

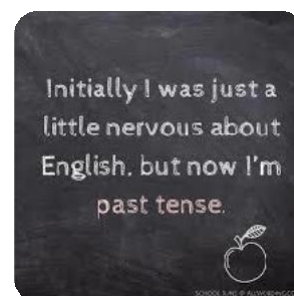
TRABAJOS PRÁCTICOS: CLASS 4

You are expected to work on ALL the tasks in this TP **BEFORE** the practical class



Inflectional endings

In the Theoretical Class videos, you have been introduced to and you have examined the relationship between phonology and morphology by describing the regular morphological inflections and part-of-speech alternation in English. These inflections follow particular phonological rules when they are produced. At the same time, these phonological rules turn into phonetic signals that will help the listener decode the incoming messages. If they are ignored or produced incorrectly there might be confusion or misunderstanding in a conversation.



1. Now it's your time to practise.

PART1 Inflectional -S  
**Paul's calls, Max's faxes<sup>1</sup>**

A- Inflectional –S with same number of syllables

Usually the –S ending is just a consonant. NOT another syllable. And it is pronounced /s/ or /z/ [Listen](#) and notice /s/ or /z/. Listen and repeat.

Claire's chairs
Bob's jobs
Di's pies
Rose knows
Pat's hats

<sup>1</sup> Hancock, M. 2017. *English Pronunciation in Use. Intermediate book with answers*. Cambridge: CUP.

B - Inflectional –S which adds an extra syllable

Sometimes, the -S ending IS another syllable, since it is adding a vowel too: /ɪz/. This happens when the original word ends in a sibilant sound: /s/ /z/ /ʒ/ /tʃ/ /dʒ/.

[Listen](#) and notice. Listen and repeat.

/s/	Chris's kisses; the nurse's purses; Max's faxes
/ʃ/	Trish's wishes
/z/	Rose's roses
/tʃ/	The witch's watches
/dʒ/	George's fridges

C - Make sure you pronounce the –S endings correctly, it's very important to the meaning of the utterance.

[Listen](#) to the examples and notice how the –S ending changes the meaning. Listen and repeat.

NOUN	VERB
Jane's nose	Jane knows
Nick's weights	Nick waits
SINGULAR	PLURAL
My friend spends a lot	My friends spend a lot
Our guest came late	Our guests came late

PART 2 Inflectional -ED

*Pete played, Rita rested<sup>2</sup>*

A -

The verb play /pleɪ/ has only one syllable and the past tense also has one syllable played /pleɪd/. Usually the -ed ending is just a consonant sound and not another syllable. So, for example, smiled /smaɪd/ rhymes with child /tʃaɪld/. Listen to the rhymes. Notice that –ed rhymes either with /t/ or /d/.



<https://drive.google.com/file/d/1YxFHtRq0SXOCB5h97XJPx441UJZ2dIYg/view?usp=sharing>

He looked round first,  
And then reversed.  
The car that passed  
Was going fast.  
It hit the side.  
The driver cried.  
He never guessed,  
He's pass the test.



<sup>2</sup> Adapted from Hancock, M. (2017). English Pronunciation in Use. Intermediate book with answers. Cambridge: CUP

Listen to the poem again and write /t/ or /d/ in the following verbs. Pay attention to the rhymes.<sup>3</sup>

/rɪvɜːs\_ /   /pɑːs\_ /   /kraɪ\_ /   /gʌes\_ /

Now, practice reading the poem. Remember you can track or shadow the recorded speaker. Then record yourself.

**B -**

If the infinitive of the verb ends with the sounds /t/ or /d/, -ed or -d is a new syllable, and it is pronounced /-ɪd/. For example:

hate **/hert/** – one syllable

hated **/hertɪd/** – two syllables

Listen and compare the sentences on the left and the right below.

<i>One syllable</i>	<i>Two syllables</i>
<i>Pete played</i>	Rita rested
<i>Dan danced</i>	Colin counted



[https://drive.google.com/file/d/1pzAV4U\\_5b1F-jJ6WJG7IO2scNv\\_hkXwT/view?usp=sharing](https://drive.google.com/file/d/1pzAV4U_5b1F-jJ6WJG7IO2scNv_hkXwT/view?usp=sharing)

Now, listen to the following phrases and decide if they have one syllable or two syllables. Then, repeat.<sup>4</sup>

<i>One syllable</i>	<i>Two syllables</i>
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[https://drive.google.com/file/d/10UmhMhL2UYRjhMRYtI\\_CJBGzgea1q2Lt/view?usp=sharing](https://drive.google.com/file/d/10UmhMhL2UYRjhMRYtI_CJBGzgea1q2Lt/view?usp=sharing)

<sup>3</sup> KEY: /rɪvɜːst\_ / /pɑːst / /kraɪd /                      /gʌest /

<sup>4</sup> One syllable: Liz laughed; Clare cleaned; Steve stopped; Will watched. Two syllables: Wendy waited; Sheila shouted; Stacey started, Mayra mended.

## PART 3 Elizabeth's story

In the following section you will work on different exercises to do both oral and written practice. Work thoroughly through **all** tasks. You will find the key to the exercises at the end of the document.

### Elizabeth's story

Look at the pictures and think: What is 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?

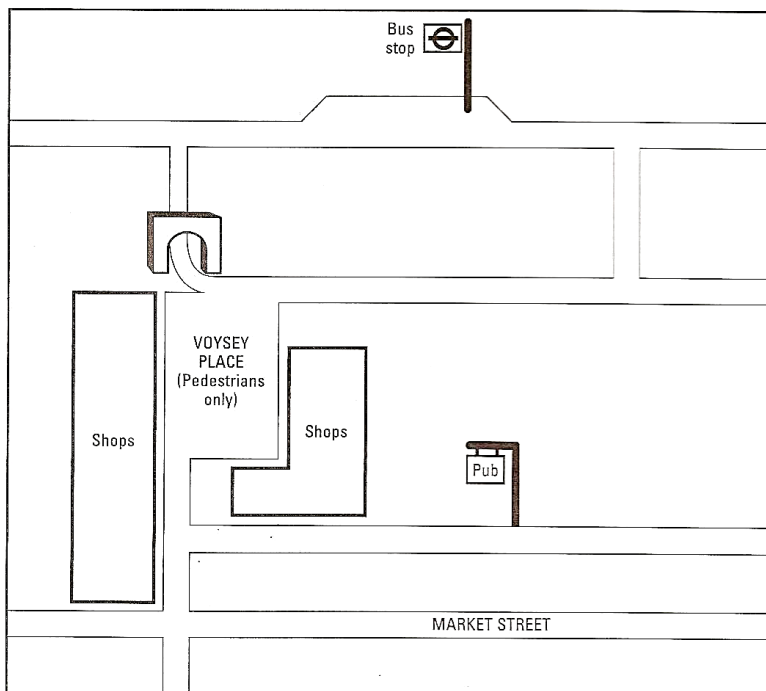


2. Elizabeth is talking about a time a strange town. What was she looking for at the time? Listen and follow her way on the



when she had to find her way in looking for at the time? map.

<https://drive.google.com/file/d/1M206meBwiLxG3ALT2CAsmC1G0tmqhKqD/view?usp=sharing>



3. Listen to the first short section of the recording. Complete the gaps.

[https://drive.google.com/file/d/1yhCTlkxZ9Dcw\\_ZsO\\_667\\_fyLmfLxboL6/view?usp=sharing](https://drive.google.com/file/d/1yhCTlkxZ9Dcw_ZsO_667_fyLmfLxboL6/view?usp=sharing)



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. Transcribe the words. Use a dictionary to check.

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

**Complete the rule.**



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

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

If the word 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.



<https://drive.google.com/file/d/1QvoOdPITmo6Gml6yCgJ90Q4ApJnAAZkU/view?usp=sharing>

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 of the story. Write down what Elizabeth passed as she tried to find Market Street. The first one has been done for you as an example.



<https://drive.google.com/file/d/107DzAjLRIfDc5axWQ-OvC5YqZTwCeS9Q/view?usp=sharing>

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

.....

7. Transcribe what Elizabeth passed as she tried to find Market Street. Use a dictionary to check.

- |                     |         |
|---------------------|---------|
| 1. .... /ʃɒps/..... | 5. .... |
| 2. ....             | 6. .... |
| 3. ....             | 7. .... |
| 4. ....             |         |

### 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 word ends in /s, /dʒ, /tʃ/ or /ʃ/ already, then  
the -es ending is pronounced .....

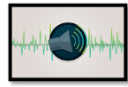
8. Read the transcribed version of the following extract. Spot the **mistakes**. Listen and check.



<https://drive.google.com/file/d/1TLTISp-kceHhYfaw4B8zqO8ZJv1jkFri/view?usp=sharing>

// 'aɪ 'wɔːkd ə'ləŋ / 'lʊkɪŋ ɪn ðə 'wɪndəʊs / ðə lɑːst əv ðə ʃɒp əsɪstənts  
wəz dʒəst 'kləʊzɪŋ ðə 'dɔːs / kəd 'ʃɪ tel mi/ 'pliːz / weə 'mɑːkɪt stri:t  
wɒz //

9. Here's the end to Elizabeth's story. Listen and practice reading from phonetic script. Follow the steps



yourself.

suggested in the Oral Practice Tutorial. Record

<https://drive.google.com/file/d/1RWuc51QNddUnEExDumrzU2Lo9GOSSI1/view?usp=sharing>

/ ðə wəz nəʊ ɑːnsə / aɪ ræŋ əɡen / ɪt wəz ɡetɪŋ kəʊld/  
 səʊ aɪ dɪsaɪdɪd tə ɡəʊ bæck/ aɪ ʃʊdəv klɪm ɪn ðə deɪtaɪm/  
 ðɪs wəz hæʊplɪs/ aɪ kʊd bi wɔːkɪŋ əbaʊt ɔːl naɪt/ ən nevə  
 faɪnd məːkɪt stri:t/ aɪ went bæck tə weə ðə ʃɒps wɜː /  
 ɪt wəz reɪnɪŋ hɑːd/ ən ðə priːsɪŋkt wəz dɪzːtɪd/ aɪ felt veri  
 mɪzərəbəl/

### FOLLOW-UP: Inflectional endings in -ed adjectives

Adjectives ending in **-ed** (such as *embarrassed*, *bored* or *interested*) generally follow the same phonological rules as for the regular past tense.

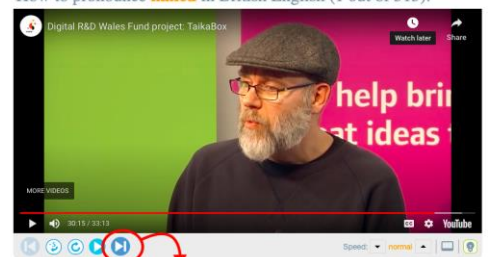
However, there are historically based differences in pronunciation between certain forms ending in -ed, depending on whether they function as adjectives or verbs. Let's have a look at some of **the exceptions that confirm the rules**.



How do you pronounce the following adjectives? Not sure? Follow the links and listen carefully.

- <naked> [515 pronunciations of naked in British English](#)
- <ragged> [36 pronunciations of ragged in British English](#)
- <wicked> [264 pronunciations of wicked in British English](#)
- <rugged> [49 pronunciations of rugged in British English](#)
- <beloved> [264 pronunciations of beloved in British English](#)
- <wretched> [115 pronunciations of wretched in British English](#)
- <jagged> [40 pronunciations of jagged in British English](#)

How to pronounce **naked** in British English (1 out of 515):



CLICK HERE TO LISTEN TO A DIFFERENT SAMPLE

## TRABAJOS PRÁCTICOS: ASSIGNMENT 4

Now you are ready to complete ASSIGNMENT 4  on Campus

