kz ɪn keɪp taʊn lɑ:stjɪə, weə ʃɪ:d hæʊpt tə faɪnd bɪg weɪvz ənd 'plɛntɪ əv wɪnd tə sɜ:f, ənd ʃɪ wəz ʃɒkt tə faɪnd 'nʌθɪŋ. aɪ wɛnt tu: wɪ:kz ə'gəʊ ənd ɪt wəz ə kəmpli:tli 'dɪfrənt 'stɔ:ri #

There are certainly strange things happening to the weather, but there's nothing to worry about really. My sister spent two weeks in Cape Town last year, where she'd hoped to find big waves and plenty of wind to surf, and she was shocked to find nothing. I went two weeks ago and it was a completely different story.