

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Прикарпатський національний університет
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Pronunciation Training

WORKBOOK

*Навчально-методичний посібник
для студентів 1 курсу факультету іноземних мов*



Івано-Франківськ

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Навчально-методичний посібник для студентів 1 курсу факультету іноземних мов передбачений для використання на практичних заняттях з методики навчання англійської мови з метою формування їхньої фонетичної компетентності.

Для студентів третього курсу спеціальності 014 Середня освіта, спеціалізації 014.021 – англійська мова і література.

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Introducing pronunciation...

Task 1

Read the poem "The Chaos". What chaos is the poem about?

THE CHAOS

by Gerard Nolst Trenité, 1920

1. Dearest creature in creation,
Studying English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy
Tear in eye, your dress you'll tear,
So shall I! So hear my prayer.

2. Just compare heart, beard and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain,
(Mind the latter how it's written).
Now I surely will not plague you,
With such words as plaque and ague
But be careful how you speak.
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

3. Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

4. Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,
Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.

6. Query does not rhyme with very,
Nor does fury sound like bury.
Dost, lost, post and doth, cloth, loth.
Job, nob, bosom, transom, oath.
Though the differences seem little,
We say actual but vidual.
Refer does not rhyme with deafer.
Foeffer does, and zephyr, heifer.
Mint, pint, senate and sedate;
Dull, bull, and George ate late.
Scenic, Arabic, Pacific, Science, conscience,
scientific.

7. Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

8. Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and succour, four.
Gas, alas, and Arkansas.
Sea, idea, Korea, area,
Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

9. Compare alien with Italian,
Dandelion and battalion.
Sally with ally, yea, ye,
Eye, I, ay, aye, whey, and key.
Say aver, but ever, fever,
Neither, leisure, skein, deceiver.
Heron, granary, canary.
Crevice and device and aerie.

10. Face, but preface, not efface.
Phlegm, phlegmatic, ass, glass, bass.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scourging.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

11. Pronunciation -- think of Psyche!
Is a paling stout and spikey?
Won't it make you lose your wits,
Writing groats and saying grits?
It's a dark abyss or tunnel:
Strewn with stones, stowed, solace, gunwale,
Islington and Isle of Wight,
Housewife, verdict and indict.

12. Finally, which rhymes with enough?
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is: Give it up!

Task 2

- Think of at least one reason why pronunciation matters. Prove your point. judgement? misunderstandings? biases? confidence? profession? exams??
- What is bad pronunciation?
- What is good pronunciation?

Task 3

Complete each gap with a number.

1. For every native speaker of English in the world, there are at least non-native speakers.
2. Approximately% of interaction in English takes place with no native speakers present.
3. At least% of the English language teachers in the world are non-native English speakers.

(Crystal, 2008; Beneke, 1991; Canagarajah, 1999)

Task 4

- What do you think is important in English pronunciation in a global world?
- Would you like to achieve native-speaker pronunciation?

Task 5

Setting personal pronunciation goals

If you don't know what you are trying to achieve, you cannot tell if you have succeeded. Pronunciation goals are heavily influenced by intelligibility, image, language ego/identity, credibility.

Intelligibility

If you cannot be understood when speaking a language, then you do not speak that language. Speech is intelligible when listeners can understand the speaker's intended message. Speech intelligibility is essential to successful communication. However, many accents do not interfere with intelligibility. Thus, we should figure out precisely which pronunciation features lead to communication problems for listeners. In this way, we will be able to identify pronunciation features that should be prioritized.

Intra-national intelligibility is when speakers are intelligible only to speakers from their own or similar communities. Intra-national pronunciations have restricted intelligibility when L1 interference may cause a communication barrier.

International intelligibility is when a speaker's pronunciation is more intelligible in international contexts where English is used as a lingua franca. International intelligibility may be achieved by paying attention to features contained in Jenkins' (2000) Lingua Franca Core (LFC).

Comfortable intelligibility is a pronunciation which can be understood with little or no conscious effort by a native-speaker listener. Such pronunciations may possess some local features from the speaker's native language(s) but not those that would impede wider international intelligibility. Intelligibility is of special importance for certain groups of learners of English. Speakers with some jobs (e.g. airline pilots, hotel staff, call centre staff) need to be very easily understood by a wide range of listeners. For many individual learners, a minimal level of comfortable intelligibility may be all they are aiming for. Sometimes it's complicated to decide on features that influence intelligibility. A lot depends on the context. It helps to guess what is meant. A lot depends on the listener. If a listener has the same native language/the same non-native accent, you are more likely to understand each other.

Image

There may be other learners for whom a minimal level of comfortable intelligibility is not enough. Instead, they would like to be perceived as good confident English speakers. This may be a personal attitude on the part of the speaker towards pronunciation, language learning and education in general. However, it may relate to job prospects. Some professions are usually required to convey the impression of polished English speakers, because poor language skills (including pronunciation) reflect poorly on the professional image of the company they work for.

Language ego / Identity

Language ego refers to the identity that someone has in reference to a language. The way that you speak says a lot about the person you are. It relates to your country of origin and native language(s). Our accent is part of our heritage, part of our personality, and part of our identity. Speakers from a certain country may be proud of their nationality and be happy to speak English with a recognizable accent from that country and language. Such learners may be resistant to acquire a native-like accent of English, feeling that this would affect their personality and identity. Some people intentionally try to adopt another accent to construct a different personality.

Some people attain high levels of proficiency but still retain the sounds and rhythms of their first language when they articulate speech. One example of someone with a high degree of language proficiency, yet with an accent that didn't quite fit in, is Joseph Conrad. He wrote one of the most definitive books in English of all time "The Heart of Darkness". He had such a strong Polish accent that his own wife had difficulties understanding him. He knew English very well but his accent remained. Joseph Conrad was actually very proud of his Polish heritage, language, and culture. These factors may have actually contributed to how he perceived his accent. Why change something that you are proud of?

Credibility

Unfortunately, in society your accent may define how other people perceive you. While accented speech may not be unintelligible, it may be negatively evaluated by listeners. A negative evaluation of your accent will affect the way that you are perceived (for example, as less believable/credible). People are often stereotyped according to their accent. Unfortunately, society has been socialised into believing that some accents are 'better' than others, especially standard accents. Some accents are considered prestigious. A prestige accent means that the accent itself carries some sort of message (e.g. education, origin, status).

Pronunciation goals

Our accents can have an extraordinary impact on our personal and professional lives. For this reason you should be aware of some particular accent features which might cause communication breakdowns.

What are your goals concerning pronunciation? Near native-speaker pronunciation? Comfortable intelligibility? International intelligibility? You may have good reasons to aspire to a British- or an American-type English accent. There can also be situations in which it is useful to have a Standard English accent. However, you should know that it is very difficult to acquire a native English accent.

Task 5

Your Personal Goals

How intelligible or capable of being understood are you? How intelligible do you need or want to be? Use the following pronunciation proficiency continuum to judge your own intelligibility. First, put a check (✓) at a point along the continuum to indicate your intelligibility or your proficiency *now*. Then put an asterisk (*) at a point along the continuum to indicate your pronunciation proficiency goal.

1 2 3 4 5 6

1. Minimal pronunciation proficiency; listener understands only occasional words.
2. Very difficult for listener to understand, even one accustomed to speaking with nonnative speakers; constant repetition is needed
3. Somewhat intelligible to native speakers who are accustomed to speaking with nonnative speakers; frequent pronunciation variations distract the listener and prevent understanding
4. Intelligible to most native speakers; accent and pronunciation variations are somewhat distracting to the listener but rarely interfere with understanding
5. Obvious accent and pronunciation variations, but these do not interfere with understanding and rarely distract the listener
6. Barely detectable accent; pronunciation is almost like that of native speakers; rare, isolated mispronunciations, but no patterns of error

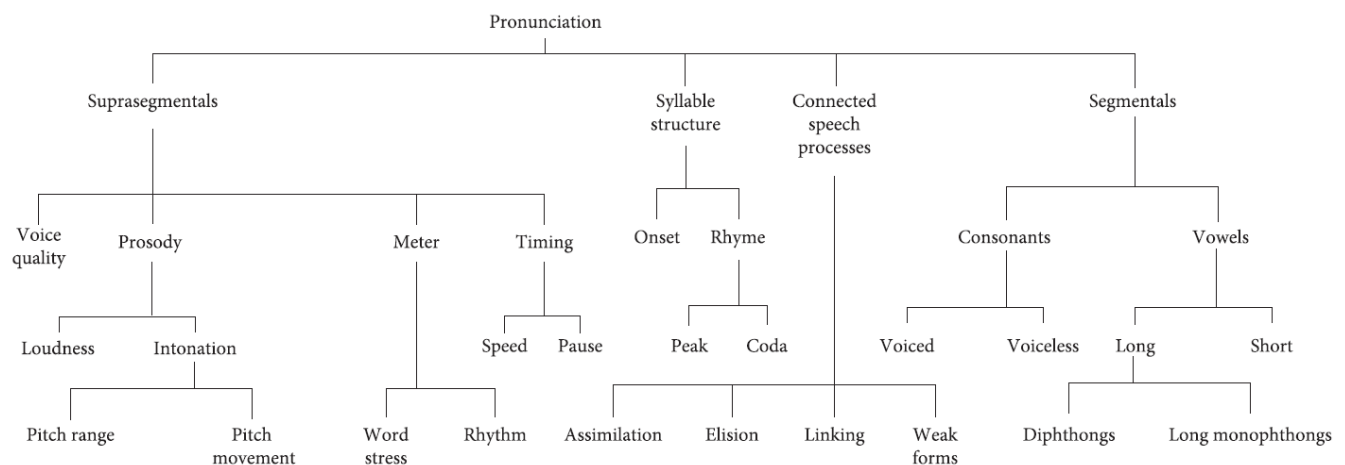
Keep the results of this proficiency continuum. Refer back to the scale midway through the course to reassess your goals.

Something to think about

When setting goals, be realistic. For most adult students of American/British English, achieving near-native pronunciation (position 6+ on the continuum) may not be realistic for the following reasons:

- **It may not be desirable.** Your accent is important because it identifies you with your native language or culture.
- **It may not be necessary.** You can speak American/British English clearly and be fully understood, yet still retain aspects of your accent.
- **It may not be possible.** Most adult learners have great difficulty eliminating all traces of accent.

Barriers to native-like proficiency



Task 6

Listen to the experts who share their ideas about how you can improve your English skills. Eli Hinkel, a professor at Seattle Pacific University, and Marla Yoshida, a Teaching English as a Foreign Language Teacher at the University of California, Irvine, talk about accents and pronunciation. Answer the questions:

1. *Why are goals important?*
2. *What are unreasonable goals?*
3. *Why is it difficult to sound like a native speaker?*
4. *Is it ok to have an accent?*
5. *Are there any benefits to having an accent?*
6. *What can learners do to improve their pronunciation?*

https://drive.google.com/file/d/1r00IxT9utpQ6Q6e_qrhX5xmOsUfzv5KP/view?usp=sharing

Task 7

Watch the video BBC: Smack the Pony-English as a Foreign Language

<https://youtu.be/3iJ9gnt7wNo>

and answer the following questions:

- 1. Which course does she want to take? What level?*
- 2. Why is she refused?*
- 3. Why doesn't she understand English as a foreign language?*
- 4. Why don't foreign people understand her?*

Worksheet 2

Pronunciation Diagnostic: reading

Read the following passage to yourself once or twice to understand the meaning. Then, read it aloud and record it. Save the file as “your surname.mp3”. Download it on the *Padlet* wall to receive your peers’ feedback on your pronunciation difficulties.

A foreign accent undermines a person’s credibility in ways that the speaker and the listener don’t consciously realize, new research at the University of Chicago shows. Because an accent makes a person harder to understand, listeners are less likely to find what the person says truthful, researchers found. The problem of credibility increases with the severity of the accent. “The results have important implications for how people perceive non-native speakers of a language, particularly as mobility increases in the modern world, leading millions of people to be non-native speakers of the language they use daily,” said Boaz Keysar, a Professor of Psychology at the University of Chicago and an expert on communication.

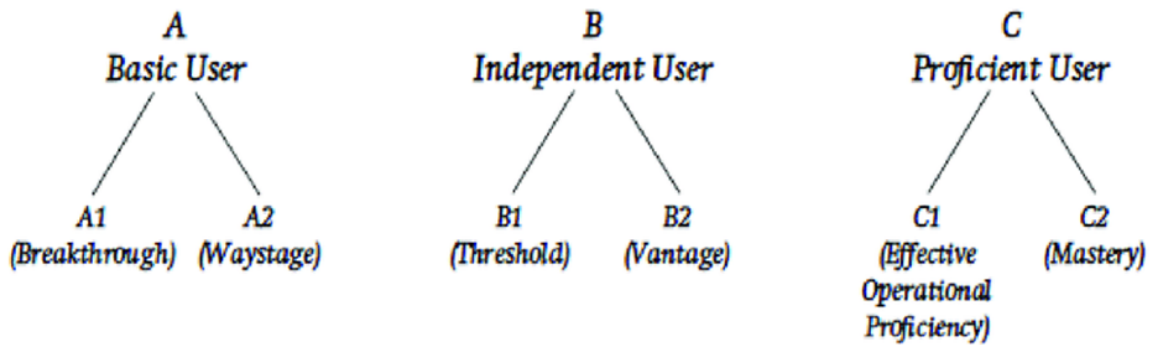
“Accents might reduce the credibility of non-native job seekers, eyewitnesses, reporters or people taking calls in foreign call centers,” said Shiri Levi, lead author of “Why Don’t We Believe Non-native Speakers? The Influence of Accent on Credibility,” written with Keysar and published in the current issue of the Journal of Experimental Social Psychology. Levi is a post-doctoral researcher at the University whose work focuses on the interactions between native and non-native speakers. To test the impact of accent on credibility, American participants were asked to judge the truthfulness of trivia statements by native or non-native speakers of English, such as, “A giraffe can go without water longer than a camel can.” Simple prejudice could affect ratings of truthfulness, so the researchers tried to minimize that effect by telling participants the information in the statements was prepared for the speakers and was not based on the speakers’ own knowledge.

*From Sheri Levi-Ari & Boas Keysar. (2010). ‘Why don’t we believe non-native speakers? The effect of accent on credibility.’ *Journal of experimental social psychology* 46: 193-196.

Worksheet 3

Look through the requirements of the CEFR for pronunciation at different levels of proficiency. Which level have you achieved? Which level would you like to achieve?

The **Common European Framework of Reference for Languages (CEFR)** is an international standard for working out a person's ability within a language.



				Phonological control		
		Overall phonological control	Sound articulation	Prosodic features		
C2		Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of their message are clear and precise. Intelligibility and effective conveyance and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).		
C1		Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent(s) retained from other language(s) may be noticeable, but they do not affect intelligibility.	Can articulate virtually all the sounds of the target language with a high degree of control. They can usually self-correct if they noticeably mispronounce a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what they mean to say.		
B2		Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility.	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from their repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. while reading).	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from the other languages they speak.		
B1		Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak.	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with.	Can convey their message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from the other language(s) they speak.		

Personal pronunciation plan

Outline the goals that you would like to achieve regarding pronunciation. This will serve as a document that should be presented at the end of the semester to show the progress that you have made.

What is my area for improvement?	How will I reach it? How long will it take?	What was the outcome?
1. 2. 3.		

Other pronunciation difficulties

In the process of learning you might find out that there are some other aspects of pronunciation that should be improved. Make a list of them. These difficulties may become your goals in the next semester of pronunciation training. Note down how you are going to address these problems (e.g. which exercises you're planning to do).

	Pronunciation problems	Date	Troubleshooting
1.			
2.			
3.			

Worksheet 4

Task 1 Ukrainian Specific Pronunciation Problems

The pronunciation problems that you face are largely due to interference from your mother tongue. English contains some sounds that the Ukrainian language doesn't have and vice versa. There are some problems that are common for Ukrainians. Listen to your peers' recordings on the *Padlet* wall and specify the common issues that they have with English pronunciation. To analyse their pronunciation, look through the questions in Task 2 "Individual Pronunciation Needs Assessment" or research some information about typical features of the Ukrainian accent on the Internet.

Ukrainian Specific Pronunciation Problems	
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•	
•	
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Task 2

Try to analyse your own pronunciation. Have you noticed any problems? Read the checklist questions below and answer Yes or No.

Individual Pronunciation Needs Assessment

	Checklist questions	Yes	No	Examples
1.	Do you always pronounce a consonant at the end of a word? Do you leave out word endings?			'six' for 'sixth', 'fas' for 'fast'
2.	Do you break up clusters and insert a vowel?			/fɪləm/ for 'film', /kloʊðɪz/ for 'clothes' /kləʊðz/
3.	Do you replace diphthongs with monophthongs?			'want' vs 'won't', /dɒnt/ for 'don't' /dəʊnt/
4.	Do you make a distinction between short and long vowels?			'leave' vs 'live' 'pool' vs 'pull'
5.	Do you use a sound from your native language instead of an English sound?			'x' for 'h' 'c' for 'th'
6.	Do you pronounce silent letters?			'ansWer' for 'answer', deBt for 'debt'

7.	Which consonants are difficult to pronounce for you?			[p], [h], [ŋ], [θ], [ð], [ə:], [r], [l]
8.	Do you pronounce consonant clusters at the beginning of words?			'abtrakt' for 'abstract'
9.	Do you pronounce consonant clusters at the end of words?			'abstrak' for 'abstract'
10.	Do you pronounce consonants [p], [t], [k] with or without aspiration?			a pet, take, a cat
11.	Do you make a distinction between voiced and voiceless consonants?			'sad' vs 'sat', 'very' vs 'ferry'
12.	Do you drop [h]?			'ello' for 'hello'
13.	Do you make a clear distinction between [w] and [v]?			'vet' for 'wet'
14.	Do you pronounce a clear [l] at the end of a word?			'little'
15.	Do you link words or do you pronounce them separately?			the apple, an egg, give up
16.	Do you pronounce [s], [t] or [f] instead of [θ]?			'fink' for 'think'
17.	Do you pronounce [z] or [d] instead of [ð]?			'dis' for 'this'
18.	Do you pronounce the third-person singular verb endings correctly?			/wəʃz/ for /wəʃɪz/ 'washes'
19.	Do you pronounce the past tense verb endings correctly?			/wɜ:kɪd/ for /wɜ:kt/ 'worked' /ʃəʊwɪd/ for /ʃəʊd/ 'showed'
20.	Do you pronounce [ŋg] or [ŋk] instead of [ŋ]?			/sɪŋg/ for /sɪŋ/
21.	Do you pronounce [e] instead of [æ]?			/bed/ for /bæd/
22.	Do you make a clear distinction between [ɪ] and [i:]?			seat vs sit heat vs hit
23.	Do you stress function words?			do, does, it, he, she, to, the, a, in, will, did, an
24.	Do you pronounce the [h] sound like the Ukrainian [x]?			/xet/ for 'hat'
25.	Do you pronounce the [r] sound like the Ukrainian [p]?			/ped/ for /red/
26.	Do you pronounce the [ə:] sound like the Ukrainian [y], [e] or [йо], etc.?			/туh/ for 'turn', /бeн/ for 'burn', /хйо/ for 'her'

Task 2 Assessing the progress

Read the following story once or twice to understand the meaning. Then, read it aloud and make an audio recording of your English pronunciation. At the end of the course, you should make the second recording of reading this story. It should be downloaded to the Padlet wall (<https://padlet.com/ibilyanska/pu1zisl4ler2zz96>) . The two recordings will be used to assess the progress that you have made.

The Bee and the Caterpillar

Said the buzzing bee to the crawling caterpillar, "I'm very happy. Autumn is coming!"

Said the depressed insect to the excited one, "Everything excites you. Is there anything you do not find exciting or amazing?" The caterpillar answered in a bored tone, "I see the world as it is. I'm surprised that you are able to see it differently."

The bee grew annoyed. It buzzed in anger, "I see the same world as you, but I am able to see past...all that is saddening and horrifying. I choose to see all that is interesting and beautiful. My way is much more gratifying"

The caterpillar was confused. It saw autumn as anything but wonderful. "What is so thrilling about the coming of autumn?... Do you know what autumn means to an insect like me? The ground grows hard and the wind grows cold. Leaves fall and make it difficult for me to move."

"I'm shocked by your pessimism!" cried the bee. "Is that all you are able to see?..." To see?" asked the bee. "Autumn brings changes of astonishing beauty. Do you ever look at the leaves before they fall? In autumn whispering winds blow, and hundreds of red, orange, and yellow leaves wave on branches. The dancing leaves make the trees look alive...The air becomes cooler after summer ends. I find this change to be refreshing. I love to see the shining moon on a cool, autumn night."

"I do not see what you see. What you see is too far above my head."

"You do not see because you do not try. Have you ever tried to do more than crawl?"

"I have no wings to help me fly."

"Then find a different way to get where you want to go. If you want a better view, climb upward."

The caterpillar was a little embarrassed because it had never thought about trying to climb. It had always crawled. How much time had been wasted! The caterpillar decided to wait until the bee buzzed away. Then it crawled over to the nearest tree and began to climb.

The caterpillar took the rest of the day to make it halfway up. By sunset the little insect was tired. The climb had been exhausting. The caterpillar decided to rest for the night. The wind was refreshing but cool...Without thinking, the caterpillar began to cover itself with a warm, silk cocoon and fell asleep. The caterpillar slept. It slept and slept. It then slept some more.

When the caterpillar finally awoke, it had trouble remembering where it was. It began to move out of the cocoon. The first thing it saw when it came out was a variety of colors. Red, orange, and yellow leaves looked beautiful against the blue sky. A soft wind blew past its ears and over its body. The caterpillar found itself being lifted into the wind.

It slowly understood that a surprising and wonderful change had occurred while it had been sleeping in the cocoon. Two beautiful wings were now carrying the insect through the air. It opened its eyes widely and saw the world from a whole new point of view ”

Transcription

Text 1

weə wʊd wi: bi: wɪ 'ðəʊt 'læŋgwidʒ? wi:d ɔ:l bi: ɪn 'aʊər əʊn
wɜ:lɪz ænd wi:d 'nɛvə 'ri:li hæv ə laɪf. kæn ju: ɪ'mædʒɪn
'nɛvə 'tɔ:kɪŋ tu: 'ɛniwʌn? ɒv kɔ:s ɪf ðeə wɒz nəʊ
'læŋgwidʒ, wi: 'wʊdnt bi: 'eɪbl tu: ju:z 'bɒdi 'læŋgwidʒ ɔ:
saɪn 'læŋgwidʒ. ðə fækt ðæt wi: du: hæv 'læŋgwidʒɪz mi:nz
wi: hæv gɒn tu: ðə mu:n ænd bɪlt θɪŋz laɪk ði 'ɪntə,nɛt – wɪtʃ
'ɔ:l səʊ ni:dz ə 'spɛʃəl kəm'pjʊ:tə 'læŋgwidʒ tu: wɜ:k
'prɒpəli. aɪ θɪŋk 'læŋgwidʒ ɪz ə 'meɪzɪŋ. ɪt mi:nz wi: kæn tɛl
'ɛniwʌn 'ɛniθɪŋ. aɪ 'ɒf(ə)n θɪŋk ɪts ə ʃeɪm ðeər ɑ: səʊ 'mɛni
'læŋgwidʒɪz ɪn ðə wɜ:lɪd. ɪf ðeə wɒz 'əʊnli wʌn 'læŋgwidʒ,
wi: kʊd ɔ:l kə'mju:nɪkeɪt 'bɛtə. pə'hæps ðæt weɪ, wi:d ɔ:l
'lʌndə'stænd wʌn ə'nʌðə 'bɛtə. wɒt wʊd ðə wɜ:lɪd
'læŋgwidʒ bi: æt ðə 'məʊmɛnt, 'ɪŋglɪʃ.

Text 2

ˌɛdʒu(:)'keɪʃən ɪz wʌn ɒv ðə məʊst ɪm'pɔ:tənt θɪŋz ɪn 'aʊər
laɪvz. dəʊnt ju: ə'gri: It kæn meɪk ðə 'dɪfrəns bɪ'twi:n
sək'sɛs ænd 'feɪljə. ən ˌɛdʒu(:)'keɪʃən kæn brɪŋ ʌs 'nɒlɪdʒ
ænd meɪk ʌs rɪtʃ. ɪn rɪtʃ 'kʌntrɪz, 'pi:pl ɑ: 'lʌki tu: hæv gʊd
sku:lz. 'tʃɪldrən stɑ:t 'lɜ:nɪŋ frɒm ə 'vɛrɪ jʌŋ eɪdʒ. ðeɪ kæn
'fɜ:ðə ðeər ˌɛdʒu(:)'keɪʃən ænd gəʊ tu: 'haɪər ˌɛdʒu(:)'keɪʃən
ɔ: ˌju:nɪ'vɜ:sɪti. ɪn dʒə 'pæn, ðeər ɑ:r 'i:vən 'praɪvɪt sku:lz fɔ:
'beɪbɪz tu: lɜ:n 'ɪŋglɪʃ. ɪts ə ʃeɪm ðæt ɪn 'mɛni rɪtʃ 'kʌntrɪz,
'mɛni 'tʃɪldrən dəʊnt wɒnt tu: lɜ:n. pə'hæps sku:lz ni:d tu:
faɪnd 'bɛtə weɪz tu: tɪ:tʃ səʊ 'tʃɪldrən wɒnt tu: lɜ:n. ɪts sæd
ðæt ɪn 'mɛni pɑ:ts ɒv ðə wɜ:lɪd, 'tʃɪldrən wɒnt tu: lɜ:n bʌt

kɑ:nt. meɪk ʃʊə ju: 'nɛvə stɒp 'lɜ:nɪŋ. ,ɛdʒu(:)'keɪʃən ɪz ðə ki: tu: ə 'betə 'fju:tʃə.

Text 3

ɪts ha:d tu: bɪ'li:v ðæt nəʊ wʌn hæd kəm'pju:təz ə fju: ʤiəz ə'gəʊ. aɪ 'wʌndə haʊ 'pi:pl lɪvd. ðeə mʌst hæv bi:n ə lɒt ɒv 'peɪpə ,wɜ:k. aɪ kɑ:nt ɪ'mædʒɪn 'raɪtɪŋ 'ɛvrɪθɪŋ baɪ hænd. aɪ 'ɔ:lsəʊ 'wʌndə haʊ 'ɛvrɪθɪŋ wɜ:kt wɪ'ðaʊt kəm'pju:təz. wɪ: ni:d kəm'pju:təz tə'deɪ fɔ:r 'ɛvrɪθɪŋ. 'hɒspɪtlz, 'eəpɔ:ts, ðə pə'li:s... 'nʌθɪŋ kæn wɜ:k wɪ'ðaʊt kəm'pju:təz. aɪm ʃʊər aɪd bi: tɛn taɪmz 'bɪzɪə ðæn naʊ ɪf aɪ dɪdnt hæv ə kəm'pju:tə. ɪ'mædʒɪn 'hævɪŋ tu: faɪnd ə pi:s ɒv 'peɪpər ænd ən 'ɛnvələʊp ænd ðɛn 'wɔ:kɪŋ daʊn ðə stri:t tu: meɪl ə 'lɛtə! aɪ lʌv maɪ kəm'pju:tə. ɪt meɪks 'ɛvrɪθɪŋ ɪn maɪ laɪf səʊ kən'vɪ:niənt. ʃʊə, ɪt 'fri:zɪz ænd 'kræʃɪz 'sʌmtaɪmz. ʃʊər aɪ lu:z sʌm 'deɪtə. bʌt ðæts nɒt 'ɒf(ə)n. məʊst ɒv ðə taɪm maɪ kəm'pju:tər ɪz laɪk maɪ bɛst frɛnd.

Text 4

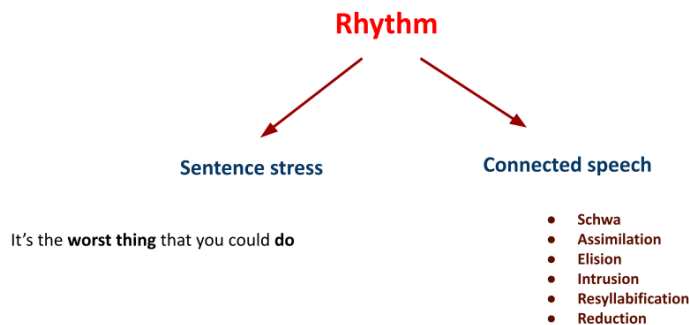
aɪ θɪŋk ði 'ɪntə ,nɛt ɪz ðə 'greɪtɪst ɪn'venʃən 'ɛvə. θɪŋk haʊ ɪt hæz tʃeɪndʒd ðə wɜ:ld. səʊ mʌʃ ,ɪnfə'meɪʃən ɪz aʊt ðeə. ɪt hæz 'təʊtli tʃeɪndʒd maɪ laɪf. aɪ kæn tʃæt wɪð frɛndz, ,daʊn'ləʊd 'mju:zɪk, baɪ bʊks ænd get ɔ:l ði 'ɪnfəʊ aɪ ni:d fɔ: maɪ 'həʊm ,wɜ:k. ɪt tʊk deɪz ɔ: wɪ:kz tu: du: 'ɛni ɒv ðɪ:z θɪŋz bɪ'fɔ: ði 'ɪntə ,nɛt. aɪ spɛnd 'ʌʊəz 'ɛvrɪ deɪ 'ɒn ,laɪn. aɪ θɪŋk aɪ spɛnd ə 'lɪtl tu: lɒŋ. aɪm ʃʊə 'steərɪŋ æt ə kəm'pju:tə skri:n ɔ:l deɪ 'ɪznt gʊd fɔ: maɪ aɪz. aɪ θɪŋk ɪts 'ɔ:lsəʊ 'meɪkɪŋ mi: fæt. aɪ ni:d tu: 'ɛksəsaɪz ə 'lɪtl mɔ:. ði 'əʊnli θɪŋ aɪ dəʊnt laɪk ə'baʊt ði 'ɪntə ,nɛt ɪz ðæt ɪt kæn bi: 'deɪndʒrəs. aɪ dəʊnt 'ri:li laɪk 'pʊtɪŋ maɪ 'pɜ:snl ,ɪnfə'meɪʃən 'ɒn ,laɪn, ɪs'pɛʃəli ɒn 'səʊʃəl 'nɛtwɜ:kɪŋ saɪts laɪk 'feɪs ,bʊk.

Text 5

hæv ju: 'evə θɔ:t hæv streindʒ 'fæʃən ɪz? 'pi:pl tɛl ʌs wɒt kləʊðz tu: weə.
ðæts wiəd. 'fæʃən stɔ:z tɛl ʌs wɒt ɪz "ɪn" ðɪs 'sɪmər ɔ: ðɪs 'wɪntə. 'pi:pl
ðen baɪ ðə seɪm kləʊðz ænd lʊk laɪk 'envɪwɪn ɛɪs bɪ'kɔz ðeɪ wɒnt tu: fi:l
'tɹendi. ðə θɪŋ ɪz, 'fæʃən ɪz ə'baʊt 'bi:ɪŋ ən 'ɪndɪ'vɪdʒʊəl, bʌt ðen wi: ɔ:l
weə kləʊðz ðæt ɑ: ðə seɪm æz 'envɪwɪn 'ɛɪsɪz! 'ki:pɪŋ ʌp wið 'fæʃən ɪz
ɪks'pɛnsɪv ði:z deɪz. 'envɪwɪn ɪz 'ɪntu: brænd 'fæʃən. hæv ju: sɪ:n hæv
mʌtʃ ðə məʊst 'fæʃnəbl 'sni:kəz ɑ:ʔ hæv kæn kɪdz ə'fɔ:d ðəʊz? ðə
'kreɪzɪst 'fæʃən ɪz ðə 'lʌkʃəri brændz. 'pi:pl spɛnd ə mʌnθs 'sæləri, ɔ:
mɔ:, ɒn ə 'hændbæg ɔ: wɒtʃ. ðæts 'kreɪzi. aɪm 'hæpi wið ən ʌn'nəʊn
brænd æt ha:f ðə praɪs. aɪ dəʊnt maɪnd 'bi:ɪŋ ʌn'fæʃnəbl.

Worksheet 6

The rhythm of the English language. English is a very rhythmical language so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. The 2 components of the system which have the greatest influence on rhythm are **sentence stress** and various features of **connected speech**. Therefore, **rhythm** is a product of sentence stress and what happens to the words and sounds between the stresses.



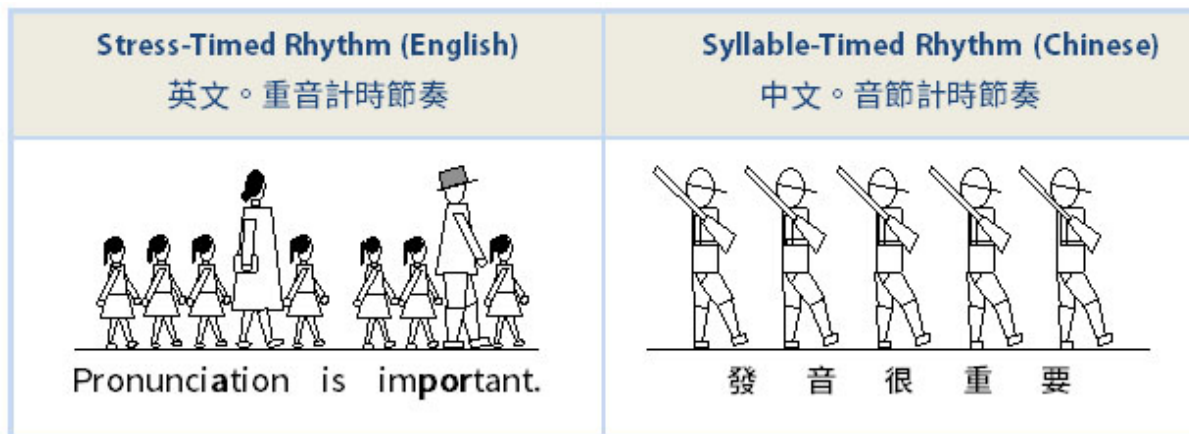
Sentence stress

In any sentence, some words carry stress. These are strong or lexical words (usually nouns, verbs, adjectives and adverbs). The remaining words are grammatical words and are unstressed or “weak” (conjunctions, pronouns, prepositions, auxiliaries, articles). **Sentence stress** is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm, sounds unnatural and does not help the listener to distinguish emphasis or meaning.

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a **stress-timed language**. In most languages the more syllables there are, the longer it takes to say something. That’s because each syllable is more or less the same length as the other syllable. Languages that work like this are called **syllable-timed languages**. English is not a syllable-timed language. Because in English syllables

are not similar in length. Some syllables are very long. They take a long time to say. Other syllables in English are very short. English is a stress-timed language.

Look at this illustration. The English rhythm is composed of adults (stressed syllables) and children (unstressed syllables) which suggests that the English has different length. By contrast the Chinese rhythm is composed of soldiers (each soldier represents a syllable) which suggests that Chinese has the same length in all syllables.



Task 1 Does it take the same amount of time to pronounce these sentences?

Dogs chase cats.

The dogs chase cats.

The dogs chase the cats.

The dogs will chase the cats.

The dogs will be chasing the cats.

Task 2

Auxiliary verbs have weak and strong forms. Complete the following table.

Auxiliary verb	Weak form	Strong form
do	[də] or [du]	[du:]
does		
have		
has		
were		

was		
can		

Homework

1. Watch:

https://www.youtube.com/watch?v=1Ha15yy0lWo&ab_channel=EnglishPronunciationRoadmap and answer the questions:

- What is the difference between stress-timed and syllable-timed languages?
- What type of sentence rhythm does the English language have: *stress-timed* or **syllable-timed**?

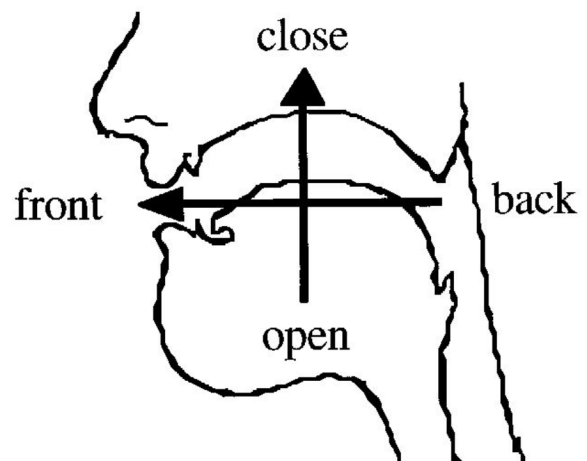
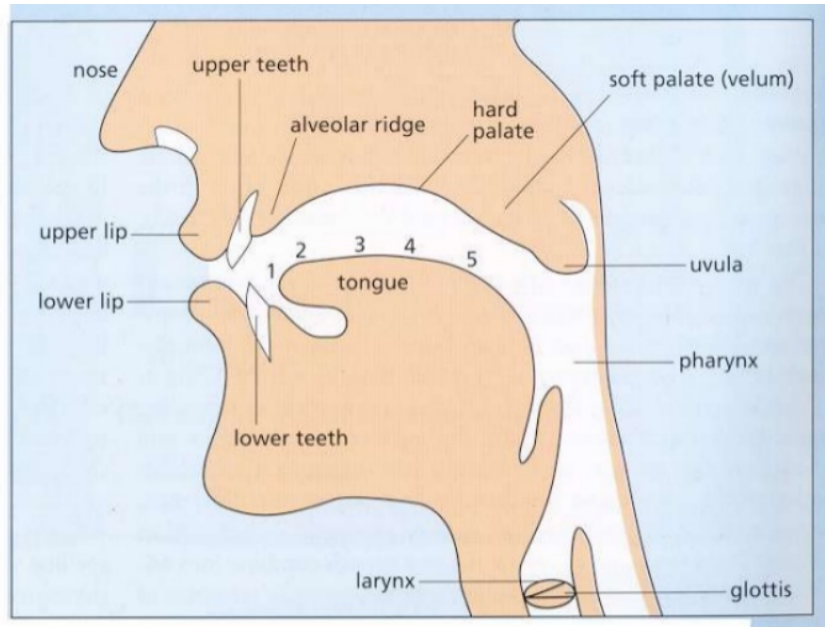
2. Watch the following introduction to connected speech

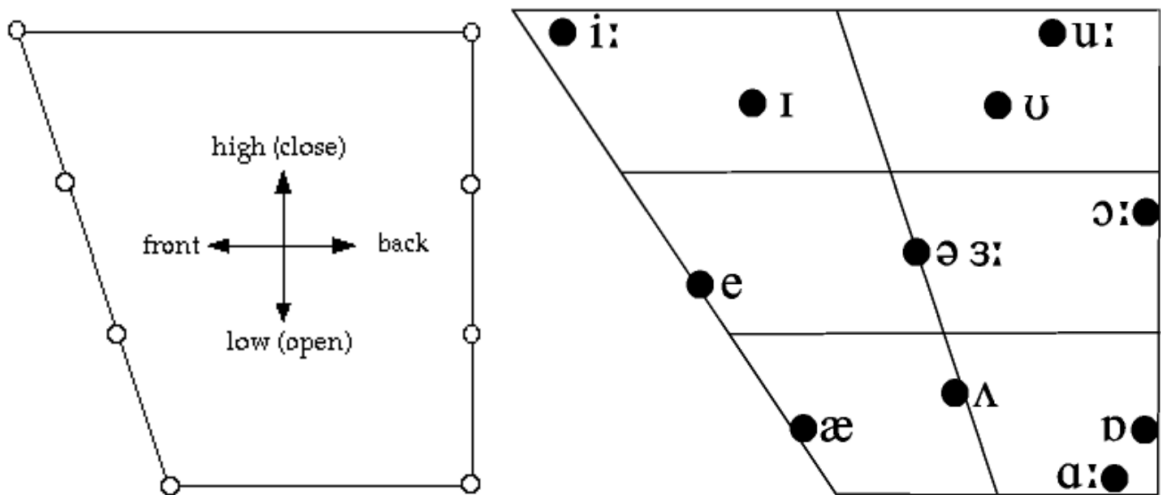
https://www.youtube.com/watch?v=4VnSAr9No6k&ab_channel=ElementalEnglish and choose the correct option below:

- In English, *meaning* / *grammar* words are stressed.
- The pitch is the *highest* / *lowest* for these stressed words.

Practise the sentence: Take a bite out of an apple.

Worksheet 7





Worksheet 8

International and regional accents

Task 1

Watch the video and answer the questions:

Do Indians Know How Their English Accent Sounds? | ASIAN BOSS

https://www.youtube.com/watch?v=dJgoTcyrfZ4&ab_channel=AsianBoss

Do Indians Know How Their English Accent Sounds?

- What is your general impression of the speakers and their English?
- What do you notice about the speakers' pronunciation?
- Are there any features that sound unusual?
- Are there any features that make their speech hard for you to understand?
- Are there any features that you like, or don't like? Why?
- How good do you think their pronunciation is? What do you understand by "good"?



Task 2

Watch the video and answer the questions:

The Candidate #1 | Crazy Grammar

https://www.youtube.com/watch?v=MU42JDczl0w&ab_channel=Universit%C3%A9Paris-Saclay

The Candidate #1 | Crazy Grammar

1. What is the plot of this video?
2. What “foreign” accent is it?
3. Is this accent intelligible enough?
4. What features of this accent have you noticed?



Task 3

Watch the film and answer the questions:

Outsourced | Full Romantic Comedy Movie | Asif Basra

https://www.youtube.com/watch?v=II9x9cKpwHc&t=9s&ab_channel=MovieCentral

Outsourced | Full Romantic Comedy Movie | Asif Basra

- What is the plot?
- How is it related to the topic of our classes?
- How important is a good pronunciation / an intelligible accent?



Task 4

Watch the music video clip and answer the questions:

https://www.youtube.com/watch?v=zhGnuWwpNxl&feature=emb_logo&ab_channel=Namewee

Funny Japanglish song

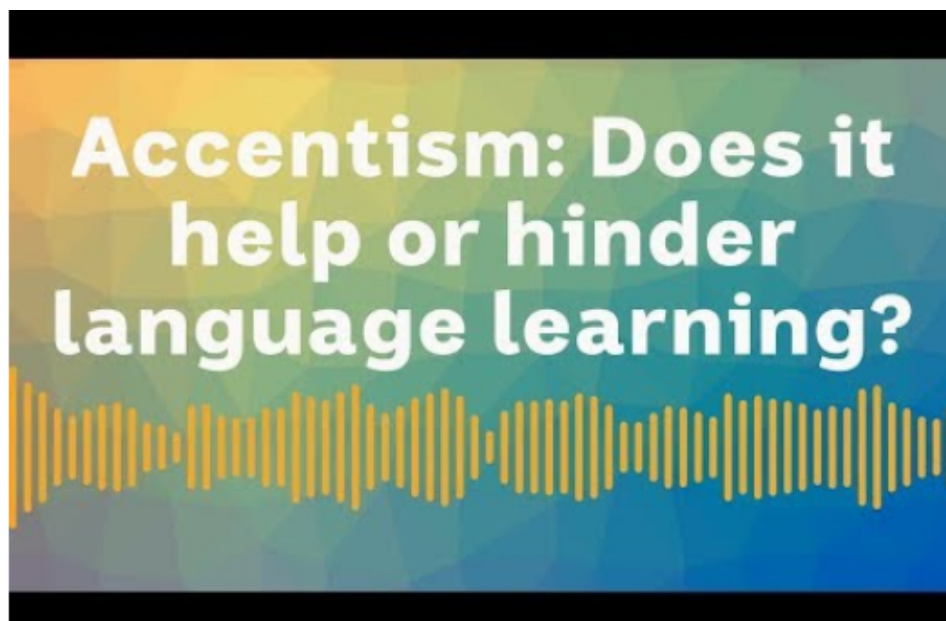
What is the plot of this music video clip? What story does it tell?



Task 5

Accent is something that is unique to each person, and expresses a part of where they come from. For that reason, having an accent, or being unable to speak English perfectly is something that you shouldn't worry too much about. Listen to this discussion to learn more about the problem of 'accentism' in the classroom. *Does it help or hinder language learning?*

https://www.youtube.com/watch?v=eLlHA--KKIY&t=1s&ab_channel=ABCEducation



Task 6

Watch the video and take some notes:

<https://pod.univ-cotedazur.fr/video/4626-accentism-new-classism-determines-social-status-in-uk/>

'Accentism' New classism determines social status in UK



Task 7

Watch a selection of clips featuring British people with upper-class 'posh' accents: Prince Charles, Lord Sumption, Jacob Rees-Mogg, Boris Johnson, The Duchess of Cambridge, Tilda Swinton, Emma Watson, Phoebe Waller-Bridge, Tom Hiddleston, Benedict Cumberbatch, Rose Leslie.

https://www.youtube.com/watch?v=EHgrDDwXkTA&ab_channel=JadeJoddle-SpeakWell

Upper-class Accent Examples



Worksheet 9

QUIZ

1. There are 26 sounds in English – true or false?
2. Are the sounds **w** and **j** vowels or consonants?
3. Which sound connects all the following words?
won young flood funny
4. A diphthong is two vowel sounds run together – true or false?
5. Read the following sentences correctly:
 - a. *The bandage was wound around the wound.*
 - b. *We must polish the Polish furniture.*
6. How many syllables are in the word “interesting”?
7. All words have a stressed syllable – true or false?
8. In a sentence, the content words (such as verbs and nouns) are always stressed – true or false?
9. How do you pronounce the word “was”?
10. The longer the sentence, the more words will be stressed – true or false?
11. Read the following sentences correctly:
 - a) *Let us project our project.*
 - b) *The soldier decided to desert his dessert in the desert.*
12. English is a syllable-timed language – true or false?
13. Drilling refers to a type of audio lingual technique based on students repeating

a model provided by the teacher – true or false?

Worksheet 10

Speaking: focus on pronunciation

Individual Sounds

In order to be understood easily by the examiner you must first master all of the individual sounds in the phonemic chart.



.....

Word Stress

Each word has a number of syllables and some of these are emphasised more than others, giving each word its own stress pattern.



.....

Sentence Stress

Within each sentence certain words or syllables are emphasised more than others, often the words that carry the most meaning.



.....

Weak Sounds

Other words in a sentence change so that they sound weaker than normal. This also helps with our fluency.



.....

Linking Words

When native speakers talk they often join certain words together, known as connected speech.



.....

Intonation

This is the natural rise and fall in tone that can indicate how someone feels about the words they are saying.

Intelligibility: very good=5 good enough=4 satisfactory=3 bad=2-0

Linking: good=2 satisfactory=1 bad=0

Pausing: logical=2 inappropriate=0

Sentence stress: good=2 bad=0

Word stress: correct=2 1-2 errors=1 more than 2 errors=0

Global errors/phonemic errors: no=1 some=0

Local errors/phonetic errors: some=1 a heavy accent=0

15 points



“Poor is the pupil that does not surpass his
master”

Leonardo Da Vinci