



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Pronunciation: Phonetics and Phonology

Guía didáctica



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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

English Pronunciation: Phonetics and Phonology

Didactic Guide

Author:

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English Pronunciation: Phonetics and Phonology

Didactic Guide

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Universidad Técnica Particular de Loja



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1. Informative data

1.1. Presentación de la asignatura



1.2. UTPL Generic Competences

- Team work
- English ability to communicate
- Commitment and social involvement
- Ethical behavior, organization and time planning

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1.3. Program specific competencies

- Identifies the basic acoustic and articulatory phonetics and phonological theories.
- Applies their knowledge of English phonetics and phonology to improve their own pronunciation and correct and assess the pronunciation of others.

1.4. Issues addressed in the course

Limited didactic and methodological knowledge as well as scarce critical and reflexive thinking development



2. Learning methodology

Dear student,

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies such as cooperative learning that students have to work in teams in order to attain a higher-level of achievement and strategies are used, including lecture/presentation, discussions, video discussions, research, activities using technology among others.

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The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The academic resources that will be used throughout the learning of the contents of this course are: virtual guide, virtual platform, academic plan, and academic resources.

Being a distance student demands a lot effort, responsibility and discipline. The following tools will result very useful for you to acquire the contents of this subject and attain the objectives as a successful student.

This virtual guide has been specially designed to help you understand contents in this course better. It includes seven units that will take you to the development of different learning activities.

The information included in this virtual guide has been taken from reliable sources and textbooks that have been selected because of their relevance and contribution for any student who is studying to be an English teacher. These resources will cover teaching essential topics and basic aspects necessary to achieve the foreseen competences and become successful teacher of English as a Foreign Language.

I wish you lots of success, and I advise you to trust yourself always and to give your best in everything you do. At the end you will realize that nothing is impossible if you really want it and are constant in the wish of achieving your goal. Turn in your activities on time and fulfill them with responsibility.

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3. Academic guidelines per learning outcome



First term

Learning outcome
1

Identifies the basic acoustic and articulatory phonetics and phonological theories.

Contents, resources and recommended learning activities

Through the study of this unit, students will learn the main concerns of the subfields of Linguistics: PHONETICS and PHONOLOGY, get acquainted with branches of Phonetics, acquire the knowledge of the role of the Reform Movement in the creation of The International Phonetic Alphabet and Phonemic Transcription as a tool to the oral approach and contribution to production of the target language.



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Unidad 1. The fields of Phonetics and Phonology

1.1. Main concerns of Phonetics and Phonology



Source: [Enlace web](#)

Dear student,

Let us start our course of English Phonetics and Phonology: pronunciation.

English is studied as a foreign or second language by millions of people worldwide. Effective communication is the prerequisite for mutual cooperation, and this can be accomplished through a knowledge of the second or foreign language. The success of this communication depends to a great extent on the appropriate usage of the target language including correct grammar structure, and clear or understandable pronunciation of the sounds of the foreign/second language.

The science that deals with the language related issues is **Linguistics**. This science is defined as the scientific study of

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human language by focusing on it from several perspectives as its grammatical, morphological, lexical and sound systems.

The main branches of Linguistics are: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics.

The study of the sounds of speech is divided into the disciplines of **phonetics and phonology**.

Both Phonetics and Phonology are concerned with the sounds of languages, with the speech process, with the ways all the humans produce and perceive the sounds and speech.

What do you know about phonemic sounds? How are they produced? Can you define Phonetics? How about Phonology? What is the difference between these two branches of Linguistics? What is the field of study that they are categorized under? And, how can we teach pronunciation? Why do we need to study pronunciation? How can the knowledge of this subject help you become a more skilled professional? During this course, we will try to answer these questions.

Let us analyze both sound-concerning disciplines in the following academic resource.

PHONETICS

It is the study of sounds used in speech, the physical properties of all the sounds humans are able to produce and perceive.

Phonetics: It is the discipline that:

- Studies speech sounds as physical objects. It is an empirical science based on the observation of facts.
- Studies human speech sounds, how these sounds are produced and methods for their classification.
- Is concerned with the human sound-producing capacity and analyzes the whole range of possible speech sounds. (Fasold, R. 2006).

Phonetics analyzes and describes the way the sounds are received and understood, or decoded, by the human brain, and explains the way these sounds are produced.

Phonetics is concerned with anatomy and physiology of speech, identification and methods for the classification of individual sounds, analysis and measurement of acoustic properties of the sounds, and description of how the sounds are perceived by human ear.

Phonetics deals with universal properties of speech and with the human sound-producing capacity and analyzes the whole range of possible speech sound.

Broadly speaking, Phonetics answers these questions:

- *How are speech sounds made?*
- *How many different sounds do languages use?*
- *How does sound travel through the air?*
- *How can we measure speech?*

As you can understand, Phonetics is a description of sounds. It is strictly about audible sounds and the things that happen in your mouth, throat, nasal and sinus cavities, and lungs to produce those sounds.

For example, in order to produce the word “bed,” you start out with your lips together. Then, air from your lungs is forced over your vocal

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chords, which begin to vibrate and make noise. The air then escapes through your lips as they part suddenly, which results in a /b/sound. It's strictly physical.

Phonetics uses a very useful tool to represent the spelling system – phonetic transcription (signs to represent the different sounds). You will learn about phonetic transcription in the next sections of this guide.

So we can summarize that in the following definition:

Phonetics is the study of speech sounds, their physical properties, the way they are received and decoded by the brain, and the way they are produced. (Rowe, 2009)

Phonetics plays an important role in foreign language teaching. It is important for sound transmission.

The field of Phonetics is sub-divided into several branches. In the following subsections we are going to focus on three of them: Auditory, Acoustic, and Articulatory.

In order to learn about the branches of Phonetics please consider the following Learning Resources:

BRANCHES of Phonetics.

PDF # 1 Auditory Phonetics

[Study Resources](#)

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This branch of Phonetics refers to the study of HOW sounds are received by the ear and decoded by the brain (Rowe, B. 2016).

After learning the material referring to branches of Phonetics, AUDITORY, please, do the following recommended task:



Recommended learning activities

Please, watch this video that explains the main focus of Auditory Phonetics.

Video : Phonology- Auditory system , available at:

[PH0131 - The Auditory System](#)

After watching this video, answer these questions:

- What is the main focus of Auditory Phonetics?

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- How can it help you in learning and understanding of English sound system?
-
-
-

Next subsection deals with Acoustic Phonetics. Go for it!

1.1.2. Acoustic Phonetics

The next branch of Phonetics you need to be acquainted with is ACOUSTIC.

To learn about this subfield of Phonetics please consider the following learning resource:

PDF # 2 Branches of Phonetics: Acoustic

Study Resources

Acoustic phonetics- it studies the physical properties of speech sounds; frequency, amplitude during sound transmission from speaker to hearer, from mouth to ear

(Fasold, 2006). It focuses on the sound that is produced when a person speaks. The aim of acoustic phonetics is to understand the acoustic properties of speech, and how that speech is perceived by the listener's ears.

After learning the material about Acoustic Phonetics, please, do the following recommended activity.



Recommended learning activities

Please, watch the video ACOUSTIC PHONETICS that explains this branch of Phonetics available at:

Acoustic Phonetics

After watching the video, please answer these questions:

1. What is the main focus of Acoustic Phonetics?

2. What are the differences between Acoustic and Auditory Phonetics?

3. In what way the knowledge of Acoustic Phonetics is useful for your studies of English?

1.1.3. Articulatory Phonetics

The next branch of Phonetics, **Articulatory**, has a special interest for us, since it deals with ARTICULATION of the sounds.

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To learn in a more detailed way about this branch of Phonetics, please consider the attached learning resource in PDF FILE)

PDF # 3 Articulatory Phonetics

Study Resources



Source: [Enlace web](#)

Articulatory Phonetics studies the nature and limits of human ability to produce speech sounds and describes the way these sounds are delivered (Fasold, 2006). It is the study of the production of speech sounds.

The next subsection briefly explains the field of Phonology, its concerns and main focus. Let us learn it!

1.2. Main concerns of Phonology

Now let us get acquainted with the field of Phonology, another field of Linguistics that deals with the sounds of language.

PHONOLOGY

This discipline, in difference with Phonetics, is concerned with the abstract, grammatical characterization of systems of sounds. It deals with the systematic organization of sounds in languages. It has traditionally focused largely on the study of the systems

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of phonemes in particular languages, but it may also cover any linguistic analysis either at a level beneath the word (including pitch and rhyme, articulatory features, etc.) or at all levels of language where sound is considered to be structured in order to convey linguistic meaning.

PHONOLOGY is a branch of linguistics. It is an overall description of the sound system of a given language (Example, Phonology of English, Phonology of Spanish, etc.)

Phonology- is the study of the sounds system of a language and the rules for combining those sounds into larger units. It refers to the study of the sound systems of all languages, including universal rules of sounds (B. Rowe, 2016)

Furthermore, Phonology explores the differences between sounds that change the meaning of an utterance. For example, the word “bet” is very similar to the word “bed” in terms of the physical manifestation of sounds. The only difference is that at the end of “bet,” the vocal chords stop vibrating so that sound is a result only of the placement of the tongue behind the teeth and the flow of air. However, the meanings of the two words are not related.

It could be said that phonology is a kind of functional phonetics that employs the data as description of sounds and ways of classifying them to study the sound systems of languages.

Phonology is concerned with scientific theory and the study of the linguistic functions of sounds. In other words, phonology studies how languages organize sounds into different patterns. To understand it better, let us analyze these examples.

In English, the sounds /p/, /t/, /k/ are aspirated at the beginning (not end of a word). In Spanish, aspiration does not exist.

- Similarly, Spanish words do not begin with an “s” sound followed by a consonant, which makes it very difficult for Spanish-speakers who are learning English to say words like “school,” “speak” and “strict.” Phonologists study things like that.

According to Fasold (2006), Phonologists ask questions such as:

- How do languages organize sounds to distinguish different words?
- What sorts of changes do sounds undergo if sequences arise that don't obey the restrictions?
- How are sounds organized into larger constituents (syllables, words, phrases)?



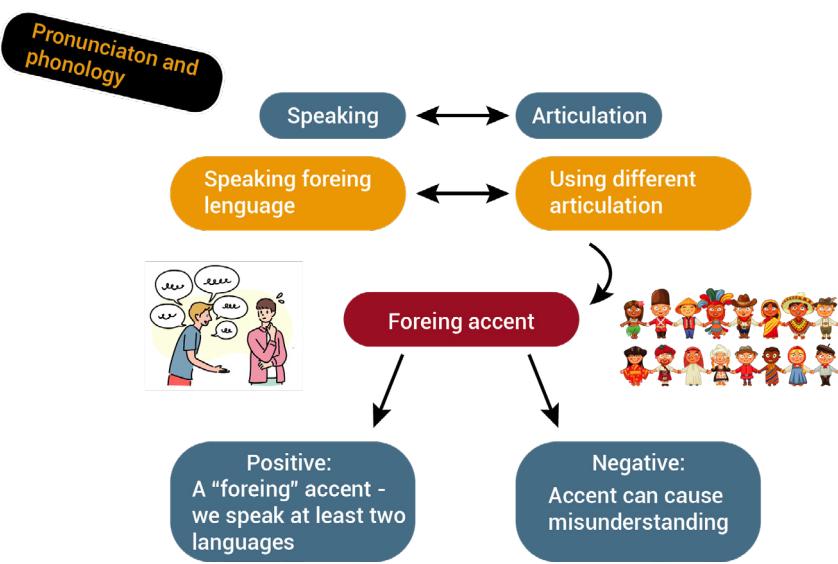
Source: [Enlace web](#)

Phonetics, or analysis of physical aspects of speech in general, cannot be separated from Phonology, the study of organization of sounds in languages, because sound patterns cannot be separated from how they are produced and heard, and the production and perception of sounds since they are always influenced by the linguistic organization (adapted from Fasold, 2006).

In other words, Phonology explains the pronunciation of the sounds of different languages. All humans have the same structure of the vocal tract and their ears to perceive and decode the uttered sounds. So why do languages differ? Why do the same letters have different pronunciation (read: ARTICULATION) across languages? The answer is: because different languages use different sounds.

It explains the phenomenon of *foreign accent*- our vocal tract and organs of speech are accustomed to some type of articulation

(pronunciation) of the sounds of our native language. When we use sounds of the foreign language- we have to use different ARTICULATION, however, we transfer the deviations of our native articulation to the target language.



The knowledge of Phonology helps us understand the production of the sounds of a concrete language – that is why we study Phonology of English - the system of sounds, proper for this language, their production and classification according to the manner and places of articulation, with the purpose to understand better the structure of this target language.

Well, my dear students, I hope you could understand the main focus of each branch of Linguistics- Phonology and Phonetics.

Both refer to the sounds of languages.

However, Phonetics describes the characteristics of sounds in general, and Phonology deal with the sounds of CONCRETE language.

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To consolidate this topic please consider the summarized information below regarding the differences between these two important soundS- related disciplines.

1.3. The difference between Phonetic and Phonology

Please consider the following academic resource

POWER POINT # 1 : Phonetics and Phonology

Study Resources

Below I have summarized the main differences between Phonetics and Phonology. Please, consider this information.

Differences between Phonetics and Phonology

To understand it better, let us distinguish between these two fields of study:

PHONETICS	PHONOLOGY
It is a branch of linguistics that comprises the study of the sounds of human speech.	It is a branch of linguistics. It is an overall description of the sounds of a given language
It studies speech sounds in general.	It studies the sound system of particular human languages (Ex: English, Spanish, French, Russian, etc.)
It deals with the physical production of these sounds.	It describes the way sounds function within a given language or across languages to encode meaning.
It is the study of speech sounds, their physical properties, the way they are received and decoded by the brain, and the way they are produced.(Rowe, 2009)	It concerns itself with systems of phonemes, abstract cognitive units of speech sound or sign which distinguish the words of a language.
It studies speech sounds as physical objects.	It explores the differences between sounds that change the meaning of an utterance

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PHONETICS	PHONOLOGY
It studies human speech sounds, how these sounds are produced and methods for their classification.	
It is concerned with the human sound-producing capacity and analyzes the whole range of possible speech sounds .	
It is strictly about <u>audible sounds</u> and the things that happen in your mouth, throat, nasal and sinus cavities, and lungs to make those sounds.	
It's only a <u>description</u> . For ex., in order to produce the word "bed," you start out with your lips together. Then, air from your lungs is forced over your vocal chords, which begin to vibrate and make noise. The air then escapes through your lips as they part suddenly, which results in a B sound.	It makes very detailed descriptions of sounds, so each language has its own unique set of symbols (because no two languages use all of the exact same sounds)
It's strictly physical. it's <u>not</u> about meaning.	It is both physical and meaningful .



Recommended learning activities

To have clearer understanding of these two sound-production related fields, please, do the recommended activities and watch the suggested video regarding the DIFFERENCES BETWEEN PHONETCIS AND PHONOLOGY available at:

[Phonetics vs Phonology](#)

After watching this video, please, answer these questions:

1. What is Phonology about?

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2. What are the main differences between Phonology and Phonetics?

3. In what way is Phonology useful for you?



Week 2

**Learning outcome
1**

Identifies the basic acoustic and articulatory phonetics and phonological theories.

Contents, resources and recommended learning activities

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities

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1.4. The International Phonetic Alphabet, Phonemic Transcription; the Reform Movement

Late 19th century, there was a general movement in linguistics and phonetics for strong changes to how languages were taught. It was made an attempt to modernize the teaching and learning of foreign languages. This movement in linguistics was known as the **Reform Movement**.

Its founders advocated for changes in language learning and teaching from the perspective of oral production and articulation of the sounds of different European languages, primarily German and French, and later, English. One of the achievements of this movement was the creation of **International Phonetic Association** (1886) founded by phoneticians such as Henry Sweet, Wilhelm Viëtor and Paul Passy who created **International Phonetic Alphabet (IPA)**, with the purpose to *describe and analyze the sound systems of world languages*.

This Association was located in Paris, and the main goal of this organization was to create symbols to describe and represent any sound of any language of the world.

The founders published the symbols that now are known as International Phonetic Alphabet.



Henry Sweet



Wilhelm Viëtor



Paul Passy

Source: [Enlace web](#)

The IPA was designed to represent only those qualities of speech that are distinctive in spoken language: phonemes(sounds), intonation, and the separation of words and syllables.

In other words, the **International Phonetic Alphabet (IPA)** is a specific alphabetic system of phonetic notation known as **PHONETIC TRANSCRIPTION**, and it is based primarily on the Latin alphabet.

The founders of this alphabet pretended that the symbols would be unambiguous and that every sound would have only one symbol.

Thus, Phonetic (or Phonemic) transcription is the visual representation of speech sounds (or phones). It is representation of phonemic (sounds) structure of a language.

The graphic below contains the most commonly used symbols used to represent sounds of different languages.

i:	I	ʊ	u:	ɪə	eɪ		
seat	sit	foot	you	year	day		
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
pen	about	bird	four	cure	boy	go	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
sat	cup	part	hot	pair	five	cow	
p	b	t	d	tʃ	dʒ	k	g
pop	box	toy	dog	China	June	cat	green
f	v	θ	ð	s	z	ʃ	ʒ
fish	video	three	that	sea	zip	shop	vision
m	n	ŋ	h	l	r	w	j
mouse	note	sing	house	lion	rose	win	yellow

Source: [Enlace web](#)

NOTE: The IPA is not universal among

Phonetic transcription symbology was recognized by the International Phonetic Association as a standardized representation of the sounds of language to be used to represent the sounds of **oral language**.

A phonetic alphabet made it possible to accurately represent the sounds of any language because, for the first time, there was a consistent one-to-one relationship between a written symbol and the sound it represented. As it was mentioned above, at the beginning, this phonetic symbology was used to teach French, German, and later, English.

As a result, it was possible to:

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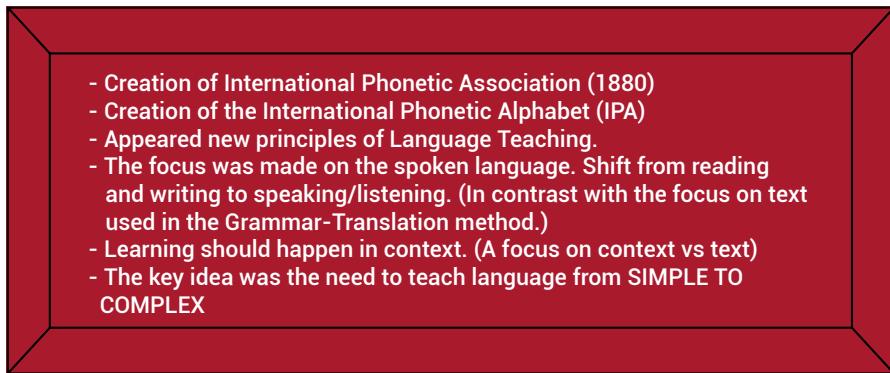
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- **Emphasize pronunciation and the use of conversation in the classroom**
- **Establish standards for how to pronounce words**

Changes in teaching as a result of
The REFORM MOVEMENT



The IPA is used by lexicographers, language students and teachers, linguists, speech-language pathologists, singers, actors and translators.

To consolidate your knowledge, please do the following recommended activity.



Recommended learning activity

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Please watch the video:

The Reform Movement and International Alphabetic Alphabet (IPA)
available at:

[The Reform Movement - IPA International Phonetic Association](#)

After watching it, answer these questions:

1. What was the main purpose of creation of International Phonetic Alphabet?

2. Who were the founders of this specific symbology?

3. Does IPA remain without changes over the time? Yes ___ No ___

4. How has teaching changed as a result of reform Movement and creation of IPA?

Dear student, now we have come to the end of the first unit. I hope that by now you have a broadened vision of what phonetics and phonology, the branches of Phonetics, understood the difference between Phonetics and Phonology. I also hope you learned the reasons for the creation of International Phonetic alphabet and

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Self test 1

Choose and circle the correct answer.

1. Which of the flowing fields of phonetics studies physical properties of speech, sounds, their frequency and amplitude during sound transmission?
 - a. Articulatory.
 - b. Acoustic.
 - c. Auditory.

2. The branch of linguistics concerned with the study of speech processes, including the production, perception, and analysis of speech sounds from both an acoustic and a physiological point of view is known as:
 - a. Phonetics.
 - b. Phonology.
 - c. Acoustic Phonology.

3. The branch of Linguistics that deals with the study of the patterns of sounds in a particular language and across languages, is called:
 - a. Phonetics.
 - b. Phonology.
 - c. Neurolinguistics.

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4. This field of Phonetics describes the production of speech sounds by speech organs, and explains the articulatory process during the sounds production. It is true about:
 - a. Auditory.
 - b. Acoustic.
 - c. Articulatory.
5. The International Phonetic Alphabet (IPA) was created with the purpose to:
 - a. Provide a standardized representation of speech sounds and it is universal in all foreign language dictionaries.
 - b. Represent the sounds of oral language.
 - c. Improve foreign language teaching methodology.
6. The main purpose of *Reform Movement* regarding teaching foreign language was to:
 - a. Create new alphabet.
 - b. Emphasize pronunciation and speaking.
 - c. Help educators with innovative methodologies.
7. The Reform Movement was created in:
 - a. 1886.
 - b. 1890.
 - c. 1900.

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8. As a result of creation of IPA, teaching foreign languages was organized:
 - a. In a sequential way.
 - b. From simple to complex grammar topics.
 - c. Around teaching grammar.
9. Phonology studies:
 - a. The articulation of sounds of world languages.
 - b. Combination of sounds into meaningful units.
 - c. The sound systems of all languages.
10. One of the founders of IPA was:
 - a. Paul Passy.
 - b. Noam Chomsky.
 - c. Ferdinand de Saussure.

You may verify your answers in the ANSWER KEY

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Week 3

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

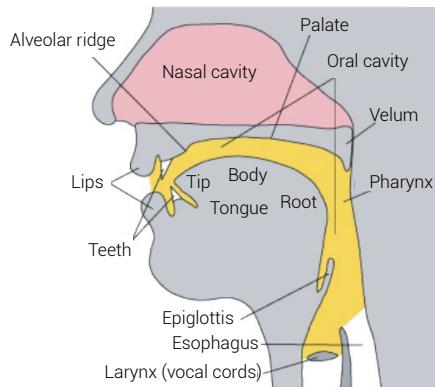
Contents, resources and recommended learning activities

Through study of this unit students will become acquainted with the speech process, learn main features of pronunciation, the terms *phoneme* and *allophone* and the difference between them, and understand the characteristics of English vowel and consonant sounds together with the physiology of pronunciation.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.

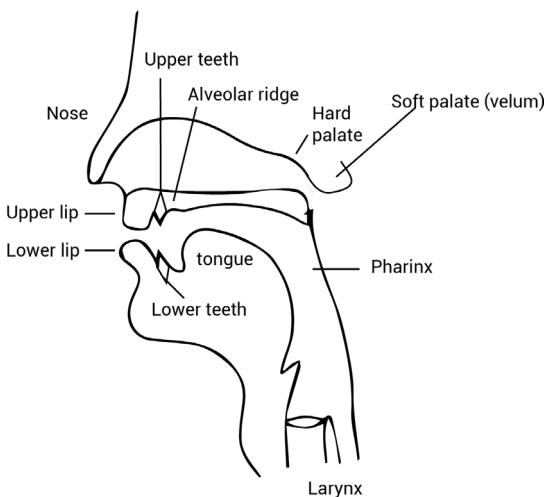
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This section deals with the physiology of pronunciation of English phonemes.



Source: [Enlace web](#)

The **human speech apparatus** consists of three parts. This can be summarized as follows:



Source: [Enlace web](#)

1. **The RESPIRATORY apparatus** (lungs) – provides the air which is used in the production of most speech sounds.
2. **The LARYNX** (vocal cords) – generates most of the energy in speech sounds.
3. **The SUPRAGLOTTAL CAVITIES** - (mouth, pharynx, nasal cavity), which act as resonators for the laryngeal tone.

According to their functions, the organs of speech are sub-divided into:
ARTICULATORS and PLACES (POINTS) OF ARTICULATION.



The articulators are movable parts of the vocal tract.
They are organs or parts of organs that produce speech.

The most important **articulators** are:

Lower lip	production of p, b, m, t, v
Tongue , and its three parts: <i>Tip</i> <i>Middle</i> <i>Back</i>	<i>Thin, then, tin, din, line</i> <i>Sin, chin, join</i> <i>Goal, coal, cold</i>
Vocal cords	All sounds

The PLACES (points) of Articulation - place in the vocal tract where there is the greatest degree of air obstruction.



The most important **places of articulation** are the:

Upper lip	Initial sounds like <i>pill, bill</i>
Upper front teeth and lower lip	Initial sounds like <i>fan, van</i>
Lower front teeth , with the tip of tongue as articulator.	As in words like <i>think, thank, this, those</i> .
Alveolar ridge , located behind the upper front teeth.	Initial sounds in the words like <i>ten, den, let, and chin</i> .



Recommended learning activity

1. Classify the following organs of speech according to the articulators or place of articulation:

tongue, vocal cords, lower front teeth, lower lip, alveolar ridge, upper lip, upper front teeth.

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Classify the following organs of speech according to the articulators or place of articulation:

Articulators	Place of Articulation

2. Watch the suggested video *Phonetics- Speech Anatomy*, available at: [Video](#) to consolidate your knowledge about the topic.

After watching the video, briefly summarize it:

2.2. Phonemes and Allophones

Dear student, now it is time to become acquainted with the speech process. What does it consist of?

Well, speaking about speech, first of all, it is necessary to mention that it is a mental phenomenon related to the activity of the human brain, and the subfield of Linguistics, Psycholinguistics, deals with this issue. However, we are going to analyze the process of speech through the prism of an articulation process.

You already know that Phonology deals with the description of the sound system of languages. Thus, we are going to focus on the sounds system of English language.

Since speech and articulation, or pronunciation of the sounds are closely related, it is necessary explain from the perspective of phonological analysis.



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In order for you to become efficient teachers in future you need to know how to teach correctly articulation (and, of course, the pronunciation) of English sounds.

The study of pronunciation/articulation is a centre of two fields of Linguistics- Phonetics and Phonology.

You already know that Phonology deals with the sounds of particular languages and Phonetics with articulation.

The study of pronunciation in English thus, should start first with the description of SEGMENTAL (vowels and consonants) and SUPRASEGMENTAL (intonation, rhythm and stress) elements of English language (the field of Phonology), together with the articulation of the sounds (the field of Phonetics).

To sum up, to teach pronunciation we need to know the features, or characteristics, of English sounds and the ways they are articulated, or pronounced.

These topics are going to be addressed in a more detailed way in the next subsections.

As you already noticed, up to now this guide contains specific terminology related to the description of speech. To better understand the production of sounds, I consider it necessary to provide you with the definitions and explanations of these terms.

The very frequently used term is **PHONE^ME**. What exactly is it?

Phonemes are considered the basic unit of phonology. The word *phoneme* is of Greek origin that means **sound**.

Phonemes are speech sounds as they are perceived, that is to say, it is

Another definition:

"A **phoneme** is a perceived unit of language that signals a difference in meaning when contrasted to another" (Phoneme Press, 1997).

Therefore, when we learn a new word, we always learn its pronunciation in phonemes,

that is, in the prescribed sounds that make up all words in English.

In other words, whenever we think of the individual sounds that are combined to make up a word, we always think in terms of phonemes. If we learn a new word, we remember its pronunciation in phonemes. When we learn a new word, we should try to think about its phonetic pronunciation. We also use phonemes as a reference point for spelling.

Phonemes help us distinguish an **uttered** (spoken) word from its written form.

To clearly understand this concept, try to recall a poem or song that you learnt or read as a child. We say that words rhyme because we recognize that some of their phonemes sound the same, or are alike.

You might also remember a children's game where phonemes are manipulated to create new patterns and to invent new words. You might also remember a children's game, as when kids manipulate phonemes to create new patterns and invent new words; or the so called **Pig Latin**, a kind of secret language, for example, words are created in a kind of code language by "shifting" vowel and consonant sounds.

Pig Latin":

Example:

messy → essmay

chick → ickchay

father → atherfay

Another example is a telephone connection, for instance, when we cannot distinguish clearly what was said by another person. This phenomenon usually occurs because we missed some of the phonemes and are not able to identify the entire word.



Source: [Enlace web](#)

Some of you may have also experienced difficulty in understanding a foreigner speaking your native language. Accents may also hamper the understanding of a word. This happens because a non-native speaker is accustomed to using the phonemes typical of his or her native language. These are quite different from the phonemes of your mother tongue.

These sounds, or *phonemes*, can be identified in any language. For example, the word *log* differs from *dog* because their phonemes, or sounds, are different.

I would like to sum up with the explanation about the phoneme with the following definition

A PHONEME is a perceived unit of language that signals a difference in meaning when contrasted to another phoneme.

Phoneme

Sound

IMPORTANTDo not confuse letter
and phoneme !

Example : A - letter ; Phonemes are:

- * Take / eɪ /,
- * Map / æ /
- * Tall / ɔ /
- * Star/ a:/

To understand it better, please, consider these examples below that show the number of SOUNDS (PHONEMES) in these words:

Stomack /s-t-ʌ- m-ə-k / (6)

Church /tʃ-ə:-tʃ / (3)

Queen /k-w-i:-n/ (4)

Nice /n- ai- s/ (3)

Take /t- ei- k/ (3)

Laughed /l-æ -f- t/ (4)

The next term you need to know is **ALLOPHONE**. What does it mean?

If phoneme refers to a SOUNDS as we perceive it, **allophone** is a ***variation of phoneme*** (*allo-* means *other*).

It is a variety of a specific phonemes, which occurs under particular circumstance.

Different allophones of a phoneme occur in different and predictable phonetic environments. (B. Rowe, 2016).

In other words, phoneme is the same sounds as they are perceived by the speaker to be the “same”, and allophones, are the different ways of pronouncing the sound depending on the context in which it is produced. (Fasold, 2006).

To put it in another way, **allophone is a speech sound as it articulated**. It is a non-contrastive sound. All allophones “belong” to a particular phoneme. If the phoneme is always articulated in more or less the same way wherever it is used in a word, we say that that phoneme has only one principal allophone. For every phoneme must be articulated in order to be heard.

More commonly, the term “**allophone**” refers to different articulations of a phoneme. This may represent difficulties for non-native speakers since the same phoneme may present different sets of allophones in that language.

It is better to explain the above definitions with concrete examples.

For example, compare the English word *case* and Spanish *casa*.

Both words have the same phoneme *a* but different allophones, since in English the allophone is / ei /, and in Spanish it is / a /.

In conclusion, the allophone of a phoneme can occur in different and predictable **phonetic environment**.

Put it simply, I would say that the phonetic environment refers to adjacent sounds that affect the production of other sounds in the same word.

The occurrence of an allophone is usually determined by its position in the word (initial, final, media) or by its phonetic environment.

Example:

In English the *t* sounds in the words “hit,” “tip,” and “little” are allophones; phonemically they are considered to be the same sound (or phoneme) although they are different phonetically in terms of their pronunciation from the point of view *aspiration*, *voicing*, and *point of articulation* (these terms will be defined in the next subsection of this unit).

Another example:

In English, /d/ like in *day* and //ð/ like *this* represent different phonemes. In Spanish, however, /d/ and /ð/ are allophones of the same phoneme.

Differences in phonemic and allophonic distribution may represent problems for speakers of one language during the acquisition of another.

A native speaker of Spanish learning English will probably have difficulties with the distinction between *den* and *then*, *tank* and *thank* because /d/, /t/, /ð/ and /θ/ are perceived as the same sound. Consequently, a Spanish speaker may say den for then, thus pronouncing these sounds according to his/her native language principles.

One more example, to ensure your understanding of the term ALLOPHONE.

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The sounds of English / ɪ / in / ki / is a high front vowel. The tongue will begin to approach this position while the speaker is still producing the /k/. The sound / ɔ / is produced low and in the back of the oral cavity. The speaker's tongue moves toward this position while producing the / k / sound in / kɔ:/ . Consequently, the closure involved in the / k /, which is a stop sound, is further forward in the production of this sound and is followed by / ɪ / than when it is followed by an /ɔ:/ .

The effect of one sound on another is not limited to the place of articulation, but it also applies to such factors as *nasality*.

For example, nasal consonants have an effect upon adjacent vowels.

The lowering of the **velum** during the production of the nasal consonants allows for surrounding vowels to be nasalized. The effect of place of articulation and the nasalization of vowels are only some of the examples of how the phonetic environment of a sound influences its production (Rowe. B. 2006).

Generally speaking, adjacent sounds will always have some effect on each other.

Each language has its own set of rules to condition the sound system.

Observe the following examples:

Allophones of the word **write** are [raɪt] and **thumb**- [θam].(based on B. Rowe, 2016 and Fasold, 2006).

You can see that in these examples the adjacent sounds influence each other. In the word thumb, the / b / becomes a silent sound because of its phonetic environment.

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Why do we need to know about this? Well, in order to explain the correct articulation /pronunciation of the sounds based on the characteristics of target language, English, in this case.

In the following sections you will learn the characteristics of the English language sounds, and this knowledge will help you to articulate them correctly, and teach them to your future students as well.



Recommended learning activity

Watch the video about *The differences between Phonemes and Allophones*, available at:

[Intro to Phonology: Difference Between Phonemes and Allophones](#)

After watching the video, please, answer these questions:

1. What is the main concern of Phonology?

2. What is Phoneme?

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3. What is Allophone?

Now, let us get acquainted with the main features of pronunciation and description of speech. Go ahead, read the next subsection.



Week 4

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

In the following sections there are provided explanation of the main pronunciation features. To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.

2.3. What are the main features of pronunciation?

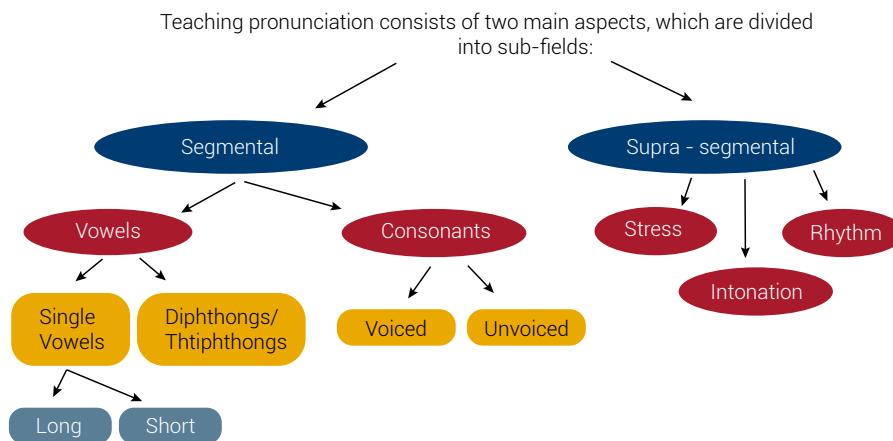
PHONETIC FEATURES

In order to learn articulation and pronunciation of English language sounds it is necessary to analyze the constituents.

The speech process is a complex matter and many components constitute it.

Observe the chart with the main pronunciation **features** (movements or positions of the speech organs also known as a **phonetic feature**) of English, which are divided in segmental and supra segmental as illustrated in the chart below:

Teaching pronunciation consists of two main aspects, which are divided into sub-fields:



Source: Nina Nesterenko

As you can see in the chart above, the features of pronunciation are subdivided into two main groups.

The first group is comprised of **SEGMENTAL** feature, composed of **phonemes**, which consist of **consonant** and **vowel sounds**.

Speech consists of sounds that are subdivided into **vowels** and **consonants**. In the following chapters, we are going to analyze their production, articulation, the difference between them, and become acquainted with how to teach them.

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Vowels are sounds that are produced with no obstruction of the air stream during their articulation, these are sounds with no audible noise produced by constriction in the vocal tract.

Vowels can be **short** or **long** (example- *ship* and *sheep*), **simple** or **complex** (example: *tap* and *tape*), **diphthongs** and **triphthongs** (*take*, *hour*).

Consonants are sounds that are produced with a different level of air obstruction in the vocal tract during their articulation.

Consonant is also known as a sound with audible noise produced by a constriction of organs of speech. Compare the pronunciation of such sounds as / s/, /b/ or /w /, for example.

We are going to analyze the segmental features, both vowels and consonants, in a more detailed way, in Units 3 and 4 respectively.

Vowels and consonants

In written englis, the **26** letters of the alphabet comprise
5 vowels and **21** consonants

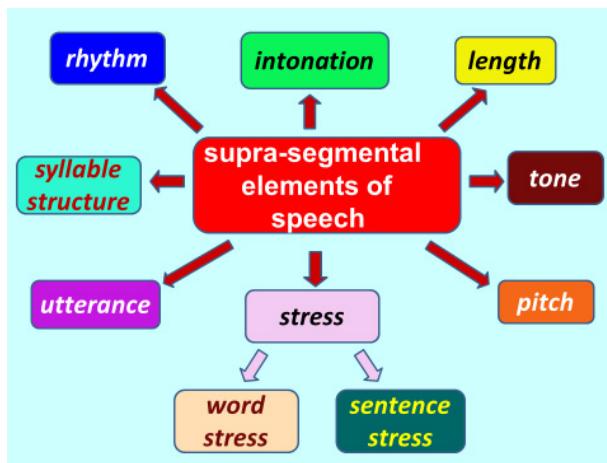


In spoken english, there are **20** vowels and **24** consonants

i:	I	u	u:	Iə:	eɪ		
e	ə	ɜ:	ɔ:	uə	ɔɪ:	əu	
æ	ʌ	a:	ɒ	ɛə	aɪ:	au	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

The next important group of features of pronunciation are the **SUPRASEGMENTAL** elements.

This group is composed by: **intonation, length, tone, syllable structure, stress (word and sentence), pitch and utterance.**



The term **Suprasegmental** refers to the manner speech sounds function and how they are affected at the sentence and discourse levels; that is to say, over multiple sound segments that combine to make phrases, clauses, and sentences.

We are going to analyze some of these features in **Unit 5** corresponding to the second term of this course, to have a clear picture of how they function as a whole.

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SUPRASEGMENTAL aspects of speech include:

- tone
- intonation
- syllable structure
- stress
- pitch
- utterance



Source: [Enlace web](#)

Let us now take a closer look at each element:

To analyze and describe sounds, we first need to know what a **syllable** is. According to *Encyclopedia Britannica on -line*,

“...A SYLLABLE can be defined as a unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, or by any of these sounds preceded, followed, or surrounded by one or more consonants”.

For example:

In the word *beautiful*, there are three syllables: *beau-ti-ful*. And the word *traffic* consists only of two syllables: *tra-*, *and -ffic*.

Therefore,

a syllable refers to a segment of speech that consists of a vowel sound that usually accompanies consonant sounds”.

(*Encyclopedia Britannica online*). The next element of supra-segmental features is **stress**. Here is a concise definition:



Stress describe the prominence of a syllable

Source: [Enlace web](#)

The flow of speech in any language is broken by **pauses**: short or long periods of silence that usually come at the end of whole utterances.

Stressed syllables are sometimes referred to as **accented syllables**, and usually the prominence is achieved through a relative increase in **loudness**.

However, a syllable that is stressed may also be longer in duration than an unstressed one.



REMEMBER:

Stress is an important phonetic feature in English.

Differences in stress may result in different meanings.

Source: [Enlace web](#)

Compare the words: desert (**noun**, stress on first syllable); and desert (**verb**, stress on second syllable).

NOTE: The stress on different syllables changes the meaning of the words completely.

The next supra-segmental element is PITCH. I offer you a standard definition of pitch:

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PITCH in speech is defined by the online *Encyclopedia Britannica* as *the relative highness or lowness of a tone as perceived by the ear, which depends on the number of vibrations per second produced by the vocal cords.*

Then pitch is an auditory sensation. When we hear a regularly vibrating sound such as a note played on a musical instrument, or a vowel produced by the human voice, we hear a high pitch if the rate of vibration is high and a low pitch if the rate of vibration is low (Roach, P., 2009).

It is the main acoustic correlate of tone and intonation.

The next term we need to learn is **TONE**.

According to the *Heritage Dictionary of English*, **tone** is “a sound of distinct pitch, quality, and duration”.

Another definition:

TONE: It is a variation in the pitch of the voice while speaking

This term is usually applied to languages (called **tone languages**), where pitch differentiates words with identical sequences of consonants and vowels.

For example, *man* in Mandarin may mean either “deceive” or “slow,” depending on its pitch.

Tone refers to the use of pitch to convey meaning at the word level. (Fasold, R. 2006).

The next element of supra segmentals is **INTONATION**.

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Please read the definition below that is provided by Webster's dictionary:

INTONATION refers to the variation in pitch that is used to convey meaning to sentence at discourse level.

It can also be described as the variations in the pitch of the voice in connected speech.

Intonation plays an important role in the meaning of a sentence, statement, or phrase.



Source: [Enlace web](#)

Intonation distinguishes different kinds of sentences from each other, or focuses attention on a particular word. All languages use intonation to some extent, though the patterns and meanings differ across languages. (Fasold. R. 2006).

Another term to mention in this chapter is **utterance**. Please read the following:



An UTTERANCE is a stretch of speech between two periods of silence or a potential or perceived silence. (Rowe. B, 2006)

Source: [Enlace web](#)

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Week 5

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.

2.4. Difference between Vowels and Consonants

Please consider the following academic resource for your studies

Power Point "# 3 Description of Speech : DIFFERENCE BETWEEN VOWELS and CONSONANTS

Study Resources

In this section we are going to briefly focus on the difference between vowels and consonants of English language.

All phonemes have some determined features which help the listener distinguish between contrasting phonemes and recognize words.

Consonants differ from vowels because they have different phonetic features.

* Phonetic features provide a means to identify classes of sounds, that is, groups of sounds that share one or more features in common and that native speakers of a language may recognize as similar in some sense.

* For example, [p, b, t, d, k, g] are similar to one another but different from [f, v, ð, θ, s, z]

There are four main differences between vowels and consonants of English.

Main Phonetic Features are

Manner of articulation

Point (places) of articulation

Voicing

Aspiration

Now let us analyze them.

The first two represent Physiological differences (you already got acquainted with them in the section 2.1.)

1. THE PHYSIOLOGICAL DIFFERENCE - *the way the sounds are produced and articulated.*

(NOTE: consonants differ by manner of articulation and the points of articulation and are classified accordingly- it is explained in detail in Unit 4).

During the articulation of a vowel sound, there is no narrowing of the air passage anywhere in the oral cavity that is sufficient to create turbulence and cause audible friction. As soon as such

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friction comes into play, we no longer talk of a vowel sound, but a consonant.

In other words, in order to produce consonants you have to set up an obstacle course inside your mouth to block the airstream.

To sum up, vowels are made with more or less an open mouth and without blocking the airstream, whereas consonants are characterized by different levels of air obstruction during their production.

The next distinction between vowels and consonants is due to their acoustic differences.

2. **ACOUSTIC DIFFERENCE** - refers to auditory quality of sounds.

This distinction between vowels and consonants is present in all languages.

Note:

- *Vowels are always produced with an open vocal tract and are therefore highly resonant.*
- *The articulatory properties of vowels differ in several aspects from those of consonants, mainly in the degree of vocal tract opening.*
- *Consonants are more constricted and therefore have weaker sound.*
- *Vowels produce longer reaction times than consonants.*

Consonants are less prominent than vowels.

Vowels have a *timbre* which makes them more sonorous than others - vowel sounds are more sonorous and prominent than consonants. Sonority of sounds depends on their length, stress, and even intonation.

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By increasing the length and stress of a sound, we can make sounds more prominent.

3. Another difference between vowels and consonants is due to their **ROLE IN THE SYLLABLE**.

Note:

- *Syllables usually consist of a vowel surrounded by a number of consonants.*
- *A single vowel forms the prominent nucleus of each syllable.*
- *There is only one peak of prominence per syllable and this is nearly always a vowel.*
- *The consonants form the less prominent valleys between the vowel peaks.*

Remember, that vowels are usually the centre or nucleus of the syllable; and consonants are marginal.

Observe the example below:

bet - / e / (constitutes the peak of prominence of the syllable and / b / and / t / are less prominent).

4. **VOICING – it is feature of pronunciation that involves the activity of the vocal cords.**

Physiologically speaking, voicing depends on the degree of narrowing of the vocal tract.

Consonants are subdivided in:

Voiced and unvoiced (or voiceless)

Voicing refers to the activity of the vocal folds (or vocal cords).



It is very important to remember → all vowel sounds are voiced.

Source: [Enlace web](#)

As it was already mentioned, **voicing** refers to the articulatory process in which the vocal cords vibrate. At the articulatory level, a **voiced** sound is one in which the vocal cords vibrate; whereas, a **voiceless** sound is one in which there is no vibration. For example, voicing accounts for the difference between the pair of sounds associated with the English letters “s” and “z”. The two sounds are transcribed as [s] and [z] to distinguish them from the English letters, which have several possible pronunciations depending on context.

Another distinguishable feature is **Aspiration** – *it refers to the audible escape of air following certain consonant sounds.* It is applicable for only three English consonants (**p, t, k**- this phenomenon is explained in detail in Unit 4 *Description of Consonants*).

Well, we have come to an end of unit 2, and now it is time to check your learning progress.

Please, solve the following SELF – TEST 2, to check how well you have understood the topics of Unit 2.



Self- test 2

Choose and circle the correct answer.

1. The *supra segmental* aspects of speech are represented by:
 - a. Consonants, vowels, triphthongs.
 - b. Stress, rhythm, utterance.
 - c. Single vowels, voiced and voiceless consonants.
2. *Segmental* features of pronunciation are represented by:
 - a. Pitch, tone, utterance.
 - b. Intonation, stress, tone.
 - c. Diphthongs, consonants, vowels.
3. Articulators are:
 - a. Upper teeth, alveolar ridge, lower teeth.
 - b. Lungs, nasal cavity, glottis.
 - c. Lower lip, tongue, vocal cords.
4. *Phonemes* are constituted by:
 - a. Word and sentence stress.
 - b. Length, utterance, pitch.
 - c. Consonants and vowels.
5. *Articulators* are
 - a. Upper teeth, alveolar ridge, lower teeth.
 - b. Lower lip, tongue, vocal cords.
 - c. Lungs, nasal cavity, glottis.

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6. Choose the organs of speech that represent *points/places of articulation*
 - a. Alveolar ridge and upper teeth.
 - b. Vocal chords and tongue.
 - c. Lips and glottis.
7. In the word *knock* there are ____ phonemes
 - a. 3.
 - b. 5.
 - c. 4.
8. Choose *points/places of articulation*
 - a. Alveolar ridge and upper teeth.
 - b. Vocal chords and tongue.
 - c. Lips and glottis.
9. Which of the following elements refers to the duration of the sound:
 - a. Voice.
 - b. Length.
 - c. Aspiration.
10. In the word *clock*, phonemes are:
 - a. /c/ /l/ /c/
 - b. /c/ /l/ /ɔ/ /k/
 - c. /k/ /l/ /ɔ/ /k/

You may verify your answers in the ANSWER KEY

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Week 6

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

In this unit students will get acquainted with the description and classification of English vowel system.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



Unidad 3. English Phonological system. Segmental elements. Vowels

In this unit we are going to focus on English vowel phonemes and their characteristics.

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3.1. The Characteristics and classifications of vowel sounds

Please , for your studies consider the following academic resource

PPT # 4 CLASSIFICATION OF VOWELS

Study Resources

Vowels are harder to describe than consonants because they have an open vocal tract, so the tongue does not actually touch the upper surface of the vocal tract at any particular place. Instead, different vowels are described in terms of the ways in which the tongue and lips move.

You already know that vowels are produced without constriction or stoppage or airflow in the vocal tract. Vowels are considered a MELODY of English.

The word *vowel* comes from the Latin word *vocalis*, meaning “speaking”, because in most languages words and thus speech is not possible without vowels.

So, as you already know, vowels are sounds that are produced with no closure or obstruction of the airstream. The difference between the various vowel sounds depends on which cavity (oral, nasal, or pharyngeal) is employed and what shape is formed in the resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue.

For example,

- The vowel sound in the word *to* is produced with the high point of the tongue in the back of the mouth; the oral cavity is relatively closed, and the lips are rounded.

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- In the word *bat*, the vowel is produced with the high point of the tongue toward the front of the mouth, the oral cavity is relatively open, and the lips are spread (Rowe. B. 2006).

As you can see from the above examples, the articulation of vowels is more difficult to describe because there is no obstruction of the airstream during their production.

Therefore, it is more difficult to tell what configurations the speech organs are in when producing vowels. You already know that vowels are created by the vibration of the vocal folds. Because the main mechanism of vowel production is the vibration of vocal folds, **vowels are always voiced.**

There are only five letters used to write vowels in English. They stand for about 20 vowel sounds in most English accents.

You already saw this chart, observe it again, please.

iː see	ɪ his	ʊ put	uː too	ɪə ear	eɪ say	
e igh	ə ago	ɜː her	ɔː saw	ʊə pure	ɔɪ boy	əʊ so
æ hat	ʌ but	ɑː car	ɒ hot	eə air	aɪ buy	aʊ now
p pen	b book	t tea	d day	tʃ chair	dʒ jam	k key
f four	v very	θ thin	ð that	s sun	z zoo	ʃ she
m man	n no	ŋ sing	h hat	l look	r red	w want
VOWELS		long sounds		short sounds		DIPHTHONGS
CONSONANTS				voiced consonants		unvoiced consonants

Based on Vowel-Umlaut English Phonetic Chart

Source: [Enlace web](#)

The chart below illustrates each sound in the words .

I: Read	I Sit	ʊ Book	u: Too	iθ: Here	eɪ: Day	<small>John y Sarah Free materials 1996</small>
e Men	ə America	ɜ Word	ɔ: Sort	uə Tour	ɔɪ: Boy	əu Go
æ Cat	ʌ But	a: Part	ɒ Not	eə Wear	aɪ: My	au How

Source: [Enlace web](#)

The main differences between vowels depend on *the place of the production of the vowel sound* (the oral cavity, or both the oral and nasal cavities) and *the shape of the resonance chamber, which is affected by tongue height, tongue advancement* (front to back), and lip rounding or spreading. (Rowe. B., 2006).

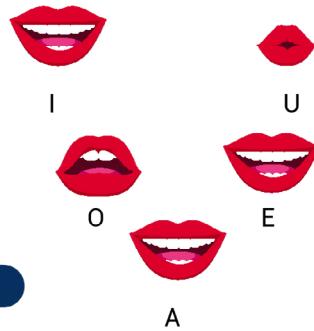
In other words,

Vowels are classified according to three main characteristics

- 
- 1.mouth shape,
 - 2.lips position
 - 3. tongue placement within an oral cavity

Vowels are classified according to the characteristics shown in the graphic below:

★ Length



Now we are going to analyze each parameter. Let us start with vowel Length

Length

According to the length of vowel, they are subdivided in SIMPLE and COMPLEX.

What does it mean?

Please, read aloud the words in the chart below:

Simple (short)	Complex(long)
signal	smile
ago	lake
destruction	tuve
chocolate	go
certain	employee

As you could notice, SIMPLE vowels **retain the same position of the speech organs through articulation.**

SIMPLE, or short vowels are: [i ,e , ə , æ, ɔ (o) ,u, ʌ], as in the words:

hit, busy, myth, egg, said, certain, about, banana, hat, apple, dog, because, polish, book, push, put does, bus, come.

In difference, COMPLEX vowels (they are also called long or tense) change position of the speech organs during their articulation.

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COMPLEX vowels are: [i: , a: , ɔ: , u: , :] + diphthongs

Example of complex vowels are in the words like:

bead, cheese, people, class, far, heart, fork, or, taught, food, true, fruit, shirt, pear, world

To sum up, here are more examples of simple and complex vowels:

SIMPLE	COMPLEX (long):
æ - cat, bat, mat	/eɪ/ - day, pay, say,
ɪ - hit, sit, split	/aɪ/ - sky, buy, cry, tie
ə - awa , about , upon	/ ɔɪ / - boy, noise, moist
ʊ - put, could , should	/ ɪə / - pier, hear, near
ɛ - end, air, bet	/ eə / - pair, hair, lair
ʌ - uncle, nut ,bus, but	/ uə / - tour, poor,
e - left, egg, instead	/oʊ / - oh, no, so, phone, low, grow, home, shoulder
	/aʊ / - pound ,how, cow, aloud, now, down
	Long /tense vowels
	i: -cheese knee, agree
	a: - arm, palm, calm
	ɔ: - call, mall, Paul
	u: - fruit, pool, suit
	ɛ:- turn, first, serve, curve

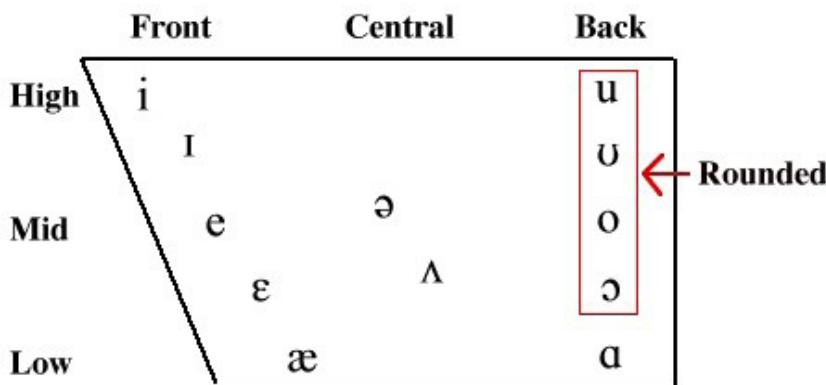
Diphthongs and triphthongs belong to COMPLEX vowels but we are going to analyze them in the next subsection.

TONGUE POSITION

Next classification of vowels is according to the **TONGUE** position during their articulation.

During the speech, the tongue may move forward, backward, up, down, thus changing the quality of vowels.

According to these movements there can be distinguished the following tongue positions as in the chart below:



Source: [Enlace web](#)

When the tongue is in the front part of the mouth and the front part of the tongue is raised to the hard palate, a **front vowel** is pronounced.

Front vowels are:

/ I: / /i/ - as in sea, seat, lead, sit, spit, sick

/ e / - as in leg set, second

/ æ / - as in map, apple, fat

When the front of the tongue is raised towards the back part of the hard palate the vowel is called **central**.

Central vowels are:

/ʌ / - as in bus, fuss, hut, up, but, come

/ ə:/ /ɛ / - as in bread, spread, again, friend, guest

/ə/ - as in yes, seven, bed, fence, away

When the tongue is in the back part of the mouth and the back of it is raised towards the soft palate, a **back vowel** is produced.

Back vowels are:

/a:/ / - as in class, moss arm, dark, father, alarm, pardon

/ɔ / /ɔ:/ - as in soft, often, follow, log, pocket, opera and all, law, caught, raw

/u:/ / u / - as in pool, cool and woman, do, rule, rude, tuna

Vowels are also subdivided in **MID**, **LOW**, and **HIGH** according to the tongue position.

MID vowels are	LOW vowels are:	HIGH vowels are
/ʌ / - as in <u>l</u> uck	/æ / - as in <u>b</u> at	/ i:/ - as in <u>che</u> ese
/ɛ / - as in <u>e</u> nd	/a:/ - as in <u>p</u> art	/ ɪ / - as in <u>h</u> it
/ɜ:/ - as in <u>t</u> urn	/ɔ / - as in <u>c</u> aught	/ ʊ / - as in <u>p</u> ut
/ə / - as in <u>ab</u> out, <u>u</u> pon	/ɔ:/ - as in <u>m</u> all	/ u:/ - as in <u>f</u> ruit

LIPS POSITION

The last important characteristic of vowels is due to the LIP POSITION during the articulation process. Basically, vowels are classified as **rounded**, **spread**, **neutral**.

When the lips are neutral or spread the vowels are called *unrounded*.

Consequently, vowels are classified as shown in the graph below:

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Round / u: /



Spread / i: /



Neutral / a: /

Now take a mirror and pronounce the words that follow and observe the shape of your mouth.

Rounded	Spread	Neutral
put	tea beads	name
ocean	leap	claim
telephone	beads	apple
boat	people	pearl
book	seeds	egg
		peg

And now it is time to practice.

Do the following:



Recommended Learning Activity

1. Classify the following words according to the following lip positions:

Soup boost flame friend least most beast leak point

ROUNDED	SPREAD	NEUTRAL

2. Classify the words below according to the vowel characteristics as front, central, back and low, mid and high tongue position

Sausage, hall, ugly, big, cheer, wool, suit, heart, bead, leisure, about, far, skirt, mall, soar, the, zoo, jaw, hat

FRONT	CENTRAL	BACK
LOW	MID	HIGH

In the next subsection you will learn about characteristics of diphthongs and triphthongs of English language.

3.2. The characteristics of diphthongs and triphthongs

In this section we are going to continue the description of vowels and focus on the COMPLEX ones.

Di- and triphthongs are COMPLEX vowels. You already know that during the pronunciation of complex vowels the position of the lips and jaw does not remain the same, it changes.

The words diphthongs and triphthongs are of Greek origin, and they mean *two sounds* or *two tones* and *three sounds*, or *three tones* respectively.

Diphthongs are vowel sounds in which the tongue starts in one position and rapidly moves to another.

Observe these examples: *smile, face, go.*

It is also called a *gliding vowel* – referring to two adjacent vowel sounds within the same syllable.

Examples: *bɔɪ, tɔɪ, annɔɪ / ɔɪ /,*
hey, way, lane / eɪ /,
nice, bite, kite / aɪ /

For some learners of English as a foreign language there might be some degree of difficulty in pronouncing diphthongs: producing them is a motor skill. To produce diphthongs, the tongue, lips (and jaw on occasions!) have to move.

On the articulation the description of vowels
note changes:



In the stability of articulation
(mono - vs , di / triphthongs)

eɪ	aɪ:	ɔɪ:	Your tongue moves to:	I
ɔɪ:	eə	uə	Your tongue moves to:	ɔ
əu	au		Your tongue moves to:	u

To remind you, the term of Greek origin Triphthong refers to *three sounds, or three tones. This complex vowel sound* is complex vowel sound resulting from the succession of three simple vowel sounds and functions as one unit. It is characterized by a vowel combination

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involving a quick, but smooth movement of the articulator from one vowel quality to another.

[aʊə] hour, flour, sour, flower, our, power, shower

[aɪə] fire, tire, higher, tyre

[ɔɪə] oil, employer,

[eɪə] layer , player

[əʊə] slower , lower

If you attentively analyzed triphthongs so you could probably noticed that these sounds precede /r/ in the words.

Not it is time to practice. To check your learning progress, please do the following:



Self-test 3

Activity 1. Circle the letter of the correct answer.

1. When articulating DIPHTHONGS:
 - a. Organs of speech remain in the same position.
 - b. Organs of speech change the position.
 - c. Vowels are reduced in quality.

2. Words containing *simple vowels* are:
 - a. Bruise, smile, go, mouse, broke.
 - b. Assault, peasant, determined, lost, leather.
 - c. Most, ocean, idea, broke, pool.

3. Words that contain *rounded vowels* are:
 - a. Gauge, may, leave, even, save.
 - b. Awful, over, boat, ocean.
 - c. Above, lack, plough, culture.

4. Words containing *spread vowels* are:
 - a. Tea, eight.
 - b. First, after.
 - c. Stew, bush.

5. To pronounce the vowels in the word **EARN**, lips should be in _____ position:
 - a. Rounded.
 - b. Spread.
 - c. Neutral.

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6. In the words, **leap- lip**, **sheep- ship**, the difference between vowels consists in:
- a. Length.
 - b. Voicing.
 - c. Aspiration.

Activity 2. Write TRUE or FALSE according to the statement:

- 7. () Vowels can be voiced and voiceless.
- 8. () Simple vowels change the position of speech organs during their articulation.
- 9. () The shape of the resonance chamber and position of lips influence the production of vowel sounds.
- 10. () Complex vowels retain the same position of the speech organs during articulation.

You may verify your answers in the ANSWER KEY

Answer Key



Week 7

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

In this unit students will get acquainted with the description and classification of English consonant system.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



Unidad 4. English Phonological system. Segmental elements: Consonants

In this unit we are going to focus on English consonant phonemes and their characteristics and classification.

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For most effective understanding of this topic please consider the following learning resource.

PPT # 5 CHARACTERISTICS AND CLASSIFICATION OF CONSONANTS

Study Resources

4.1. The characteristics of the consonant sounds

In subsection 2.2. of this guide it was already introduced the notion of consonant sound. You also learned the main differences between vowel and consonant phonemes (section 2.3)

However, it is necessary to provide the definition of consonant phoneme.

The word “**consonant**” came from Latin word *symphonon*, that means **pronounced with**. It is a calque of Greek word σύμφωνον *sýmphōnon*, (plural *sýmphōna*), which means “sounding-together (letter)”.

In other words, for their production consonants require special articulation (or movements) of different organs of speech apparatus such as lips, teeth, velum, nose, tongue, alveolar ridge among other.

To put it simply, producing a consonant involves making the vocal tract narrower at some location than it usually is. This narrowing is known as **constriction**. The consonant you are pronouncing depends also on where in the vocal tract the constriction is and how narrow it is. It also depends on **voicing** and whether air is flowing through the nose.

To sum up the above explanation, a **consonant** is a speech sound that is articulated with a complete or partial closure of the vocal tract.

Consonants are sounds that:

- often accompany vowels in the syllable,
- are produced with some degree of air obstruction, ranging from the complete stoppage of air, as in the sounds / p, t, k, b, d, g, v, h / to very little air obstruction – as in the sounds / s, z, ʃ, r, dʒ, ʒ, tʃ / (soul, zeal, shine, rock, jeans, pleasure, chalk).

Some sounds may function as either vowels or consonants, depending on the syllable pattern. These sounds are /w/ and /y/:

w : well willow

y : you yolk **why**

There are 21 consonant letters in the English alphabet. Observe the picture below:



Source: [Enlace web](#)

However, In spoken English, there are 24 consonants as shown in the chart below.

p	b	t	d	f	v	θ	ð
/pɪn/	/bæd/	/tɪn/	/dɒg/	/faɪv/	/væn/	/θɪn/	/ðæt/
pin	bad	tin	dog	five	van	thin	that
m	n	ŋ	h	tʃ	dʒ	k	g
/mæn/	/nəuz/	/θɪŋ/	/ha:f/	/tʃə:tʃ/	/dʒæm/	/kaind/	/gʌn/
man	nose	thing	half	church	jam	kind	gun
s	z	ʃ	ʒ	l	r	w	j
/seɪ/	/zu:/	/ʃɪp/	/meʒə/	/leg/	/rʌn/	/wɜ:k/	/jes/
say	zoo	ship	measure	leg	run	work	yes

Source: [Enlace web](#)

4.2. Classification of Consonants

In this section you will get acquainted with the classification of consonants.

As you already know, consonants differ from vowels because they have different phonetic feature (a generic label for movements or positions of the speech organs)

To remind you, main phonetic features are:

- place (points) of articulation
- manner of articulation
- voicing
- aspiration

Let us briefly remind these features.

Aspiration – refers to the audible escape of air following certain consonant sounds.

To better understand this speech phenomenon, you can put a hand or a lit candle in front of your mouth, and say the words *pin* ([p n]) and then *bin* ([b n]). You will notice that the candle flame will move slightly. You can also feel a puff of air when pronouncing *pin*, but this does not happen with *bin*.

Remember the rule
of aspiration

Voiceless consonants such as p, t, k in the initial position ARE ALWAYS aspirated before a stressed vowel. The aspiration symbol is p^h, t^h, k^h

The following contrasting pairs of words demonstrate this phenomenon:

p^h pin- bin

k^h cat - bat

t^h take - make

p^h pan- ban

k^h kite - site

t^h tile- file

p^h pill - hill

k^h come- gum

t^h time- dime

Voicing

It refers to the activity of the vocal cords.

Voiced sounds are produced by vibration of the vocal cords; this vibration can be perceived if we put our fingers or palm of the hand on the throat. Such sounds as /r/, /m/, /l/ will produce vibration of the cords.



Consequently, voiceless sounds do not produce vibration of the vocal cords. Some of the voiceless phonemes are /p/, /t/, /h/.

In phonology, **voicing** refers to sound changes whereby a consonant changes its type of voicing from voiceless to voiced, or vice versa, due to the influence of its phonological environment.

Most commonly, the change is caused because of sound assimilation with an adjacent sound of opposite voicing, but it can also occur word-finally or in contact with a specific vowel.

To understand the difference between voiced and unvoiced sounds, the following exercise may help you place your hand on your throat and pronounce the sounds /a/,

/l/, /m/, /r/ or /u/. You will perceive a slight vibration of cords.

And now pronounce the sounds /p/, /t/, /f/, and /k/, and now you won't feel any vibration this time.

The Place of articulation:

It refers to the place of the vocal cord where the sound is produced, or where there is the most contact, or near contact, of articulators.

Manner of articulation:

It describes how the tongue, lips, jaw, and other speech organs are involved in making a sound. The manner of articulation thus refers to the degree of air obstruction and the way in which the breath stream is released, that is from sudden to gradual.

All the consonants in English language are classified by their phonetic features. As it was already explained, every consonant sound has several phonetic features. It is also called the ARTICULATORY BASIS of the sound- and it refers to the way the consonant is formed.

Let us remember!

In phonetics and phonology, articulation is the movement of the articulators - tongue, lips, jaw, and others - in order to produce speech sounds.

Sound is produced simply by expelling air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other to contact each other, so as to create an obstruction that shapes the air in a particular fashion.

According to the **manner of articulation**, consonants are classified as shown in the table below.

PLOSIVES (also called stops)	(voiced) / b /, / d /, / g / as in bank , day , get (voiceless) / p /, / t /, / k / as in pen , tile , kite
NASALS	/ m /, / n /, / ɳ / as in man , night , singer
AFFRICATES (combination of stops and fricatives)	/ tʃ /, as in chicken , child , church , / dʒ /, as in just , large , gender
FRICATIVES	/ f / , / v / ,/ θ /, / ð /, / z /, / s /, / ʃ /, / ʒ /, / h / <i>full, voice, think, those, zip, sun, shadow, pleasure, hall</i>
LATERALS	/ l / as in leg , little , pollution
APPROXIMANTS (semivowels)	/ w /, / y /, / r / as in well , white , way , yes , you , rare , risk , parrot

To conclude the description of consonants, please observe the chart below that summarizes classification of consonants according to the place and manner of articulation consonants:

TABLE OF ENGLISH CONSONANTS

Place of Articulation								
	Front → Back							
Manner of Articulation	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricative					tʃ dʒ			
Fricative		f v	θ ð	s z	tʃ ʒ			h
Nasal	m			n			ŋ	
Lateral				l				
Approximant	(w)				r j	w		

Unvoiced phonemes are on shaded background. Voiced phonemes are normal

Now it is time to practice.



Recommended Learning Activity

- Watch the video available at:

[Video](#)

VOICED and UNVOICED (or voiceless) consonants After watching the video classify the sounds below according to this phonetic feature by circling the correct choice:

<u>Rocket</u> :	/r/ is voiced /voiceless	/t/ is voiced /voiceless
<u>Jar</u> :	/dʒ/ is voiced /voiceless	
<u>Telephone</u> :	/f/ is voiced /voiceless	/n/ is voiced /voiceless
<u>said</u> :	/s/ is voiced /voiceless	/d/ is voiced /voiceless
<u>mother</u> :	/m/ is voiced /voiceless	/ð/ is voiced /voiceless
<u>lake</u> :	/l/ is voiced /voiceless	/k/ is voiced /voiceless

2. Classify each word according to the manner of articulation of each consonant in bold.

face, enough, **they**, carrot, **blast**, **chest**, shark, yellow, emerge, nice, hail, veil, zoo, say, measure, light, slice, work, **bake**, like, write, lunch, dog, link, milk, inner, singer, gate, envelope, table, **cat**, pot, nature, thank

Plosives	Nasals	Affricates	Fricatives	Laterals	Approximants

Was it difficult? Remember that you are a smart person, so I am sure that you could do it correctly. You might probably need more practice to remember the classification of the consonants. For correct description of sounds characteristics, it is essential to understand the process which occurs in the vocal tract during the articulation of the consonants. Once you understand it, it will be easier to classify the consonants correctly.

To consolidate your knowledge and check your progress, please do the following:



Self - test 4

Activity 1. Circle the letter of the correct answer.

1. Voiceless phonemes are in the words:
 - a. Laugh, thunder, church.
 - b. Pleasure, zebra, jelly.
 - c. Whale, carnival, feet.

2. Choose the voiced phonemes:
 - a. Author, teacher, cough.
 - b. Lazy, plate, phone.
 - c. Phone, neck, soft.

3. Choose the words that have aspirated initial phoneme:
 - a. Strike, blow, aspiration, spine.
 - b. Pray, train, cloth, fake.
 - c. Ten, cat, path, Kate.

4. Words containing nasal sounds are:
 - a. Pen, kite, line.
 - b. Like, bone, five.
 - c. Nice, sing, milk

5. Choose the correct phonemic symbol for the underlined letter in the word PRESSURE:
 - a. /s/
 - b. /ʃ/
 - c. /ʒ/

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6. An audible escape of air following some consonant sounds is called:
- Aspiration.
 - Voicing.
 - manner of articulation.

Activity 2. Write TRUE or FALSE according to the statement:

- () Consonants usually constitute the centre of syllable nucleus.
- () In the words like **yellow**, **yell**, **yet**, **yolk**, **young** the initial sound is / dʒ /.
- () The consonant in the words **sooth**, **feather**, **leather** is /θ/.
- () Classification of consonants depends on their manner and place of articulation.

You may verify your answers in the ANSWER KEY

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Week 8

Review the self-evaluations included at the end of each unit, the Power Points and recommended videos. Check once again the recommended learning activities .The online questionnaires and the graded activities constitute also a vital resource to be well-prepared for the test. Try to do your best!



Final midterm activities



Source: [Enlace web](#)

Source: [Enlace web](#)

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Second term

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

Through the study of this unit, students will learn the main phonetic features of such supra segmental elements as word and sentence stress.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



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Unidad 5. English Phonological system. Supra segmental elements

In this unit we are going to deal with the notion of **stress**, both word and sentence stress.

This term has already been mentioned in Unit 2 as one of the supra-segmental features of pronunciation. You already know that stress is the *relative prominence* of syllables.

5.1. Word stress

Please consider the following academic resource for your studies:

POWER POINT # 6 WORD STRESS

Study Resources

In this section the main focus is on word stress and the rules for its placement.

Stress is one of the vocal features. Speakers have to stress certain syllables in the words; otherwise the words would be misunderstood or sound incorrect and cause misleading comprehension.

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For example, if you stress the syllables improperly, it may result in confusion of meaning like in the words **invalid** (a handicapped person) and **invalid** (null, ineffective).

Stress placement may also have a grammatical function – changing the stress to another syllable can change the part of speech or the meaning of the words as in example: **present** (noun meaning *a gift*) versus **to present** (verb meaning *to offer*, or *to introduce*).

I recommend you to do the learning activity below to check how the meaning of words change due to the shift of stress placement.



Recommended Learning Activity

Work with a dictionary to see how the meaning of the words below changes according to the placement of stress. Write both meaning next to each couple of words:

Project and **project** _____

Record and **record** _____

Desert and **dessert** _____

Convert and **convert** _____

You can see that stress plays a very important role in English and it enables you to clearly understand the difference between such words as the noun **present** (*gift*) and the verb **present** (*to offer, to introduce*).

Now it is necessary to get acquainted with its definition.

Linguistically speaking, stress is a prominence relation between syllables: certain syllables are longer, louder, higher-pitched, or more clearly articulated than those around them (Fasold, R., 2006).

In other words, stress means to make emphatic or more prominent.



- loudness (the most prominent syllable)
- vowel length (vowel reduction)
- difference in vowel quality (pitch change on the vowels)

Source: [Enlace web](#)

5.2. Word stress and vowel reduction

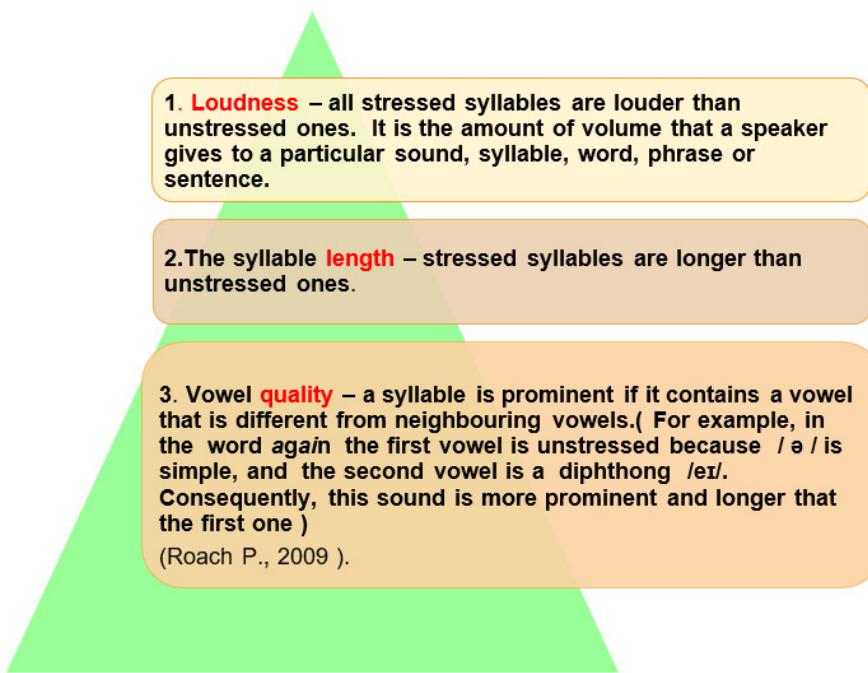
This subsection explains the relationships between the stressed syllable, its influence on the duration of the vowel, and vowel quality known as vowel reduction.

As you already know, a major characteristic of the English language is the use of word stress. Words with more than one syllable have a part that is emphasized more than others.

Accented syllables receive more force and, consequently, they are louder than unaccented ones. You also know that the correct use of stress is essential for achieving the correct pronunciation of words and getting the right meaning across.

Stressed and unstressed syllables differ from each other in specific ways. As mentioned previously, all stressed syllables have one characteristic in common, and that is **prominence** (Poach P., 2010).

What makes a syllable prominent? There are at least **three important factors** as shown below.



There is a significant difference between the pronunciation of unstressed and stressed syllables. In English, unstressed syllables and vowels tend to sound alike.

Examples:	action - /æk-ʃn/	and	NOT	/æk-fən/
	people - /pi: pl/	and	NOT	/pi:-pəl/
	nation - /neɪ-ʃn/	and	NOT	/neɪ-ʃən/
	vision - /vɪ-ʒn/	and	NOT	/vɪ-ʒən/

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From the examples above you can see that unstressed syllables are noticeably shorter than stressed ones. Observe the next example, the word **again** : the first vowel is unstressed because /ə/ is simple, and the second vowel is a diphthong /eɪ/.

Consequently, this sound is more prominent and longer than the first one.

This indistinct pronunciation and shortening of the unstressed syllable in English is called **vowel reduction**

The phenomenon of **vowel reduction** in English affects only those syllables that are completely without stress.

Example: **curtain** - / kə rt n /
 certain - / sə rt n /
 apple - / æ pl /

Vowel reduction in unstressed syllables also normally takes place in longer English words.

Example: **reduction** / r ɪ-d ʌ- kʃn /



Recommended Learning Activity

To learn more about STRESS and VOWEL REDUCTION watch and reflect on the video available at: [Advanced Speaking & Pronunciation](#)

After watching the video, write your own examples of words that contain reduced vowels:

In English word stress placement there are three degrees of stress:



However, we mostly perceive just two degrees: **strong**, or **primary**, and **weak**, or **unstress**.

When a word has two or more syllables, one of them will be more prominent and the other will be less prominent.

The one with more prominence has **STRONG** or **PRIMARY** stress. Consequently, another, less prominent syllable is **WEAK**, or **UNSTRESSED**. Observe the examples below:

Example: **invite**: in (weak) –**vite** (strong)

Strong: **happy**, **sorry**

Weak: **attack**, **believe**

More about the rules for stress placement in English words is explained in the next section. Let us see how we can deal with this issue.

5.3. Rules of word stress

This unit section deals with the rules for stress placement within different types of English words.

Many languages have specific rules for stress placement. There are no consistent rules in the English language. The main reason for the complexity of stress in English is the fact that the language is a mixture of Germanic and Romance languages. This is why stress is unpredictable and not systematic. Consequently, some difficulties may arise when stressing syllables correctly.

Word stress in English may cause some difficulty, especially to foreign learners. Thus, it would be useful to provide you with some ideas on stress placement in nouns, adjectives and verbs as an attempt to present the rules below in a simple way. However, we have to remember that all rules have exceptions.

In addition, to place stress we have to consider:

- If the word is morphologically simple or complex (containing one or more affixes);
- The grammatical category (noun, verb, etc.) of the word;
- The number of syllables and their particular phonological structure.

Some general tendencies can be defined in placing stress in English words.

The basic rules for stress placement in English words you can check in the attached learning resource in PDF document. Please, study it.

PDF # 4 RULES FOR WORD STRESS

[Study Resources](#)

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Recommended Learning Activity

To learn more about WORD STRESS, watch and reflect on the video available at:

[Word Stress in English \(5 basic rules to improve your pronunciation\)](#)

After watching this video, write your own examples for WORD STRESS rules



Week 10

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

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To reach the learning outcomes students have to attentively read the offered contents regarding sentence stress and its role for the rhythm of English language, function and content words, reflect on the present material and do the recommended activities.

5.4. Sentence stress

The present section establishes the connection between sentence stress and rhythm of English.

In English, sentence stress and Rhythm are inseparable. Language is rhythmic. If it were not, it would be extremely boring for the listener and more difficult to understand.

The English language is spoken rhythmically. The basis of English rhythm is loudness, but other languages achieve the effect of rhythm in different ways. In many oriental languages pitch height (high pitch versus low) is very essential.

In English sentences, as a rule, the stressed syllables go within the same interval in a sentence. This gives a specific Rhythm to English language.

Within a sentence, the most stressed are usually CONTENT words (nouns, adjectives, verbs, adverbs, numerals and pronouns).

Less stressed are the so called FUNCTION words (prepositions, conjunctions, articles)

The regular alternations of heavy and light movements characterize the natural rhythm of human motor activity (speaking).

In the next section you will learn more about the role of function and content words for English rhythm during the speech process.

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In English sentences, we can observe “**stress groups**” or “**rhythm units**” - groups of words that cannot be separated. They are pronounced as a single unit; if we separate one word of this stress group, the meaning of the sentence will change.

Example: Tell him this news, or send him the letter immediately.

In this example we have two stress groups. If we separate any of words in these groups, the whole meaning of the sentence will be different.

Sometimes it is not possible to arrange words in a sentence so that stressed and unstressed syllables alternate. Moreover, the order of stressed and unstressed syllables is varied. But an English speaker tries to adjust the length of the stressed syllables so that they occur at equal time intervals.

Observe the following examples:

This is the house that Jack built. / That is the book that she gave me.

Did you notice that stressed syllables go in approximately equal intervals with unstressed ones? The first syllable has the highest pitch, and it is longer. The end of a **stress group** usually has a falling tone (↘) and has less stressed syllables. So, we tend to pronounce the end of a sentence faster than the beginning.

Examples:

Send me my pen. ↘ Let me tell ↘ you.

We usually make a short pause at the end of each stress group. Note that we cannot separate a stress group because its meaning may change.

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You need to know another term related to the sentence stress. It is related with **TONIC SYLLABLE**.

TONIC SYLLABLE is a syllable that carries the main stress in a word within a sentence.
A tonic syllable can change its position according to what

Observe the following examples:

I (and not another person) like it.

I **like** it. (I want to express my positive attitude toward the object)

I like **it**. (and not another object).

By changing the tonic syllable, we can emphasize different parts of the sentence.

5.5. Sentence stress and English Rhythm: function and content words and speed of speech

Please, consider the following learning resource.

PPT # 7 STRESS and RHYTHM

Study Resources

This section deals with content and function words that regulate the rhythm and influence on the speed of English spoken language.

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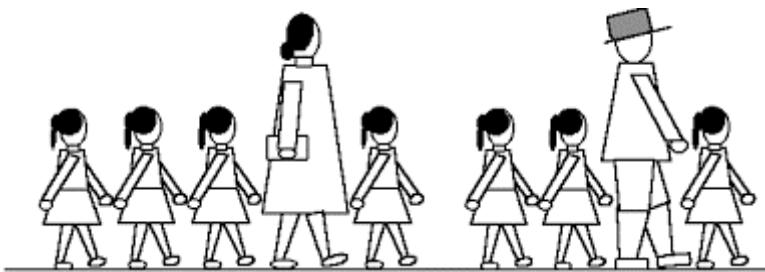
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In the previous section it was mentioned that English language is very rhythmical. The **rhythm** of English language is characterized by alternation of stressed and unstressed syllables. So, we can provide the following definition:

RHYTHM – it is alternation of stressed and unstressed syllables.



Source: [Enlace web](#)

Rhythm is a product of sentence stress and what happens to the words and sounds between the stresses

Consequently, **sentence Rhythm- is alternation of stressed and unstressed WORDS within each sentence.**

The speed of English language depends to a great extent on this alternation of stressed and unstressed words in a sentence; and the emphasis that is given to each word depends on the purpose of each word in a sentence.

To understand this, it is necessary to state that rhythm of English depends on **CONTENT** and **FUNCTION** words.

To put it simply, in a sentence some words must be emphasized more and pronounced with a greater prominence or loudness because these words carry out the main **CONTENT**. These words are called **CONTENT WORDS**.

Content words refer to words that have a specific meaning in a sentence and they are always more prominent in a sentence

CONTENT WORDS are:

Nouns: Terry, car, dinner, boy, car, house

Verbs: eat, study, drive, go, smile, laugh, think

Adjectives: blue, large, oval, intelligent, slow, interesting

Adverbs: quietly, smoothly, equally, fast, quickly

Pronouns: (demonstrative, possessive, reflexive, and interrogative): *he, she, You, myself, ourselves, that, theirs, himself*

Question words: when why, who, what, why

Remember that these words are important to express the main meaning of the sentence. They are **ALWAYS STRESSED** when speaking because they carry the main meaning in a sentence.

In contrast, **FUNCTION WORDS** are *less important words* in a sentence because *they do not carry as much meaning* as content words.

In speech, **Function words** are **weaker and shorter**, they are **LESS** or **NOT STRESSED**.

FUNCTION WORDS are:

Auxiliary verbs: was/were be, do, have /has been, have (if not the main verb)

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Prepositions: *under, around, near, to, out, across from, under, in*

Conjunctions: *but, not, without, with, but*

Determiners: *the, some, each*

Possessive adjectives: *my, your, our*

Modal verbs: *can, must, have to, should, may, must*

As you understand, Function words are grammatical words, and remember that they are often pronounced in a reduced form or with a schwa / / sound.

To sound naturally when speaking English, we have to bear in mind that rhythm is influenced by these two groups of words. To sum up, important words (CONTENT) should be emphasized more, and grammatical words (FUNCTION) should be less prominent and uttered faster.

As you can conclude, the speed of English language is conditioned by the alternation of more prominent or stressed (Content) words, and less prominent (Function) ones.

To understand this topic better please consider the following:



Recommended Learning Activity

1. To understand the RHYTHM of English, please watch and reflect on the recommended videos available at:

[Rhythm of English. Content words](#)

[Rhythm of English. Function words](#)

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Week 11

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

To reach the learning outcomes students have to attentively read the offered contents that introduce and explain the terms *intonation* and *pitch*, learn the patterns of English intonation, reflect on the present material and do the recommended activities.

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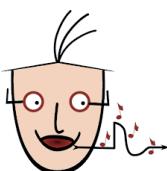
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Source: [Enlace web](#)

In this section of the unit you will learn about the suprasegmental element, INTONATION, and the reasons why it is very important feature in making your speech clear. Intonation is said to be the music, or melody, of a language.

Linguistically speaking,



INTONATION is the melodic pattern of a language and /or an utterance, a variation in the pitch level of the voice (tone) together with stress and rhythm, used to convey meaning at the sentence or discourse level.

Source: [Enlace web](#)

Pitch refers to the quality of a sound governed by the rate of vibrations producing it. It is the degree of highness or lowness of a tone (Maddieson, 2011)

Intonation refers to the use of melody and includes rise and fall of the voice when speaking (Dale, P.2005).

The pitch of the human voice not only differs among individuals, it can also tell hearer whether the speaker is male or female, adult or young. High and low pitch of the voice can tell you if a person is frightened or happy, or whether the speaker is angry or calm.

In general, the change in voice and intonation may indicate the emotional or physical state of a speaker. Pitch depends on the length of vocal cords. Men have longer vocal cords, which gives them a deeper voice.

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Consequently, the term **INTONATION** refers to linguistic uses of pitch to convey meaning at the sentence or discourse level (Fasold, R. 2006).

Why do we need to teach intonation?

Each language has its own “melody”, or intonation patterns. It is quite normal for non-native English speakers to transfer the patterns of their mother tongue to English because of the expansion and status of the world’s most popular language and also because of globalization.

English is characterized by a frequent use of falling and rising intonation patterns, and a falling pitch in *Wh*-questions. Spanish intonation differs significantly from English patterns. In order to sound naturally when speaking English, we must know the basic rules for modulating our voice and adapt it to patterns of the target language.

To know these basic intonation patterns of English language please get acquainted with the next section.

5.7. English Intonation patterns

In this section you will find some basic rules for modulation the voice according to patterns of English intonation.

Intonation basically consists of **RISE** and **FALL** of voice during speech.

Rising or falling intonation is used according to some rules of English language. Knowing these rules will help your learners to use intonation correctly when speaking English.

You already know that when speaking about intonation, two terms are used: **rise ↗** and **fall ↘**. Falling intonation expresses the completeness of thought.

THE FALL is used: ↘	RISING INTONATION IS USED ↗
1. In AFFIRMATIVE sentences. Ex: <i>This is a book.</i> ↘ <i>Today is Monday.</i> ↘	1. GENERAL QUESTIONS : Ex: Do you live ↗ here?
2. In NEGATIVE sentences Ex: <i>I don't like ↘ milk.</i> <i>He can't play the piano.</i> ↘	2. INTRODUCTORY PHRASES: Ex: If he ↗ comes, ask him to come. ↘
3. In IMPERATIVE sentences. Ex: <i>Close the window</i> ↘ <i>Bring me that book.</i> ↘	3. ALTERNATIVE QUESTIONS: Ex: Would you like an ↗ apple or a pear? ↘
4. In SPECIAL (wh-) questions. Ex: <i>What is your name?</i> ↘ <i>Where do you live?</i> ↘	4. DIRECT ADDRESS: Ex: Tom, can you help me, please? Sir, here you have your parcel. ↗
5. In the second part of ALTERNATIVE questions. Ex: <i>Is this a ↗ pen ↘ or a pencil?</i> ↘	5. ENUMERATION: Ex: ↗ one, ↗ two, ↗ three ↗ ,four.... There are several objects in the room: ↗ a table, ↗ a chair, a bookshelf ↘
6. In the first part of TAG questions. Ex: You are very happy ↘ ,aren't you? ↗	6. TAG QUESTIONS: Ex. You live ↘ here, ↗ do you?
7. In GREETINGS : For example: <i>Good morning.</i> ↘ <i>How do you do?</i> ↘ <i>It is nice to meet you.</i> ↘	

If you compare these patterns of intonation with the Spanish language you will see that two languages differ in many aspects, so if you want to sound naturally, you have to learn the rules for RISE and FALL of voice when speaking English language.

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Recommended Learning Activity

Please, to learn more about basic Intonation pattern of English please watch the recommended videos available at:

[Intonation](#)

[Intonation Patterns of American English](#)

Now outline English intonation patterns providing your own examples:

In GENERAL (Yes/ NO) questions:

In INFORMATION (Wh-) questions:

In AFFIRMATIVE statements:

In NEGATIVE statements:

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Week 12

Learning outcome

2

Distinguishes, in articulatory terms, the English sound system and the basic features of supra segmental aspects of speech.

Contents, resources and recommended learning activities

In the following section the four main functions of intonation are explained. To reach the learning outcomes students have to attentively read the offered contents that deal with functions of intonation, reflect on the present material and do the recommended activities.

5.8. Functions of Intonation: Grammatical, Attitudinal, Discourse, Accentual

This section deals with function of intonation. For the best comprehension of this section please consider the following learning resource.

PPT # 9. FUNCTIONS OF INTONATION

Study Resources

You know that intonation has close relationship with discourse. According to its role for discourse, these functions are:

1. Grammatical
2. Attitudinal
3. Discourse
4. Accentual

Let us start with the **grammatical function of intonation**

GRAMMAR AND INTONATION

Intonation and grammar are directly related. Intonation can convey grammatical meaning of a sentence.

Intonation divides up an utterance into its constituents such as clauses and phrases. We can say that intonation works in the same way as punctuation marks in writing.

Please read the following example:

Although we were late , ↗ we did not miss the film. ↙

After the first part of the sentence, the speaker has to pause. The **rising** intonation indicates that the idea is incomplete. To complete the message, the speaker has to use **falling** intonation. This pause between the two clauses provides the listener with a chance to concentrate his/her attention on what is going to be said next



Source: [Enlace web](#)

- So, we can conclude that one of the grammatical functions of intonation is to work as **punctuation**.
- The next grammatical function that can be mentioned is that **intonation divides subject and predicate in a sentence**.

The subject of an English sentence is often separated from the predicate for two reasons:

1. It is necessary to emphasize the subject in order to attract more attention to it, as in the following example: *Karen ↗ / is a school teacher.*
2. If the subject is long, it may be convenient to give it its own intonation unit, rather than use the whole sentence as one breath or thought group, as in the example:
The things on the table ↗ / should be arranged.

- Another grammatical function of intonation is to allow hearer to **distinguish between defining and non-defining relative clauses**.

Example:

My friend, ↗ who is on vacation in Egypt now ↗ , has just phoned me. ↗



Source: [Enlace web](#)

Source: [Enlace web](#)

- And the next grammatical function of intonation serves to make **distinction between questions and exclamations.**

We may convert a statement into a question simply by changing the pitch from falling into rising, as is seen in the example:

Don't you like it ↗ ? Don't you like it! ↘



WE CAN CONCLUDE that intonation plays an important role in the meaning of sentences, statements and phrases, and it has clearly defined grammatical functions.

Source: [Enlace web](#)

The next intonation function is attitudinal. Let us analyze it closer.

ATTITUDE AND INTONATION

In this section, you will see how attitude and intonation are related. Let's first take a look at what *attitude* means.

According to Webster's dictionary,

Attitude is the manner of acting, feeling, or thinking that shows one's disposition, opinion or one's disposition, mental set, etc.

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Intonation helps us express emotions and attitudes as we speak, and this loads spoken language with a special meaning. It is often called the **attitudinal function** of intonation (Roach, 2010).

In other words, intonation reflects the attitude or emotional state of the speaker.

Attitude can be expressed through **prosodic** elements such as the *speed of speech*, *loudness*, and *voice quality*. It is sometimes accompanied by facial expressions, body movements, and gestures. It is part of the field of linguistics called **PARALINGUISTICS**, which is mentioned in the course of “Introduction to Applied Linguistics”.

The paralinguistic effects such as body movements and facial expressions are highly relevant to the speech.

It can be seen how intonation may express our attitude toward what is said from the following example:

If you say “*I got married last month*”, the hearer may react to it with a phrase “*Oh, did you*” in such a way that it could be interpreted as a lack of interest, or too much enthusiasm, and so on, or in such intonation that the speaker might understand it as an encouragement to either continue or to stop the conversation.



Source: [Enlace web](#)

Source: [Enlace web](#)

When teaching intonation in the classroom, the teacher should be aware of explaining the function of “attitude” for the appropriate choice of correct intonation pattern, since the same sentence may be uttered in different ways.

DISCOURSE AND INTONATION



Source: [Enlace web](#)

As you know, intonation has various functions. We need study variations in intonation in relation to discourse. In this way, we will be able to explain and teach these variations in class.

Discourse explains the use of intonation and helps us understand that the transmission of meaning depends not only on the linguistic knowledge (grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance.

The relationship between intonation and discourse can be analyzed from two points of view: how the intonation focuses the listener's attention on aspects of the message, and another is concerned with the regulation of conversational behavior (Poach, 2010).

Regarding speaking, we can see that intonation may signal to the listener what is to be taken as “new” information and what is already

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known, or “given”, and can suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit, or in conversation it conveys to the hearer what kind of response is expected (Poach, 2010).

In other words, the discourse function of intonation is used to describe the relationship between linguistic elements and the context in which it occurs. With this regard we have to mention two kinds of intonation known by these terms: **referring tone** and **proclaiming tone**.

A **proclaiming tone** is an intonation pattern that either rises and then falls, or just falls. A **proclaiming tone** shows that the speaker is giving new information.

On the other hand, a **referring tone** is an intonation pattern which shows that the speaker is referring to something everybody already knows.

A **referring tone** falls and rises, or just rises. (*British Council on line*)

REFERRING and **PROCLAIMING TONE** help speakers understand better the kinds of discourse that language learners are exposed to outside the classroom:

- *the language of service encounters in shops,*
- *banks,*
- *restaurants, etc.*
- *the language of newspapers*
- *the language of everyday informal conversation*

Consider the following examples, to understand better these terms:

In the sentence:

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"That guy we met at the party is my new teacher", there is a **referring tone** on "That guy we met at the party" because it is not new information.

A **proclaiming tone** is on '*is my new teacher*' because it is new information.

We need to distinguish these tones to correctly modulate our voice, using either RISE or FALL of intonation.

ACCENTUAL function of intonation

You already know that the main function of intonation is to produce appropriate effects according to the message the speaker conveys. During the speech act, intonation helps to produce syllable prominence, i.e. the syllables that need to be stressed. The placing of stress on a particular syllable highlights the most important word in the sentence.

It can be said that intonation serves to focus attention on a particular lexical item or syllable. (Poach, 2010).

In other words, the accentual function of intonation consists of EMPHASIZING the words which are more important to the meaning of an utterance.

To sum up, the stressed syllable is the **ACCENTED SYLLABLE**.

Example: *John likes FISH* (not chicken!).

This is the bus TO Paris (not FROM Paris).

She is wearing a WHITE blouse today (not red, or green).

From the above examples you can see that the placement of tonic stress on syllables is important for conveying the correct meaning, and it also indicates where the **focus** of the information .

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Recommended Learning Activity

To consolidate your knowledge regarding FUNCTIONS OF INTONATION, please watch and reflect on the video available at:

INTONATION FUNCTIONS

During watching the video take notes about different intonation functions:

Well, dear student, we have concluded Unit 5 and now it is time to practice.

Please, do the following self - test 5 to check your achievement and progress.

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Self- test 5

Circle the letter of the correct answer.

1. The alternation of stressed and unstressed syllables is called:
 - a. Intonation.
 - b. Rhythm.
 - c. Pitch.

2. The variation in the pitch level of the voice, or melodic pattern of a language is known as:
 - a. Stress.
 - b. Pronunciation.
 - c. Intonation.

3. The prefix *re-* with the meaning "again", is stressed in the words:
 - a. Repeat, refuse, reflect.
 - b. Rewrite, redo, rewrite.
 - c. Remind, require, reward.

4. The group of words that cannot be separated because they are pronounced as a single unit are called:
 - a. Rhythm units.
 - b. Tone.
 - c. Pitch.

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5. In imperative sentences such as COME HERE! , DO IT NOW! OPEN THE DOOR! the intonation is:
 - a. Rising
 - b. Falling
 - c. Neutral
6. *Content words* are:
 - a. Phoneme ,write, adjective
 - b. The, where, can
 - c. With, and, across from
7. *Function words* are:
 - a. Go, do, say
 - b. Aware, quickly, Jack
 - c. Between, on, should
8. The phenomenon of *vowel reduction* is present in the following words:
 - a. Certain, chocolate, student
 - b. Complexity, pineapple, gadget
 - c. Blueberry, highway, portfolio
9. The correct intonation in the question below is:
 - a. What is your name? ↗
 - b. What is your ↗ name?
 - c. What is your ↗ name?

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10. Attitudinal function of intonation helps:

- a. Make distinction between questions and exclamations
- b. Distinguish defining and non-defining relative clauses
- c. Express emotions and feelings of the speaker

You may verify your answers in the ANSWER KEY

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Week 13

Learning outcome 3

Applies the knowledge of English phonetics and phonology to improve their own pronunciation and correct and assess the pronunciation of others.

Contents, resources and recommended learning activities

In this unit students will learn why it is necessary to teach pronunciation to EFL learners, get acquainted with some basic approaches in pronunciation teaching and basic techniques to teach pronunciation in general.

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



Unidad 6. Phonological process

In this unit, we are going to focus on the necessity to teach pronunciation. The importance of teaching pronunciation cannot

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be overestimated. The majority of teachers are aware that pronunciation is the area of language learning most resistant to change or improvement.



Source: [Enlace web](#)

6.1. Teaching Pronunciation: Why teach pronunciation?

For your studies please consider the following academic resource

(PPT # 10 Pronunciation teaching- reasons against and for it)

Study Resources

In this section you are going to learn why teaching pronunciation is important for achieving comprehensible speech.

Due to several reasons such as lack of class time, rigid school policy to accomplish the program, insufficient own teaching experience or simply due to absence of proper teaching methodology, some teachers still avoid including this aspect of language skill into the class procedure

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Why is pronunciation a necessary element of speaking? Why might it be difficult for students to produce some sounds of the English language? So let us start.

Why teach pronunciation?



Let us try to answer this question. But before doing that, please, watch the recommended videos:



Recommended Learning Activity

Please, watch these videos that will help you understand reasons for teaching pronunciation.

[Video1 : Bad English Pronunciation Can be Dangerous](#)

[Video 2 :The Two Ronnies :The Sheikh In The Grocery Store](#)

After watching the funny recommended videos, you can understand that a learner who consistently mispronounces a range of phonemes can be extremely difficult to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

VERY IMPORTANT:

At the beginner's level: learners are expected to achieve clear and comprehensible pronunciation

At the advanced levels: pronunciation goals can focus on elements of intonation, voice quality, rhythm.

The goal of teaching pronunciation is to get accent – free speech, but it is quite difficult to achieve, so **the goal of teaching pronunciation can be established depending on a student's proficiency level.**

To conclude, in order to achieve a good speaking skill (oral production) and to attain an understandable pronunciation, it is necessary to know the rules for articulation of the target language sounds.

Oral production comprises clear articulation of vowel and consonant sounds (segmental elements) and correct use of word and sentence stress, intonation and rhythm (supra segmental elements). We should be aware that to achieve native –like pronunciation is quite challenging, however, if you follow some rules of ARTICULATION of the target language phonemes, you may get a clear and understandable pronunciation. This should be a goal- to achieve a clear and comprehensible pronunciation in order to become efficient speaker of the target language.

Next section is about some possible problems that may arise during teaching pronunciation. Go for it.

6.2. Problems and approaches in pronunciation teaching

The teaching of pronunciation has always been dealt with from a different perspective from other language skills.

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Pronunciation has been given a secondary role in language teaching, whereas grammar and vocabulary have traditionally been treated with greater importance.

Teaching pronunciation involves a variety of challenges for both students and teachers. For teachers there can be mentioned such factors as class time, lack of teaching experience or appropriate methodology, physical aspects like external noise, big class size, absence of special equipment.

For students there should be considered psychological factors, innate phonetic ability to perceive and produce sounds different from their native sound system, willingness and motivation, fear of frustrations, difficulties, boredom among other.

As a result, views on teaching pronunciation have changed greatly over the last years. You have to recall the teaching methodology course to observe how the attitude toward communicative competence changed as time passed.

If you remember, the first teaching methods, such as Grammar-Translation, did not emphasize the importance of teaching pronunciation. Speaking was not given priority, consequently, pronunciation was not in the focus of teaching foreign languages. Pronunciation was somewhat incidental to a course of study.

Growth of English as an international language increased the need for communication between speakers along with the necessity to learn pronunciation, intonation, and other elements necessary to make communication a successful process.

In the mid-80s greater attention was paid to fluency and accuracy in speaking, and pronunciation became a key element to gain full communicative competence.

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The main difficulty for students to achieve correct pronunciation is due to the differences between sound systems, the articulation phonemes, of intonation patterns, stress, rhythm and other supra-segmental features of pronunciation proper for the English language and the learner's native language.

All the above mentioned supra-segmental elements are now given priority in teaching pronunciation. The articulation of sounds that do not exist in the student's mother tongue should also be emphasized in class.

Now let us have a closer look at some problems related with pronunciation teaching.

Aspects that affect Pronunciation

Among factors that might represent difficulty in achieving a native-like pronunciation could be age, interference with the native language, exposure to a foreign language and motivation.

Native Language – it is the most influential factor that creates a significant interference and may greatly affect the pronunciation.

For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Some other phonemes below also represent difficulties for Spanish speakers:

/k/ versus /g/ /k/ versus /g/ versus /w/

coat goat could - good - wood

A non-native speaker can reduce the interference of their native tongue through continued effort.

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Age: children between the age of 11 and 13 have an excellent chance of sounding like a native speaker.

Exposure: quality and intensity of exposure can help achieve a native-like pronunciation.

Motivation and concern for good pronunciation represents very important factors that contribute to acceptable oral production.

When teaching pronunciation, we also have to be aware of what **pronunciation model** to choose for teaching. In order to choose an appropriate teaching model, we should take into consideration certain factors such as student preferences of a model, whether it should be British, American, Canadian, or Australian English.

Due to globalization, nowadays we are exposed to different varieties of English. This is mainly because of increased international travel and the development of online learning. In this sense, students might have access to virtually any speech model they want.

Among other factors should be mentioned the fact that majority of English teachers are not always native speakers. So what model is the non-native teacher able to provide? And even if an English teacher is a native speaker, what is the language variation he / she speaks? Along with what is mentioned above some other aspects should be considered such as regional and cultural variations of language.

Therefore, it is very important to think about what pronunciation model we should use for teaching.

For successful mastering of pronunciation, students should have access to different accents and language variations. In this way, students will be better trained and less confused when hearing

different accents. To achieve positive results, students should be trained to understand variations of speech sounds and patterns.

APPROACHES IN PRONUNCIATION TEACHING

6.3. Techniques and activities to teach pronunciation in general

In this section you will learn some general (basic), techniques used to teach pronunciation.

In Unit 7 we will analyze in detail teaching techniques especially designed for vowels, consonants and supra segmentals (intonation, stress and rhythm).

You have to remember that we always have to start by explaining first HOW each sound is articulated, and after that we may proceed with its practice.

There are some basic teaching pronunciation techniques. Among them is **Drilling** and **Minimal pairs**.

DRILLING means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says the word or phrase and the students repeat it until achieving an acceptable pronunciation.

Drilling became popular as the main technique of the Audio-Lingual method (1949-1960s). It focuses on the repetition of a minimal number of language forms (1 or 2) usually with grammatical or phonological structures, i.e. through repetition (chorally or individually).

Drilling represents an efficient and important tool in pronunciation practice. In spite of its automaticity, this technique is very practical in achieving correct pronunciation.

Minimal pairs: Using minimal pairs can help students understand the difference between sounds by presenting them through contrasting examples.

IMPORTANT:

Minimal pairs are pairs of words that always contain just ONE different sound.

For example, to explain the difference in pronunciation between /θ/, /f/ and /s/ sounds, teacher may present these minimal pairs:

/θ/ - /f/

three - free

/θ/ - /s/

thin - sin

thrilled - frilled

path - pass

Another example: to contrast two troublesome for Spanish speakers phonemes

/b/ and /v/, teacher may use minimal pairs as below:

base - vase

berry - very

curb - curve

During the drilling or minimal pair practice it is necessary to emphasize the difference in ARTICULATION of speech organs to produce the target sounds.

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To consolidate your knowledge and to learn more about teaching techniques please analyze the following learning resource below.

PPT # 11 PRONUNCIATION TEACHING TECHNIQUES

Study Resources

After analyzing and learning information on the Power point, please, test your knowledge through the recommended activity below.



Recommended Learning Activities

Please, choose the pair of words that represent ***minimal pairs*** by using X mark:

wood- good _____

could- should _____

sit- seed _____

would – wood _____

sit- seat _____

coat –goat _____

tree / three _____

Well, we have concluded Unit 6 and now it is time to practice again.

Please, do the following



Self-test 6

Write TRUE or FALSE according to the statement:

1. () The goal of teaching pronunciation depends on a student's age
2. () Pair of words *would – good* represent *minimal pairs*
3. () *Drilling technique* refers to repetition of pronunciation model given by a teacher
4. () One of the reasons against teaching pronunciation is the need to change patterns appropriate for L1
5. () Difficulties in pronunciation are result of difference in articulation of target language sounds
6. () Accent is the result of differences in articulation of target language sounds
7. () *Minimal pairs* have only ONE sound difference, the one that is the target of pronunciation practice.
8. () At the advanced proficiency levels of students, teaching pronunciation may center around differences in intonation patterns of the target and the students's native language.
9. () When teaching pronunciation, it should be taken as a model BRITISH pronunciation.

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10. () At the beginning proficiency levels, pronunciation goals can focus on elements of intonation, voice quality, rhythm.lihm.

You may verify your answers in the ANSWER KEY

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Week 14

Learning outcome 3

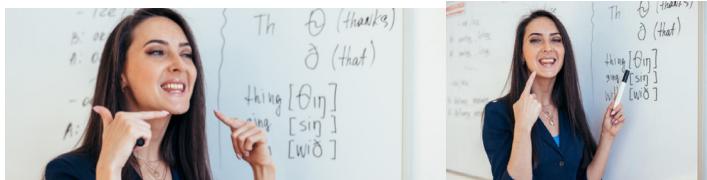
Applies the knowledge of English phonetics and phonology to improve their own pronunciation and correct and assess the pronunciation of others.

Contents, resources and recommended learning activities

In this unit students will get acquainted with lesson types related with teaching pronunciation (Integrative, Remedial and Practice), and some techniques to teach pronunciation of segments (vowels, consonants) and supra segmental elements (intonation, stress and rhythm). To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.



Unidad 7. Pronunciation Teaching: Practice and exercises



Source: [Enlace web](#)

In this Unit you will learn three lesson types that deal with pronunciation issues. Each of these lessons has its own purpose and corresponding techniques and activities that help achieve correct pronunciation and overcome pronunciation difficulties that may appear during the class.

7.1. Teaching pronunciation in EFL class; lesson types: **Integrative, Remedial, Practice**

Teaching pronunciation can be hardly given a specialized priority in high school curricula, however, it is possible to harmoniously integrate the practice of oral production into general English course.

There are three main lesson types that serve for this purpose: **Integrated, Practice** and **Remedial**. Let us read about them.

Integrated lesson – is the most common type of teaching English class during which teacher introduces, grammar, vocabulary, practice different language skills such as writing, listening, speaking and reading. Teaching each of this language skills could be combined with teaching pronunciation.

Depending on a student's proficiency level, during this class teacher can also focus on pronunciation-related topics such as

- *Word /sentence stress*
- *Vowel /consonant sounds*
- *Intonation*

You can learn more about integrated lessons in the following:



Recommended Learning Activity

Please, visit the recommended web site:

[Integrating pronunciation into classroom activities](#)

Practice Lesson- it is a pronunciation lesson type designed exclusively for practicing concrete isolated sounds. Let us say, teacher needs to emphasize the differences between long and short vowels / i:/ vs / i / , as in words seat and sit , eat and it , or between consonants /b/ and /v/ as in boat and vote , berry and very. For this purpose can be applied varied techniques such as drilling, minimal pairs among other, to practice the target sounds.

Remedial lesson- during this lesson type the teacher should focus on the activities that include pronunciation difficulties detected during speaking or reading aloud activities.

As a class activity to deal with pronunciation difficulty teacher can use *minimal pair* contrast or drilling techniques

For example, the following *minimal pairs* (or words with contrasting sounds) can be used to deal with pronunciation difficulties regarding some English vowels and consonants.

hot – hat **sock – sack** **mop – map** **born – worn** **track – trek**

bin – win **buy – why** **vet- wet** **hat – get** **cat – get**

wood – good **goat -coat** **right-light** **rock- walk** **yet -jet**

The **difference between Practice and Remedial lesson** is that during **Practice** lesson any sound can be taught, but during **Remedial** lesson teacher focuses student's attention only on those sounds that are constantly mispronounced by the students or cause difficulty for comprehension during the speech.

(Based on G. Kelly, *How to teach pronunciation*)

To learn more about lesson types, tips, techniques and class activities used during each lesson type please consider the following learning resource:

PPT # 12 LESSON TYPES: Integrated, Practice, Remedial

Study Resources



Week 15

Learning outcome 3

Applies the knowledge of English phonetics and phonology to improve their own pronunciation and correct and assess the pronunciation of others.

Contents, resources and recommended learning activities

In this section students will get acquainted some techniques to teach pronunciation of segments (vowels, consonants) and supra segmental elements (intonation, stress and rhythm).

To reach the learning outcomes students have to attentively read the offered contents, reflect on the present material and do the recommended activities.

7.2. Techniques and exercises to teach Vowels

i_e o e_a ai e_w e ue y u_e
 ee a o_o igh ay i o_e
 u ow ie e_e oa y a_e

Source: [Enlace web](#)

This section provides you some techniques and class activities to teach English vowel phonemes. In Unit 3 you already were

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introduced the characteristics of vowel phonemes, and you also know that in English there are 5 vowels , **a, e , i, o ,u** that in spoken language correspond to 20 phonemes .Consequently English vowels differ significantly from Spanish vowel sound system.

The main difficulty for Spanish speakers may represent **long vowels**, and such phenomenon as **vowel reduction** – when unstressed vowels tend to be reduced in quality and even not pronounced at all, as in example word “student” which is pronounced as /stjudnt/

Vowel reduction is exclusively English property (it is absent in Spanish language where all vowels, both stressed and unstressed , have the same duration in a word).

The following learning resource provides some ideas , tips , techniques and class activities addressed to teach English vowel phonemes.

PPT # 13 Tips and TECHNIQUES to teach VOWELS

Study Resources

7.3. Techniques and exercises to teach Consonants



Source: [Enlace web](#)

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In Unit 4 you were introduced the classification, characteristics and description of English consonant sounds.

In this Unit section you will be provided some tips how to teach English consonant phonemes.

You have to remember that production of English consonants depends on manner of articulation, places of articulation, voicing, and aspiration produced during their articulation.

When you teach English consonants, first of all you have to explain your students HOW EACH SOUNDS IS ARTICULATED. Once the students understand this process, you can proceed with practicing of the sounds.

The following academic resource provides some practical class exercises, tips, techniques and activities used for this purpose. Please, consider the following Power Point.

PPT # 14 TIPS TO TEACH CONSONANTS

Study Resources

7.4. Techniques and exercises to teach Word and Sentence stress

In Unit 5 of this guide you were explained the suprasegmental elements such as **word** and **sentence stress**. You learned some rules for word stress. You already know that shift of word stress may even change the meaning of a word as in an example: prEsent (noun, meaning “ gift”) and presEnt (verb, meaning “ to introduce”).

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When referring to sentence stress, it should be emphasized that it is the basis for English **rhythm** (alternation of stressed and unstressed syllables or words in an utterance).

English language is very rhythmical. So there are some rules we have to follow in order to achieve natural English- sounding speed of speech and rhythm. This depends on the words we use in a sentence. As you remember, English words are divided in FUNCTION (articles, conjunctions, prepositions, etc. serving as auxiliary words), and CONTENT (loaded with main meaning (nouns, verbs, adjectives, etc). So the English rhythm of English sentence and stress depends on the force of voice we use when pronouncing either function or content words.

Please, consider the following academic resource to learn some tips, techniques and class activities to teach word and sentence stress.

PPT # 15 techniques to teach word and sentence stress

Study Resources

7.5. Techniques and exercises to teach Rhythm and Intonation

This Unit section deals with techniques to teach Rhythm of English and Intonation.

You already know that in order to sound as an English speaker, it is not enough to pronounce correctly the vowel and consonant phonemes.

Pronunciation also deals with INTNATION and RHYTHM.

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Each language has its own patterns of intonation. Spanish intonation significantly differs from English pronunciation patterns. Students very frequently transfer their native language intonation into the target language which may lead to confusion and even misunderstanding during conversations with the native speakers.

In order to sound naturally when speaking English, it is necessary to know the proper intonation patterns and rules to follow.

The academic resource below will help you achieve the necessary skills to teach the intonation and Rhythm of English in class applying techniques and activities used for this purpose. Please, consider it for your studies.

PPT# 16 TEACHING INTONATION and RHYTHM

Study Resources

Well , dear students, we have concluded our course.

The last activity to consolidate your knowledge of Unit 7 is the test below.

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Self - test 7

Circle the letter of the correct answer.

1. Choose the lesson below which is organized in the following way. First, present the phonetic sound; then practice the sound. Third, students are expected to correctly produce the sounds and speech.
 - a. Remedial.
 - b. Practice.
 - c. Integrated.
2. Which of the following lessons includes work on word stress, and discrimination between the pronunciation of vowels and consonants:
 - a. Integrated.
 - b. Remedial.
 - c. Practice.
3. During this lesson type, teacher focuses students' attention on activities that deal with pronunciation difficulties:
 - a. Integrated.
 - b. Practice.
 - c. Remedial.
4. At higher proficiency levels, teacher can include such pronunciation-related activities as:
 - a. Articulation of vowels.
 - b. Articulation of consonants.
 - c. Intonation patterns.

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5. The choice of pronunciation-related activities depends on students:
 - a. Geographical region.
 - b. Proficiency level.
 - c. Age and interests.
6. Among the key aspects that may affect pronunciation are:
 - a. Interference of a student's native language.
 - b. External noise near the classroom or poor quality of audio- visual equipment.
 - c. Lack of teaching experience or appropriate methodology.
7. To achieve automaticity in pronunciation, it is advisable to use technique known as:
 - a. Back chaining.
 - b. Drilling.
 - c. Role plays.

Activity 2. Write TRUE (T) or FALSE (F) according to the statement:

8. () The purpose of *Remedial lesson* is to deal with pronunciation difficulties.
9. () The phenomenon of *vowel reduction* affects the phonemes that are under the stress.
10. () Teaching pronunciation of consonant phonemes should start with the explanation of how each sound is articulated.

You may verify your answers in the ANSWER KEY

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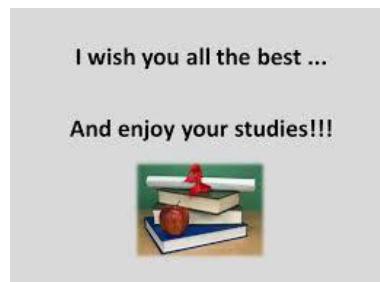


End of term activities

Dear student, please review the self-evaluations provided at the end of each unit, do the recommended learning activities, visit the web links for related videos. Remember that the online questionnaires and the graded activities also constitute a tangible resource that help you to become well-prepared for the test. Do not underestimate these resources for your studies. I wish you to always do your best!

So the course is finished, I sincerely hope that it was useful for you and you learned some practical techniques and tips about how to teach pronunciation. Just keep studying more to become an excellent professional in future.

GOOG LUCK IN YOUR SUBSEQUENT STUDY!



Source: [Enlace web](#)

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4. Answer key

Self - test 1	
Question	Reply
1	b
2	a
3	b
4	c
5	b
6	b
7	a
8	b
9	c
10	a

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Self - test 2	
Question	Reply
1	b
2	c
3	c
4	c
5	b
6	a
7	a
8	a
9	b
10	c

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Self - test 3	
Question	Reply
1	b
2	b
3	b
4	a
5	c
6	a
7	f
8	f
9	t
10	f

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Self - test 4	
Question	Reply
1	a
2	b
3	c
4	c
5	b
6	a
7	f
8	f
9	f
10	t

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Self - test 5	
Question	Reply
1	b
2	c
3	b
4	a
5	b
6	a
7	c
8	a
9	a
10	c

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Assessment

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Self - test 6	
Question	Reply
1	f
2	t
3	t
4	t
5	t
6	t
7	t
8	t
9	f
10	f

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Self - test 7	
Question	Reply
1	b
2	a
3	c
4	c
5	b
6	a
7	b
8	t
9	f
10	t

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6. Resources

Document 1. Auditory Phonetics

AUDITORY PHONETICS

This branch of Phonetics refers to the study of HOW sounds are received by the ear and decoded by the brain (Rowe, B. 2016).

In other words, **Auditory Phonetics** is concerned with hearing and perception of speech; our response to speech sounds as received through the ear and brain (Fasold, 2006).

The focus of study of Auditory phonetics is made on the relationships between speech stimuli and a listener's responses to such stimuli as mediated by mechanisms of the peripheral and central auditory systems.

To put it simply, it is the study of HOW sounds are received by the ear and decoded by the brain and the description of how listener perceives and decodes the sounds.

Auditory phonetics focuses on the listener rather than the producer of speech.

The study of Auditory Phonetics relies on knowledge that comes from the study of anatomy and physiology.

This branch of phonetics basically deals with auditory sameness and difference between sounds and their perception. For example, let us analyze words *pill* and *pin*.

Apparently both words sound the same, but they sound different from the initial sections of *Bill* and *bin*. The difference between *pin* and *bin* sounds the same as that between *tin* and *din*. It is on the basis of such elementary auditory judgments that we set up the English stops and their distinctive features (*retrieved from Herbert Pilch (1978) Auditory Phonetics, Word, 29:2, 148-160, DOI: 10.1080/00437956.1978.11435657*)

To understand this mechanism better, please observe the picture below regarding the SPEECH PERCEPTION

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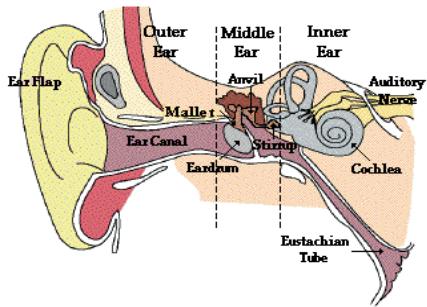
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Document 2. Acoustic Phonetics

1.1.2. Acoustic phonetics

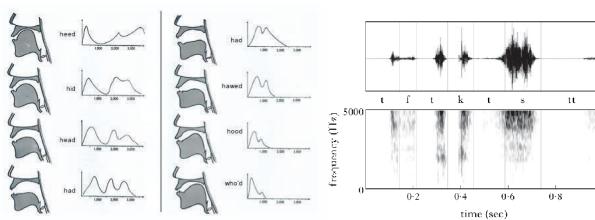
Acoustic phonetics- it studies the physical properties of speech sounds; frequency, amplitude during sound transmission from speaker to hearer, from mouth to ear (Fasold, 2006). It focuses on the sound that is produced when a person speaks. The aim of acoustic phonetics is to understand the acoustic properties of speech, and how that speech is perceived by the listener's ears.

The process of speech communication is dependent on the nature of sound. All sounds (music, animal noises, human speech, etc.) are patterns (waves) of energy that move through air.

When sound is produced its energy transforms into a pressure wave that consists of vibrations in air. In other words, the vibrations of the vocal cords produce the waves that travel through air and are perceived by the ear.

Air particles move in the form of waves, and are characterized by frequency, amplitude and intensity.

The graphics below shows how uttered sounds provoke vibration of the vocal cords and how these waves travel through air and how registered by spectrogram (a machine designed for the measurement of the sounds waves)

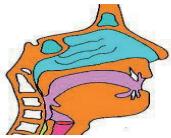


Source: https://www.researchgate.net/figure/Acoustic-waveform-and-spectrogram-of-ifthekittyou-sprained-it-FFM-as-realized-by-lgl_32222474

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Document 3. Articulatory Phonetics

1.1. 3 ARTICULATORY PHONETICS



Source: _____

Articulatory Phonetics studies the nature and limits of human ability to produce speech sounds and describes the way these sounds are delivered (Fasold, 2006). It is the study of the production of speech sounds.

Articulatory phonetics describes the production of speech sounds by SPEECH ORGANS, explains the articulatory process, and classifies speech sounds in terms of their ARTICULATION (movements in the vocal tract).

Articulation of the sounds is a complex process. Altering the characteristics of a stream of air produces speech. Speaking involves the usage of the vocal tract in different ways, and the involvement of ARTICULATORS.

Most sounds are produced by expelling air. The air is modified by the structures of the respiratory and digestive systems before it is released. These structures are called **ORGANS of SPEECH** (trachea, larynx, vocal cords, glottis, epiglottis, throat, nose, mouth, lungs, diaphragm, etc.), or **ARTICULATORS**, such as tongue, lips, jaw, etc. that control and shape the expelled from the lungs air and are responsible for the sound production and different levels of air constriction in the vocal tract. The differences between production of the sounds also depends on PLACES OF ARTICULATION, such as lips, alveolar ridge and teeth.

So, articulatory phonetics also classifies the sounds according to PLACE of Articulation (or POINTS of Articulation) and ARTICULATORS.

In Unit 2 we are going to analyze in detail the sounds according to their characteristics, how they are produced, that is to say, the movements and/or positions of the vocal organs (articulators).

To sum up this brief explanation of the branches of Phonetics, please observe the graphic below that shows the main concerns of each subfield:

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- articulatory phonetics



- acoustic phonetics



- auditory phonetics



It is very important to mention the role of phonetic transcription for description of the sounds analyzed by Articulatory Phonetics. This system of description and "explanation" of speech sounds of world languages belongs to the International Phonetic Association (IPA), and International Phonetic Alphabet that was created to provide a phonetic symbol for every phoneme (sound) for every language, to approach the approximate articulation, or pronunciation, of the sounds of world languages. We are going to address this topic in section 1.3.

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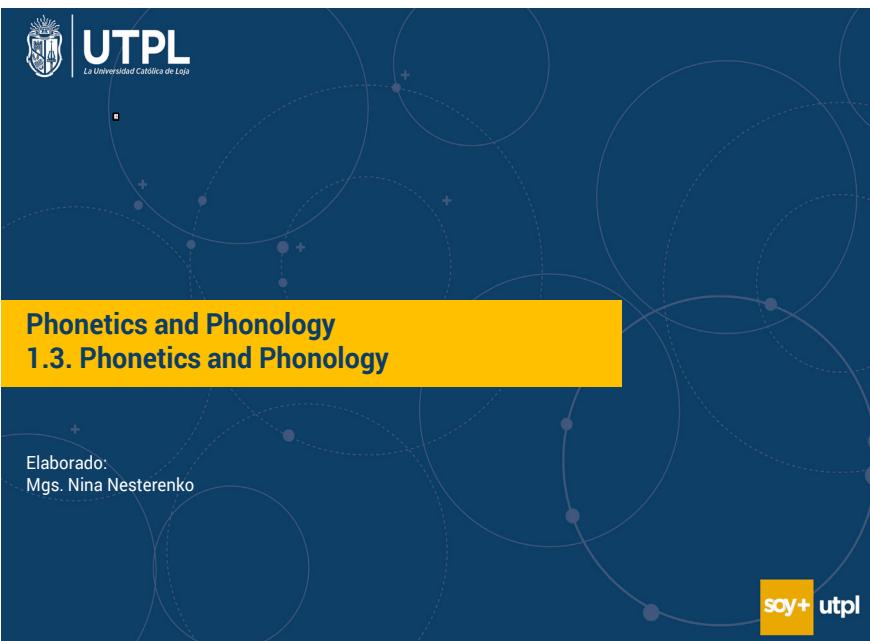
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Document 4. Phonetics and Phonology

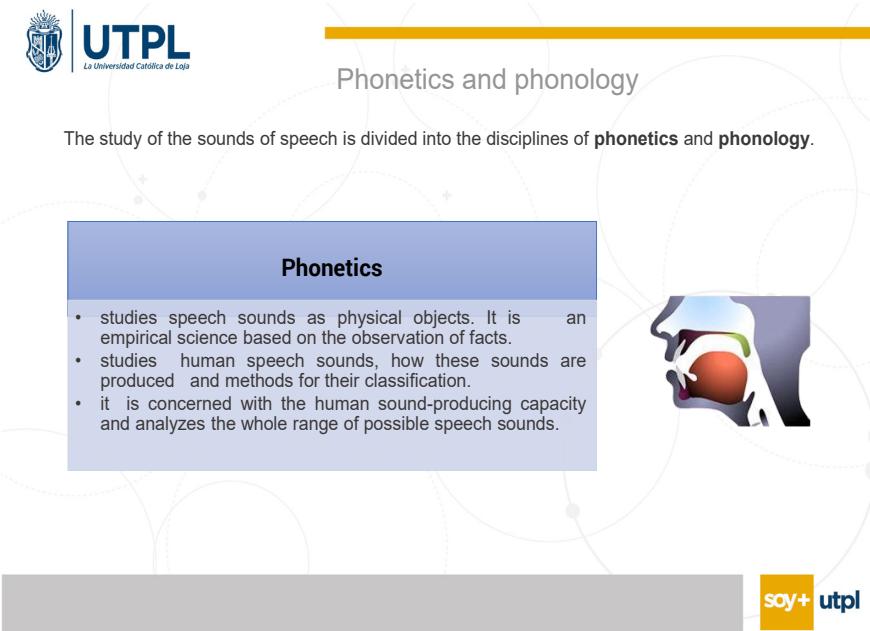


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Phonetics and Phonology
1.3. Phonetics and Phonology

Elaborado:
Mgs. Nina Nesterenko

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Phonetics and phonology

The study of the sounds of speech is divided into the disciplines of **phonetics** and **phonology**.

Phonetics

- studies speech sounds as physical objects. It is an empirical science based on the observation of facts.
- studies human speech sounds, how these sounds are produced and methods for their classification.
- it is concerned with the human sound-producing capacity and analyzes the whole range of possible speech sounds.



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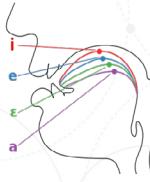
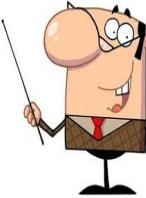
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Phonetics

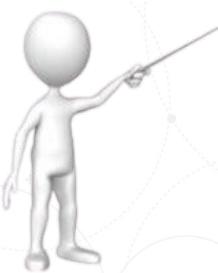
- How are speech sounds made?
- How many different sounds do languages use?
- How does sound travel through the air?
- How can we measure speech?



- Phonetics is the study of speech sounds, their physical properties, the way they are received and decoded by the brain, and the way they are produced.(Rowe, 2009)

Phonology

- It is a branch of linguistics. It is an overall description of the sound system of a given language.



- How do languages organize sounds to distinguish different words?
- What sorts of changes do sounds undergo if sequences arise that do not obey the restrictions?
- How are sounds organized into larger constituents (syllables, words, and phrases)?

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Difference between Phonetics and Phonology

Phonetics

- Is a branch of linguistics that comprises the study of the sounds of human speech. It deals with the physical production of these sounds.

Phonology

- Is the sub discipline / subfield of linguistics concerned with "the sounds of language" (the study of sound patterns and their meanings both within and across languages).

Phonetics Vs Phonology

Phonetics :

- **It's only a description.**

It is strictly about audible sounds and the things that happen in your mouth, throat, nasal and sinus cavities, and lungs to make those sounds.

For ex., in order to produce the word "bed," you start out with your lips together. Then, air from your lungs is forced over your vocal chords, which begin to vibrate and make noise. The air then escapes through your lips as they part suddenly, which results in a B sound.

- **It's strictly physical (not meaningful).**



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Phonetics Vs Phonology

Phonology

- is both physical and meaningful.
- It explores the differences between sounds that change the meaning of an utterance.

For ex., the word "bet" is very similar to the word "bed" in terms of the physical manifestation of sounds. The only difference is that at the end of "bet," the vocal chords stop vibrating so that sound is a result only of the placement of the tongue behind the teeth and the flow of air. However, the meanings of the two words are not related in the least.



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Phonetics Vs Phonology

Phonologists analyze and examine variations on single letter pronunciations, words in which multiple variations can exist versus those in which variations are considered incorrect, and the phonological "grammar" of languages.

- Ex: /p/, /t/, /k/ are aspirated at the beginning (not end of a word)
- Similarly, Spanish words do not begin with an "s" sound followed by a consonant, which makes it very difficult for Spanish-speakers who are learning English to say words like "school," "speak" and "strict." **Phonologists** study things like that.

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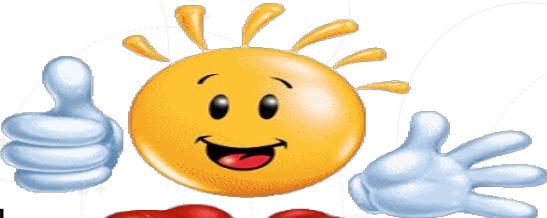


(Phonetics vs Phonology)
• <https://www.youtube.com/watch?v=De4iMKxSpqY>

SUGGESTED WEB LINK for STUDY

- <http://reference.yourdictionary.com/word-definitions/differences-between-phonetics-and-phonology.html>

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THANK YOU



To be continued.....

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Document 5. The Physiology of pronunciation

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ENGLISH PHONETICS and PHONOLOGY
Unit 2. Description of the Speech process

Elaborado:
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This slide features a dark blue background with a faint circular network pattern. The UTPL logo is at the top left. A yellow rectangular box contains the title 'ENGLISH PHONETICS and PHONOLOGY' and 'Unit 2. Description of the Speech process'. Below the title, author information is provided. At the bottom right is a yellow square with the text 'soy+ utpl'.

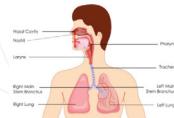


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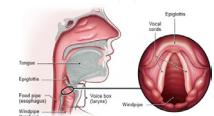
2.1. The Physiology of Pronunciation

The Physiology of Pronunciation

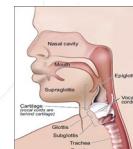
Human Speech Apparatus



1. **The RESPIRATORY apparatus** (lungs) – provides the air which is used in the production of most speech sounds.



2. **The LARYNX** (vocal cords) – generates most of the energy in speech sounds.



3. **The SUPRAGLOTTAL CAVITIES** (mouth, pharynx, nasal cavity), which act as resonators for the laryngeal tone.

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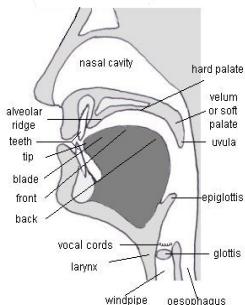
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The Vocal Organs or the Speech Organs



- Pharynx
- Oral Cavity
- Nasal Cavity
- Uvula
- Tongue (tip/blade/front/ middle/back/root)
- Hard Palate
- Soft Palate (Velum)
- Alveolar Ridge (teeth-ridge)
- Teeth (upper &lower)
- Lips (upper &lower)
- Epiglottis



VIDEO, Speech Anatomy

• <https://www.youtube.com/watch?v=-m-gudHhLxc>

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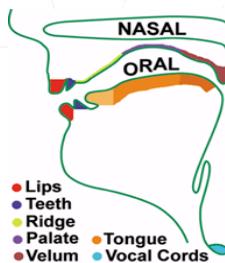


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The Physiology of Pronunciation

According to their functions, the organs of speech are sub-divided into:

ARTICULATORS and PLACES (POINTS) OF ARTICULATION.



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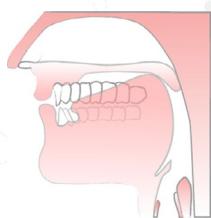
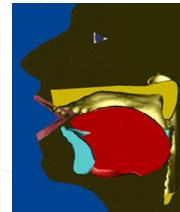
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The Physiology of Pronunciation

The articulators are **movable parts** of the vocal tract. They are organs or parts of organs that produce speech.

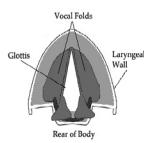


Places of articulation are **POINTS** or parts of the vocal tract, **some of them are NOT movable organs of speech**

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Articulators- MOVABLE PARTS



Lower lip	production of p, b, m, t, v
Tongue , and its three parts: Tip	Thin, then, din, line
Middle	Sin, chin, join
Back	Goal, coal, cold
Vocal cords	All sounds

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The PLACES (points) of Articulation

The PLACES (points) of Articulation - place in the vocal tract where there is the greatest degree of air obstruction

Upper lip	Initial sounds like <i>pill, bill</i>
Upper front teeth and lower lip	Initial sounds like <i>fan, van</i>
Lower front teeth , with the tip of tongue as articulator.	As in words like <i>think, thank, this, those</i> .
Alveolar ridge , located behind the upper front teeth.	Initial sounds in the words like <i>ten, den, jet, chin</i> .

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To be continued.....



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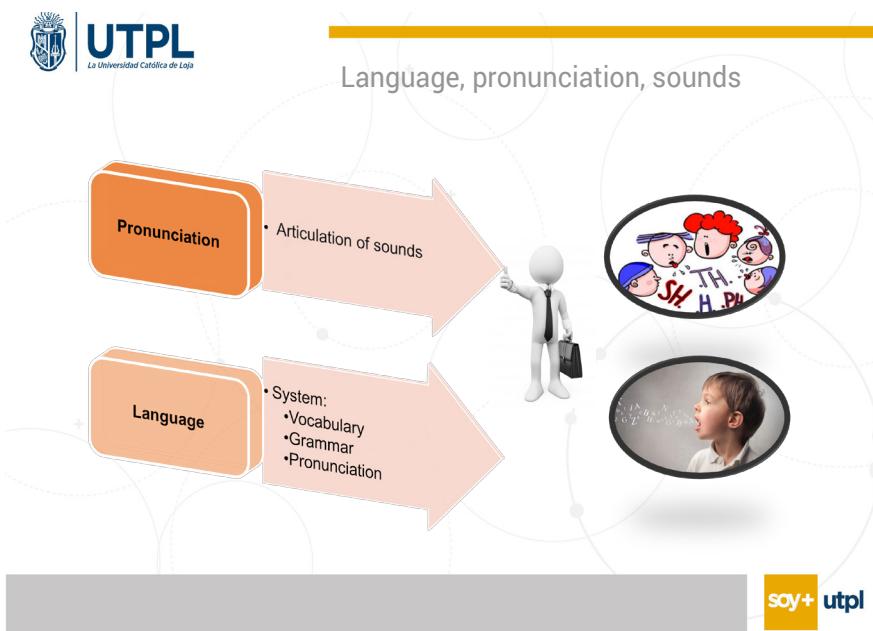
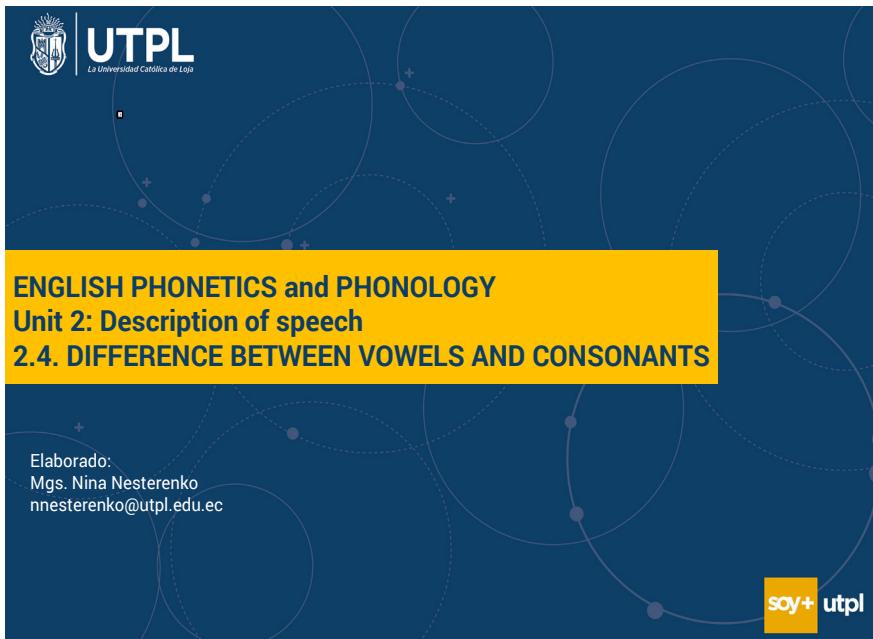
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Document 6. Difference between vowels and consonants



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Sound

Emit or cause to emit sound

Vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.

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Segmental features of pronunciation

Vowels and Consonants

In written English, the 26 letters of the alphabet comprise 5 vowels and 21 consonants.

In spoken English, there are 20 vowels and 24 consonants.

aei
ou

B	C	D	F	G	H	J
K	L	M	N	P	Q	R
S	T	V	W	X	Y	Z

i:	ɪ	ʊ	u:	rə	eɪ	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	au
p	b	t	d	tʃ	dʒ	k
f	v	θ	ð	s	z	ʃ
m	n	ŋ	h	l	r	w
						j

"It is this discrepancy, of course, which underlies the complexity of English spelling."(David Crystal, How Language Works. Overlook Press, 2006)

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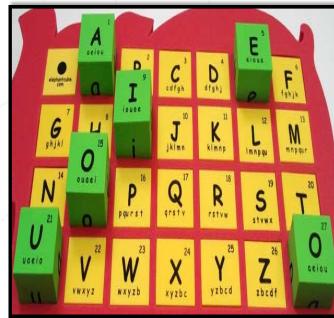
Differences between **Vowels** and **Consonants**

1. The physiological difference

2. Acoustic difference

3. Role in the syllable

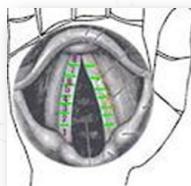
4. Voicing



Differences between **Vowels** and **Consonants**

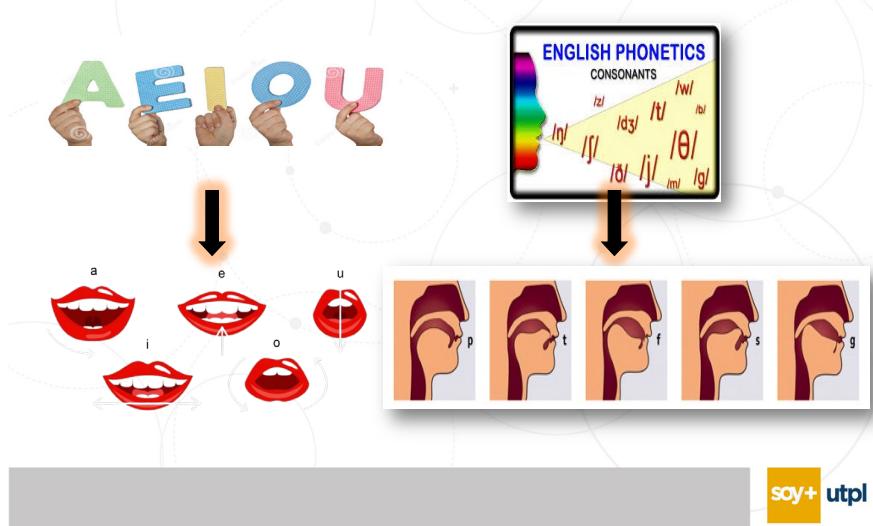
1. The physiological difference

- It is about the way the sounds are produced.



1. Vowels are letters with sounds that are made with no blockage of airflow.
2. Consonant letters have sounds that are blocked by the lips or the tongue.
3. "Vowel" came from the Latin word "vocalis" which means "speaking," while "consonant" came from a borrowed Latin word "symphonon" which means "pronounced with."

Vowels vs Consonants



Differences between Vowels and Consonants

3. Role in the syllable

Vowels are usually the centre or nucleus of the syllable;
consonants are marginal.
Ex: dog, sail, book, phone

There is only one peak of prominence per syllable and this is nearly always a vowel.
Ex: pre-si-den-cy

The consonants form the less prominent spaces between the vowel peaks.

A single vowel forms the prominent nucleus of each syllable.

Syllables usually consist of a vowel surrounded by a number of consonants.
Ex: re-la -tion- ship



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Differences between Vowels and Consonants

2. Acoustic difference

It refers to auditory quality of sounds.

This distinction is present in all languages.

- _ Vowels are always produced with an open vocal tract and are therefore highly resonant.
- _ The articulatory properties of vowels differ in several aspects from those of consonants, mainly in the degree of vocal tract opening.
- _ Consonants are more constricted and therefore have weaker sound.
- _ Vowels produce longer reaction times than consonants.
- _ Consonants are less prominent than vowels.



Differences between Vowels and Consonants

4. Voicing

It refers to the activity of the vocal cords.

- Voiced sounds will make the throat vibrate.

Technique to teach voicing

- For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds.
- Touch your throats while pronouncing voiced and voiceless sounds to feel vibration with the voiced sounds only.



Video: English Pronunciation - voiced & voiceless English sounds
<https://www.youtube.com/watch?v=XNrIoK1KA0c>



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VOICING

Examples:

- belief - believe
 - get - cat
 - wet - pet
 - rock - sock



All vowel sounds are voiced

- Your examples?

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Visit the following recommended web sites:

- <http://www.differencebetween.com/difference-between-vowels-and-vs-consonants/>
- <http://www.differencebetween.net/language/difference-between-vowels-and-consonants/#ixzz2yJUJ46D0>
- <http://www.differencebetween.net/language/difference-between-vowels-and-consonants/#ixzz2yJV4iOIM>
- <http://www.differencebetween.net/language/difference-between-vowels-and-consonants/#ixzz2yJW4Pm5a>

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THANK YOU

To be continued.....



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Document 7. Classification of vowels



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ENGLISH PHONETICS and PHONOLOGY Unit 3: English Phonological system. Segmental elements. Vowels 3.1. Classification of Vowels

Elaborado:
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Vowels

- The word *vowel* comes from the Latin word *vocalis*, meaning "speaking", because in most languages words and thus speech are not possible without vowels.
- There are only five letters used to write vowels in English. They stand for about 20 vowel sounds in most English accents.



1	i: need	2	I thin	3	e went	4	æ cat
5	ə alive	6	ɜ: third	7	ʌ fun	8	ɑ: car
9	ʊ: few	10	ʊ put	11	ɔ: talk	12	ɒ rob

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Vowels and their IPA symbols

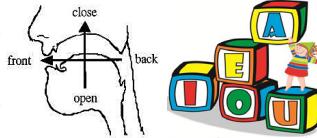
Vowels

ɪ	pit	ɔ:	born
e	pet	ʊ:	bo <u>n</u>
æ	pat	aɪ	b <u>ite</u>
ɒ	pot	ɛɪ	b <u>ait</u>
ʌ	but	ɔɪ	bo <u>y</u>
ʊ	book	əʊ	to <u>e</u>
ə	mother <u>er</u>	əʊ	ho <u>use</u>
i:	bean	ʊə	po <u>or</u>
ɜ:	burn	əə	ea <u>r</u>
ɑ:	bar <u>n</u>	eə	ai <u>r</u>

Vowels

V. are normally made with no obstruction in the air stream in the mouth, pharyngeal and nasal cavities.

Vowels are MELODY of English
a e i o u y



Vowels

Vowels form centre of word and nucleus or peak of syllable

- Ex: table car com - pu- ter

Vowels are normally made with the air stream that meets no obstruction in the mouth, pharyngeal and nasal cavities.

- Vowels are always voiced

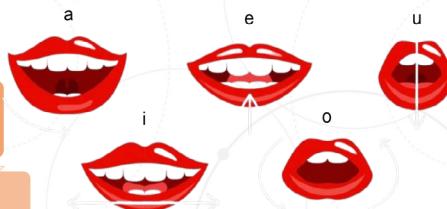


Classification Of Vowels

Length

Tongue Position

Lips Position



Vowels: Classification

LENGTH

Simple (short/lax)

Retain the same position of the speech organs through articulation

[i, e, ə, æ, ɔ (o), u, ʌ]

hit, busy, myth, egg, said, certain, about, banana, hat, apple, dog, because, polish, book, push, put does, bus, come

Complex (long/tense)

Change position of the speech organs, and end with /w/ or /y/

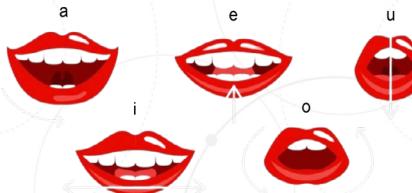
[i:, a:, ɔ:, u:, ɜ:] + diphthongs

bead, cheese, people, class, far, heart, fork, or, taught, food, true, fruit, shirt, pearl, world

Pure(single) vowels vs DIPHTHONG , or SHORT and LONG

Ex:

bit-beat we – weed (i - i:
 mat-mate (æ- ei)
 rip-ripe (ɪ - ai)
 pull-poo (ʊ - u:)
 let-ley pet- pain (e - ei)
 net - night (ɛ - ai)
 Bob- boy (ə- oy)



(VIDEO: Classification of vowels)
https://www.youtube.com/watch?v=k88PyODhC_8
<https://www.youtube.com/watch?v=arMntA15AOs> Vowels IPA (video)

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Vowel Length

Long vowels

- smile
- lake
- tube
- go
- Employee

Short vowels

- signal
- ago
- destruction
- chocolate
- certain



Your examples? Consult a dictionary

Vowel Length

Vowel length has to do with the word stress.
Stress plays a significant role in vowel duration .

The phenomenon of *vowel reduction* in English affects only those syllables that are completely without stress.



- curtain - / kərθ /
- certain - / sərθn /
- apple - / æpl /



Vowel reduction in unstressed syllables also normally takes place in longer English words.

- reduction / rɪ-dʌkʃn /

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Vowels: Diphthongs and Triphthongs.

"diphthong" - Greek diphthongs - "two sounds" or "two tones".



Diphthongs are vowel sounds in which the tongue starts in one position and rapidly moves to another.



- *smile, face, go*

It is also called a gliding vowel - two adjacent vowel sounds within the same syllable

- *boy, toy, annoy /ɔɪ/,*
- *hey, way, lane /eɪ/,*
- *nice, bite, kite /aɪ/*



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On the articulatory level the description of vowels notes changes:

in the stability of articulation
(mono- vs , di triphthongs)

Difficulty in pronouncing diphthongs : producing them is a motor skill.
To make diphthongs, the tongue, lips (and jaw on occasions!) have to move.

/eɪ/	/aɪ/	/ɔɪ/
/ɪə/	/eə/	/ʊə/
/əʊ/	/aʊ/	

Your tongue moves to:

/ɪ/
/ə/
/ʊ/

Your tongue moves to:

Your tongue moves to:

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Triphthongs

Triphthong - Greek origin - "with three sounds," or "with three tones".

It is compound vowel sound resulting from the succession of three simple vowel sounds and functions as one unit.

It is characterized by a vowel combination involving a quick, but smooth movement of the articulator from one vowel quality to another.

- [aʊə] *hour, flour, sour, flower, our, power, shower*
- [aɹə] *fire, tire, higher, tyre*
- [ɔɹə] *loir, employer*
- [eɪə] *layer, player*
- [ʊəə] *slower, lower*



Vowels: Classification

Tongue Position

The tongue may move **forward, backward, up, down**, thus changing the quality of vowels.

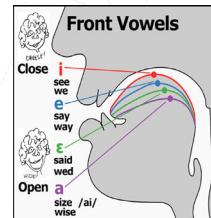
When the tongue is in the front part of the mouth and the front part of the tongue is raised to the hard palate, a **front vowel** is pronounced.

[i:]
lead

[e]
leg

[ə]
map

Your examples?



Vowels: Tongue Position

When the tongue is in the front part of the mouth and the front part of the tongue is raised to the hard palate a **front vowel** is pronounced
 They are – [i:, e, i, ə], as in words



set, second



Map **apple** **fat**



Vowel, Tongue Position

When the front of the tongue is raised towards the back part of the hard palate the vowel is called **central**.

They are – [ʌ, ə:, (ɛ), ə], as in the words:

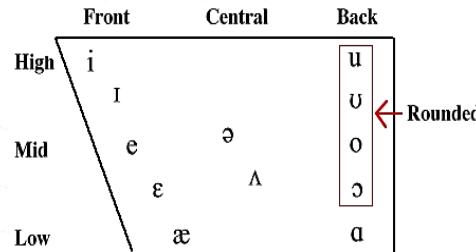
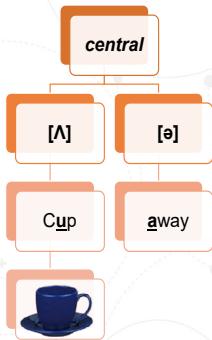


- **bus, fuss, hut, up, but, come,**
- **bread, spread, again, friend, guest**
- **yes, seven, bed, fence**



Vowel, Tongue Position

When the front of the tongue is raised towards the back part of the hard palate the vowel is called



Your examples?

Vowels: Tongue Position

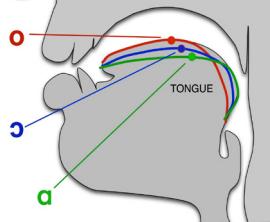
When the tongue is in the back part of the mouth and the back of it is raised towards the soft palate a **back vowel** is pronounced.

[ɑ:] Class, moss [ɔ] soft, often [ɔ:] all, law [u:] pool, cool



Your examples?

Three English back vowels



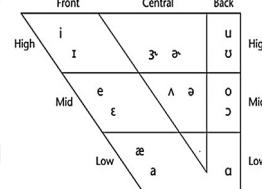
Vowel, Tongue Position

When the tongue is in the back part of the mouth and the back of it is raised towards the soft palate a **back vowel** is pronounced.

They are – [a:, ɔ:, ʊ, u], as in the words:



- arm, dark, father, alarm, pardon
- caught, tought, noughty raw
 - follow, log, pocket, opera
- cock, good, wood, could, should
 - woman, dō, rude, rule, tuna



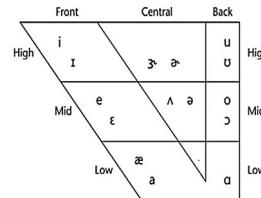
Vowel, Tongue Position

When the highest part of the tongue occupies the position intermediate between the close and the open one **mid vowels** are pronounced.

[ʌ ε ε: ə̄̄]

- Luck end turn about upon

Your examples?



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Vowel, Tongue Position

When the front or the back of the tongue is as low as possible in the mouth **open vowels** are pronounced.

[æ a: ɔ ɔ:].

- Bat part caught mall



Your examples?

soy+ utpl



Vowels: Tongue Position

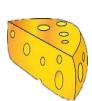
When the front or the back of the tongue is raised high towards the palate the vowel is called **close**.

[i:]
Cheese

[ɪ]
hit

[ʊ]
put

[u:]
fruit



Your examples?

soy+ utpl

Vowels: Tongue Position

To sum up, when the front or the back of the tongue is raised high towards the palate the vowel is called **HIGH**.

- They are – [i: I u u:].

When the front or the back of the tongue is as low as possible in the mouth **open** vowels are pronounced.

- They are – [ə a: o o:].

When the highest part of the tongue occupies the position intermediate between the close and the open one **mid** vowels are pronounced.

- They are – [e Λ ə: ə].

Vowel, Tongue Position

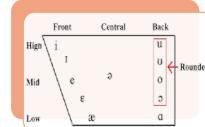
When the front of the tongue is raised towards the back part of the hard palate the vowel is called

On the articulatory level the description of vowels notes changes:

in the lip position (rounded/unrounded, spread, neutral)



In the tongue position. The tongue may move **forward, backward, up, down**, thus changing the quality of vowels.

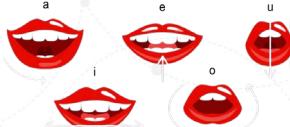


Lips Position

rounded, spread, neutral
put beads name
ocean leap claim

When the lips are drawn together so that the opening between them is more or less round the vowel is called **rounded**.

They are – [ɔ ɒ: u u:]



Your examples?



Lips Position

ROUNDED

- When the lips are drawn together so that the opening between them is more or less round the vowel is called **rounded**.
- They are – [o ɒ: u u:].

UNROUNDED

- When the lips are neutral or spread the vowels are called **unrounded**.
- They are – [i: i: e: æ: a:ʌ:ə:ə:]



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Lips Position

When the lips are in smiling position, the vowels are called **spread**.

They are – [i :]



cheese	beads	people	knee	list

Your examples?

Lips Position

When the lips are not rounded nor spread, they are called **neutral**.

They are – [ɪ ə :]



æ	a:	ʌ	ə	ɛ ɛ :

Your examples?

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Recommended WEB LINKS



https://www.youtube.com/watch?v=xa5bG_wrK7s
(VOWELS)

<https://www.youtube.com/watch?v=DeecdbyYv2A>
(Describing English Vowels)

<https://www.youtube.com/watch?v=j-27eVle65A>
(How to pronounce vowels)

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To be continued.....

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Document 8. Characteristics and classification of consonants



UTPL
La Universidad Católica de Loja

ENGLISH PHONETICS and PHONOLOGY

Unit 4: English Phonological system. Segmental elements: Consonants

4.1. CHARACTERISTICS and CLASSIFICATION of CONSONANTS

Elaborado:
Mgs. Nina Nesterenko
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Consonants

The word “consonant” came from Latin word “sympnōn”, that means “pronounced with.” It is a calque of Greek word σύμφωνον sýmphōnon, (plural sýmphōna), which means “sounding-together (letter)”.

The 21 consonant letters in the English alphabet are

b c d f g h j
k l m n p q r
s t v w x y z



<https://www.youtube.com/watch?v=BBhrpu-3fIE>



English Consonants:

In spoken English, there are 24 consonants.

p <i>/pɪn/ pin</i>	b <i>/bæd/ bad</i>	t <i>/tɪn/ tin</i>	d <i>/dɒg/ dog</i>	f <i>/faɪv/ five</i>	v <i>/væn/ van</i>	θ <i>/θɪn/ thin</i>	ð <i>/ðæt/ that</i>
m <i>/mæn/ man</i>	n <i>/nəʊz/ nose</i>	ɳ <i>/ɳɪn/ thing</i>	h <i>/ha:tʃ/ half</i>	g <i>/dʒe:tʃ/ church</i>	dʒ <i>/dʒæm/ jam</i>	k <i>/kaind/ kind</i>	g <i>/gʌn/ gun</i>
s <i>/seɪ/ say</i>	z <i>/zu:/ zoo</i>	ʃ <i>/ʃɪp/ ship</i>	ʒ <i>/meʒə/ measure</i>	l <i>/leg/ leg</i>	r <i>/rʌn/ run</i>	w <i>/we:k/ work</i>	j <i>/jes/ yes</i>

Consonants



Producing a consonant involves making the vocal tract narrower at some location than it usually is. This narrowing is known as **constriction**.



The consonant you are pronouncing depends on where in the vocal tract the constriction is and how narrow it is.



It also depends on voicing and whether air is flowing through the nose.

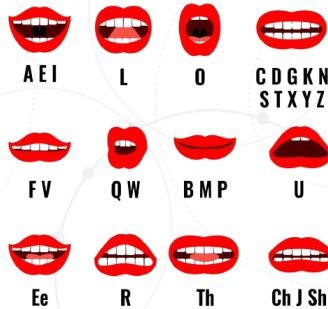
Consonants

consonants are produced with some degree of air obstruction, ranging from the complete stoppage of air, as in the sounds: **p, t, k, b, d, g, v, h**

- (mop, **t**ip, **c**at, **b**ag, **ladd**er, **g**lue, **y**et, **h**at)

to very little air obstruction – as in the sounds:
s, z, f, r, dʒ, ʒ, tʃ

- (**soul, zeal, sh**ine, **r**ock, **j**eans,
pleasure, chalk).



Consonants Are Sounds That

often accompany vowels in the syllable

have a greater degree of constriction than vowels.

are produced with some degree of air obstruction, ranging from the complete stoppage of air, as in the sounds

to very little air obstruction – as in the sounds **s, z, f, r, dʒ, ʒ, tʃ**

Ex: for-ward

/p / /b/ , /k/ , /g/ ,
/s/ , /f/ , /ʃ/ , /dʒ/ , /tʃ/ ,
/θ/ , /tʃ/

p, t, k, b, d, g, v, h

soul, zeal, shine,
rock, **j**eans,
pleasure, chalk.

Semi Consonants / Semivowels

Some sounds may function as either vowels or consonants, depending on the syllable pattern : The letters **Y** and **W**

Y : As a vowel, Y has the sounds : [i], [ai].

- /ɪ/ : in *myth*, in *funny*, and the diphthong /aɪ/ in *my*, *why*, *cry*.

As a consonant, Y has the consonant sound: /j/ in *yoke*,

As a semivowel , usually at the beginning of the word and only in the syllable before a vowel.

- [i]: *baby*, *hurry*, *lyrics*, *mystery*; [ai]: *by*, *try*, *rely*, *nylon*, *type*;

- always represents a consonant except in combination with a vowel letter

- represents the vowel sound [u:] in the diphthongs [au] and [ou]:

- *now*, *how*, *owl*, *brown*; *low*, *own*, *bowl*, *growth*, *raw*, *how*.
- w : *well* *wall* *walk* *pillow* *willow*
- y : *you* *yolk* *yellow* *why*



Vowel Length

Consonants differ from vowels because they have different phonetic features (a generic label for movements or positions of the speech organs)

Points (Place) Of Articulation

Aspiration

Main Phonetic Features

Manner Of Articulation

Voicing

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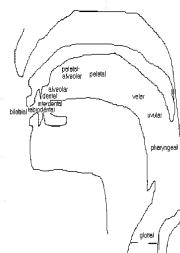
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Consonants

The Place of articulation

refers to the place of the vocal cord where the sound is produced, or where there is the most contact, or near contact, of articulators.

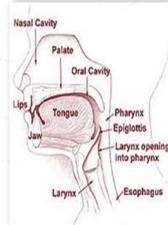


soy+ utpl

Consonants

Manner of articulation

Describes how the tongue, lips, jaw, and other speech organs are involved in making a sound. The manner of articulation thus refers to the degree of air obstruction and the way in which the breath stream is released, that is from sudden to gradual.



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Classification of consonants: MANNER OF ARTICULATION

STOPS

A stop consonant completely cuts off the airflow through the mouth

Ex: **[t], [d]**, the tongue tip touches the alveolar ridge and cuts off the airflow at that point and there is no airflow at all for the duration of the stop

FRICATIVES

In a **fricative** consonant, the articulators get close enough to each other to create a turbulent airstream.

There is still enough of an opening for airflow to continue, but the opening is narrow enough that it causes the escaping air to become turbulent (hence the hissing sound of the [s]).

The **fricatives** of English are **[f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ]**, and **[h]**.

Classification of consonants: MANNER OF ARTICULATION

AFFRICATES

A. is a single sound composed of a stop portion and a fricative portion.

In English **[tʃ]**, the airflow is first interrupted by a stop which is very similar to **[t]** (though made a bit further back). But instead of finishing the articulation quickly and moving directly into the next sound, the tongue pulls away from the stop slowly, so that there is a period of time immediately after the stop where the constriction is narrow enough to cause a turbulent airstream. In **[tʃ]**, the period of turbulent airstream following the stop portion is the same as the fricative **[ʃ]**. English **[dʒ]** is an affricate like **[tʃ]**, but voiced.

APPROXIMANTS

The articulators are not even close enough to cause the air passing between them to become turbulent.

The approximants of English are **[w], [j], [ɹ]**.

LATERALS

Tongue tip is touching alveolar ridge, but this doesn't make **[l]** a stop. Air is still flowing during an **[l]** because the side of your tongue has dropped down and left an opening.

Sounds which involve airflow around the side of the tongue are called **laterals**.

Classification of consonants

PLOSIVES (also called stops).

- (voiced) /b/, /d/, /g/
- (voiceless) /p/, /t/, /k/
- bank, day, get, pen, tile, kite

FRICATIVES

/f/, /v/, /θ/, /ð/, /z/, /s/,
 /ʃ/, /ʒ/, /h/

- full, voice, think, those, zip, sun, shadow, pleasure, hall

NASALS

/m/, /n/, /ŋ/

- man, night, singer

LATERALS

/l/

- leg, little, pollution

AFFRICATES (combination of stops and fricatives)

/tʃ/, /dʒ/

- Chicken, child, church, gender, just, large

APPROXIMANTS (semivowels)

/w/, /y/, /r/

- well, white, way, yes, you, rare, risk, parrot

Classification of consonants: MANNER OF ARTICULATION

bilabial

The articulators are the two lips.
 Lower lip is the active articulator
 the upper lip the passive articulator,

English sounds : bilabial
 [p], [b], [m].

labio-dental

The lower lip is the active articulator and the upper teeth are the passive articulator.

English labio-dental sounds :
 [f], [v].

alveolar

Alveolar ridge is the passive articulator. The active articulator may be either the tongue blade or the tongue tip

English sounds: alveolar
 [t], [d], [n], [s], [z], [l].

Classification of consonants: MANNER OF ARTICULATION

retroflex

the tongue tip is curled up and back.
/r/ sound

palatal

The active articulator is the tongue body and the passive articulator is the hard palate. The English glide [j] is a palatal.

velar

The active articulator is the tongue body and the passive articulator is the soft palate. English velars include [k], [g]

interdental

/θ/, /ð/

glottal

are made in the larynx. The vocal cords close momentarily and cut off all airflow through the vocal tract. In [h], the vocal cords are open, but close enough together that air passing between them creates friction noise.

TABLE OF ENGLISH CONSONANTS

Manner of Articulation	Place of Articulation								
	Front				Back				
	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal	
Plosive	p b			t d			k g		
Affricative					tʃ dʒ				
Fricative		f v	θ ð	s z	ʃ ʒ			h	
Nasal	m			n			ŋ		
Lateral				l					
Approximant	(w)				r j	w			

Unvoiced phonemes are on shaded background. Voiced phonemes are normal

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Consonants

Aspiration – refers to the audible escape of air following certain consonant sounds



VIDEOS:
https://www.youtube.com/watch?v=6PSdIctYBs_w (Aspiration)
https://www.youtube.com/watch?v=9wg7UNz5_oSQ (aspiration in English)

say+ utpl



Aspiration Rule

Voiceless stops

[p], [t], and [k] are aspirated [ph], [th], and [kh] when they occur immediately before (no sound in between)

a stressed vowel and there is no [s] in front of the voiceless stop. So, they are not aspirated after [s] !!!

say+ utpl

In class

Classify the consonants according to aspiration

- Pardon, **c**at, **K**ate, **p**ray, **p**ale, **t**rail, **t**ail, **c**oil, **t**en, **t**op, **t**est, **k**rack, **k**ite, **s**mell, **g**ost, **g**lare, **b**ox, **k**it, **s**can, **t**otal, **b**ay, **t**rack, **p**unish, **s**top, **c**ap, **c**up, **s**teak, **p**runes, **c**ough, **b**an, **w**rote, **m**ay, **t**rash, **c**hash, **c**one, **cl**ap, **pl**ay, **t**ook, **p**oison, **cl**ash, **br**ackets, **g**ile, **st**ay, **sc**ale, **s**pray

ASPIRATED

[h] Pardon, [h] cat,
[h] Kate, [h] pale,
[h] tail, [h] coil, [h]
ten, [h] top, [h] test,
[h] cost, [h] kit, [h]
kite [h] total, [h]
punish, [h] cap, [h]
cup,
[h] cough, [h] cone,
[h] took, [h] poison,
[h] pile

NOT ASPIRATED

Pray , trail, crack,
smell, clay, box,
scan, bay, track,
stop, steak, prune,
ban, wrote, may,
trash, crash, clap,
play, clash, brackets,
stay, scale, spray

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Voicing



Voicing - activity of the vocal cords



VOICED
consonants

VOICELESS
consonants

Vibration of the vocal cords during production

Absence of vibration of the vocal cords during production

soy+ utpl

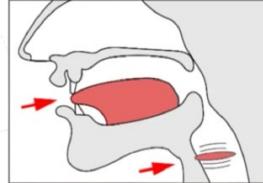
Voicing

Unvoiced
(no vibration)

[f] fat
[k] come
[p] pit
[s] sip
[t] ton
[tʃ] chin
[θ] thick
[ʃ] pressure

Voiced
(vibration)

[v] vat
[g] gum
[b] bit
[z] zip
[d] done
[dʒ] gin
[ð] this
[ʒ] pleasure



Voiced



VIDEOS:
<https://www.youtube.com/watch?v=i-pSuU7lCvM>
https://www.youtube.com/watch?v=IG95Nc_KV5g
<https://www.youtube.com/watch?v=XNrloK1KA0c>

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Sound Examples (voicing)

/p/ <u>p</u> air, <u>c</u> up	/b/ <u>b</u> ad, <u>c</u> rab	/t/ <u>t</u> all, <u>hi</u> t	/d/ <u>d</u> ark, <u>h</u> ead
			
/k/ <u>c</u> ab, <u>l</u> ack	/g/ <u>g</u> ood, <u>t</u> ag	/f/ <u>f</u> ine, <u>w</u> ife	/v/ <u>v</u> ery, <u>a</u> bove
			

Sound Examples (voicing)

/θ/ <u>th</u> ing, bo <u>th</u> /s/ <u>s</u> aw, <u>m</u> ice	/ð/ <u>th</u> is, fa <u>ther</u> /z/ <u>z</u> oo, goes
	
/ʃ/ <u>sh</u> ape, pu <u>sh</u> /tʃ/ <u>ch</u> erry, ma <u>tch</u>	/ʒ/ <u>plea</u> sure, be <u>ige</u> /dʒ/ <u>J</u> udge, Ra <u>j</u>
	

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Sound Examples (voicing)

/m/ man, team	/n/ nail, tan	/ŋ/ ring, singing
		
/l/ let, tall	/r/ right, scary	
		
/w/ wet, away	/j/ you, soy a	
		

soy+ utpl



Consonants

Letters	Sounds	Examples
b	/ b /	baby, best, buy, bring, blind, absent, about, number, labor, rubber, tub, hub
c	/s/ /k/	center, cellar, cigarette, agency, notice; cake, come, cucumber, cry, act, scratch, panic, logic
d	/d/	day, dear, die, door, duty, admire, hidden, lady, kind, ride, ended
f	/f/	fast, female, five, forest, fund, fry, flight, often, deaf, cuff, loaf
g	/g/ /j/ /dʒ/ /zh/ /θ/	game, gap, get, go, gun, great, global, giggle, ago, begin, dog, egg; hedgehog, log general, gesture, gin, giant, agent, suggest, huge, manage; mirage, garage, beige, rouge, camouflage, montage, sabotage, vintage, espionage, collage

soy+ utpl

Consonants

h	/h/ [-]	hair, help, history, home, hotel, hunt, behind, inherit; <u>hour</u> , <u>honor</u> , <u>honest</u> , <u>heir</u> , <u>vehicle</u> , <u>Sara h</u> , <u>cheetah</u>
j	/j/	<u>jam</u> , <u>Jane</u> , <u>jet</u> , <u>jelly</u> , <u>jingle</u> , <u>joke</u> , <u>John</u> , <u>June</u> , <u>just</u>
k	/k/	<u>Kate</u> , <u>kind</u> , <u>kill</u> , <u>sky</u> , <u>blanket</u> , <u>break</u> , <u>take</u> , <u>look</u>
l	/l/	<u>late</u> , <u>let</u> , <u>live</u> , <u>a lone</u> , <u>close</u> , <u>slim</u> , <u>please</u> , <u>old</u> , <u>nice ly</u> , <u>table</u> , <u>file</u> , <u>a ll</u>
m	/m/	<u>make</u> , <u>men</u> , <u>mind</u> , <u>my</u> , <u>common</u> , <u>summer</u> , <u>name</u> , <u>form</u> , <u>team</u>
n	/n/ /ŋ/	<u>napkin</u> , <u>never</u> , <u>night</u> , <u>no</u> , <u>nuclear</u> , <u>funny</u> , <u>student</u> , <u>kindness</u> , <u>ton</u> , <u>sun</u> <u>Singing</u> <u>moving</u> , <u>ring</u> , <u>sing</u> , <u>blink</u> , <u>link</u> , <u>ink</u>

Consonants

p	/p/	<u>paper</u> , <u>person</u> , <u>pick</u> , <u>pour</u> , <u>public</u> , <u>repair</u> , <u>apple</u> , <u>keep</u> , <u>top</u> , <u>crisp</u> <u>p</u>
q (qu)	/kw/ /k/	<u>quality</u> , <u>question</u> , <u>quite</u> , <u>quote</u> , <u>equal</u> , <u>require</u> ; <u>unique</u> , <u>technique</u> , <u>antique</u> , <u>grotesque</u> , <u>burlesque</u> , <u>picturesque</u> , <u>etiquette</u>
r	/r/	<u>rain</u> , <u>red</u> , <u>rise</u> , <u>brief</u> , <u>grow</u> , <u>scream</u> , <u>truck</u> , <u>arrive</u> , <u>hurry</u> , <u>turn</u> , <u>more</u> , <u>car</u>
s	/s/ /z/	<u>send</u> , <u>simple</u> , <u>song</u> , <u>system</u> , <u>street</u> , <u>lost</u> , <u>kiss</u> , <u>release</u> , <u>cause</u> , <u>present</u> , <u>reason</u> , <u>realism</u> , <u>advise</u> , <u>always</u> , <u>is</u> , <u>was</u>
t	/t/	<u>task</u> , <u>tell</u> , <u>time</u> , <u>tone</u> , <u>tune</u> , <u>hotel</u> , <u>attentive</u> , <u>student</u> , <u>boat</u> , <u>boast</u>

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Consonants

v	[v]	vast, vein, vivid, voice, even, review, invest, give, move, active
w	[w]	wall, war, way, west, wind, word, would, swear, swim, twenty, twist
x	[ks] [gz] [z]	exercise, exchange, expect, axis, fix; exact, exam, executive, exert, exist, exit, exult, anxiety; Xenon, Xerox, xenophobia, xylophone
z	[z] [ts]	zero, zoo, horizon, puzzle, crazy, lazy organize, quiz, jazz; seize pizza, Mozart, Nazi, waltz



VIDEOS:

<https://www.youtube.com/watch?v=9wg7UNz5oSQ> (aspiration)

<https://www.youtube.com/watch?v=6PSdIctYBsw> (aspiration)

https://www.youtube.com/watch?v=ZpF6l_NMz8w (speech mechanism)

<https://www.youtube.com/watch?v=i-pSuU7ICvM> (voiced/unvoiced consonants)

<https://www.youtube.com/watch?v=Y06bPLAWQg4> (voiced/unvoiced)

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THANK YOU

To be continued.....



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Document 9. Word Stress



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ENGLISH PHONETICS and PHONOLOGY Unit 5: English Phonological system. Supra segmental elements 5.1. WORD STRESS

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Description of Speech

The main features of pronunciation

Teaching pronunciation consists of two main fields

segmental

supra-segmental

vowels

consonants

stress

intonation

rhythm

WORD stress

SENTENCE
stress

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Stress

Word stress is a major feature of English

Effective use of strong and weak emphasis in phrases and sentences helps achieve a correct intonation in when speaking English language.

The stress patterns of students' native language when speaking English may contribute to a foreign accent and interfere in the target language.



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Why?

1. If you place the stress on the wrong word, you will:

a. Completely change the meaning of your statement

Ex:

He lives in the green house (the house painted green color) vs

He lives in the greenhouse (where the plants are grown)

b. Distort the intended meaning of the sentences.

Ex:

Steve is my cousin. (Not Michael) vs

Steve is my cousin. (not my brother)

2. If you give too much or equal stress to unimportant or function words:

I am in the **house** will sound like I am **in the** house.

He is at the **store** will sound like **He is at the store**

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Stress

 Stress => the *relative prominence* of syllables

Stress is one of the vocal features.

Major characteristic of the English language - the use of **strong** and **weak** stress

 There are **NO** consistent rules in English.

 The main reason for the complexity of stress in English the language is a mixture of Germanic and Romance languages. This is why stress is **unpredictable** and **not systematic**.

Stress

- **loudness** (the most prominent syllable)
- **vowel length** (bowel reduction)
- **difference in vowel quality** (pitch change on the vowels)

Loudness: all **stressed** syllables are **louder** than unstressed ones. It is the amount of volume that a speaker gives to a particular sound, syllable, word, phrase or sentence.

Vowel quality – a syllable is prominent if it contains a vowel that is different from neighbouring vowels.

The syllable **VOWEL length** – stressed syllables are **longer** than unstressed ones.

Example: **explain** - the first vowel is unstressed because /i/ is simple, and the second vowel is a diphthong /eɪ/. Consequently, this sound is more prominent and longer than the first one.

Stress and Vowel Reduction

In English, unstressed syllables and vowels tend to sound alike.

- action - /æk-ʃn/ and NOT /æk-ʃən/
- people - /pi:pl/ and NOT /pi:-pəl/
- nation - /neɪ-ʃn/ and NOT /neɪ-ʃən/
- vision - /vi-ʒn/ and NOT /vi-ʒən/

This indistinct pronunciation and shortening of the unstressed syllable in English is called **VOWEL REDUCTION**.

Your examples?



Stress and Vowel Reduction

The phenomenon of vowel reduction in English affects only those syllables that are completely without stress:

- **cur**tain - /kərtn/
- **cer**tain - /sərtn/ addition



Vowel reduction in unstressed syllables also normally takes place in longer English words.

- **reduc**tion /rɪ-dʌkʃn/, **confus**ion /kənfjuʒn/

Your examples?



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Word Stress

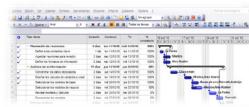
Improperly placed stress causes misunderstanding:

handicapped **invalid**  **invalid**  not valid

Stress placement may also have a grammatical function – changing the stress to another syllable can change the part of speech..



Noun	Verb
present	and present
project	and project
record	and record
desert	and desert
convert	and convert



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Leves of stress

strong, or **primary**, and **weak**, or **unstress**:

Ex: Strong: **happy**, **sorry** Weak: **attack**, **believe**



When a word has two or more syllables, one of them will be more prominent and the other will be less prominent.

The one with more prominence has **STRONG** or **PRIMARY** stress. Consequently, another, less prominent syllable is **WEAK**, or **UNSTRESSED**.

Example: **invite**: **in** (weak) – **vite** (strong))



VIDEOS:
<https://www.youtube.com/watch?v=3swLPCheBWE>
(Stress and Rhythm in English Pronunciation)

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THANK YOU

To be continued.....



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Document 10. Rules for word stress

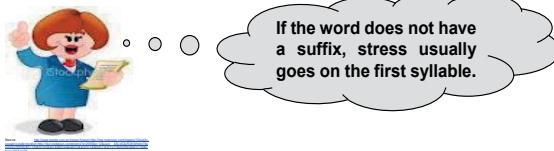
Unit 5

5.3. Rules for WORD STRESS

Stress on TWO - SYLLABLE words

Many two-syllable words come from a one-syllable word. For example, the word *artist* comes from the word *art*, and the word *remove* – from the word *move*. In the two-syllable words, the stress is on the syllable of the original word.

For these words, we can take as a general rule the following:



Example: **cherry** **devil** **father** **vanish**

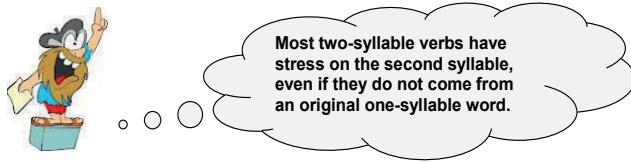
Verbs, nouns and adjectives have different patterns.

Most two-syllable nouns and adjectives place stress on the first syllable, even if they don't come from an original one-syllable word.

For example, the word *brother* does not come from *broth*, but it still has the stress on the first syllable.

Observe some more examples below:

No suffix	two-syllables	Nouns in general
<i>cherry</i>	<i>window</i>	<i>jacket</i>
<i>devil</i>	<i>Tuesday</i>	<i>table</i>
<i>father</i>	<i>breakfast</i>	<i>paper</i>
<i>vanish</i>	<i>cupcake</i>	<i>money</i>



For example: **repeat**.

There are a number of exceptions to this general rule.

Example: **cancel**, **copy**, **answer**, **enter**, **listen**, **open**, **happen**.

Suggestion: consult an English dictionary for correct stress placement in words.

As you already know, stress can change the grammar function of a word. Stress varies according to the part of speech. Do you remember our examples at the beginning of this chapter? (**Record** and **record**, **present** and **present**, **object** and **object?**).

There are some exceptions regarding the change of the part of speech. Observe the following words, there is not a change of stress:

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VERB	NOUN
Picture	picture
Promise	promise
Reply	reply
Travel	travel
Visit	visit

In these words the stress remains on the same syllable.

SOME RULES TO REMEMBER

In verbs, when the prefix **re** - means "again" (or "do it again"), it is given a **strong stress**.

Examples: **redo, rewrite, rename, remake, retell**

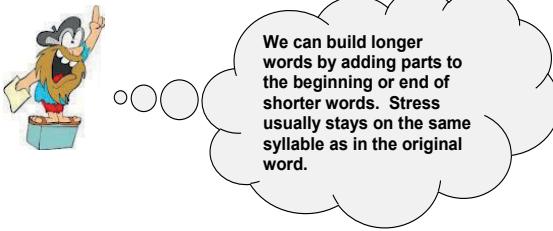
When the syllable **re**- is used at the beginning of a word and does not mean "again", it is **unstressed**.

Examples: **remark, remind, reward, require, restore, regret**

Compound verbs are usually stressed on the **SECOND** or **LAST** syllable.

Examples: **outrun, overlook, overfeed, undergo**

Stress in THREE - SYLLABLE words



Examples: un-der - **line** (original word is **line**), re-co-llect (original word is **collect**)

Stress in PREFIXES and SUFFIXES

In English, the suffixes **-ic, -ical**, as in words **basic, medical** **ARE ALWAYS UNSTRESSED**

We also have another rule:

When suffixes are added to English words, the stress remains on the same syllable

Examples: **real - rea - ly rea -lize, sepa-rate - sepa-rate - ly**

BUT! When the suffixes **-tion / -ity** are added to English words, the stress goes automatically to the syllables immediately preceding the suffix:

Examples: **real- realization - reality
nation - nationalization - nationality**

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STRESS in COMPOUND WORDS

So far we have investigated stress patterns in simple words and words derived from these simple words through the process of affixation.

In this section, we are going to discuss compound words.

Please read this definition of **compound words**.

Combinations of words which are treated as single units from the point of view that their meanings are called **compound**.

In other words, compound words are made from two smaller words placed together (Hancock M. 2009).

For example: *airport, photocopy, sunglasses, bedroom*.

The main characteristics of compound words are that they generally use just one primary stress like simple words, example: *lipstick, headache, goldfish*.

In most compound words, the stress is on the first part, as in the example: *bus stop*. If the first part of the compound word is an adjective, the stress goes on the second part too, for example: *doubleroom*.

There may be stress on the second part of a compound noun when:

- a. the object in the second part is made out of the material in the first, as in the example: *glass jar*
- b. the first part tells us where the second part is, as in the example *car door*

In longer compounds, the first element has the main stress, and the other part has weaker stress.

Example: *crossword, baseball, strawberry*

NOTE: Reflexive pronouns are usually stressed on the SECOND syllable.

Examples: *myself, yourself, himself, herself, ourselves*.

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Document 11. Stress and Rhythm



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ENGLISH PHONETICS and PHONOLOGY Unit 5: English Phonological system. Supra segmental elements 5.5. STRESS and RHYTHM

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Stress And Rhythm

STRESS

relative prominence, the degree of emphasis given to a syllable or to the word within a sentence.

- **RHYTHM** – Latin *rhythmus* < Greek *rhythmós*; - to flow

RHYTHM

alternation of strong (stressed) and weak (unstressed) elements in the flow of sound in speech
- a regularly repeated pattern of sounds



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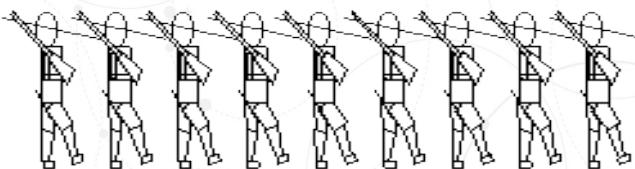
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Rhythm

Spanish R.

is a syllable-timed language – all the syllables have the same duration.



- It is important for non-native speakers to understand and master the rhythm of English. If the wrong words are stressed in a sentence or if all words are pronounced with the same length or loudness, the speech will be difficult to understand.

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English Rhythm

- The RHYTHM of English is timed by the syllables a speaker stresses.

It is IRREGULAR in RHYTHM

- Examples:
 - WHAT is your NAME?
 - My FATHER build a VERY nice HOUSE



oooOoo
ooOoo



Your examples?- on the board

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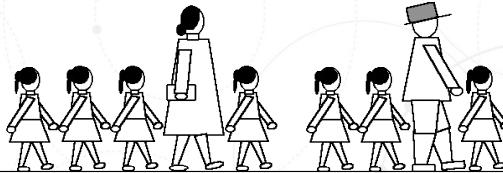
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Stress And Rhythm

Rhythm can be heard/distinguished in phrases and sentences.

Different words in a sentence have stronger stress and are pronounced longer and other words are weaker and shorter. This pattern of strong and weak stress and short and long pronunciation gives English its **RHYTHM**.



VIDEO:
<https://www.youtube.com/watch?v=oUVGhF1fFig>
(Amazing secret of English rhythm)

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Rhythm

English R.

Stress - Timed

RHYTHM is
marked by

STRESS

NUMBER OF
SYLLABLES

TIMING

Relative
prominence

Syllable length and
duration (vowel
reduction)

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Stress Timing and Syllable Timing



English is a stress- timed language.

It means that there is equal time spent on each stress within a sentence – and an equal time is spent on gaps between syllables .



Stress-timed language means that stress in a spoken sentence occurs at regular intervals and the length it takes to say something depends on the number of stressed syllables rather than the number of syllables itself

Stress timing can help speakers communicate meaning.

Read any poem in English aloud: It will help you feel the rhythm and stress, as well as understand the organization of sentences in stress units .

Annabel Lee, by Edgar Allan Poe,(published 1849)

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of ANNABEL LEE--
And this maiden she lived with no other thought

Than to love and be loved by me.
She was a child and I was a child,
In this kingdom by the sea,
But we loved with a love that was more than love--
I and my Annabel Lee--

With a love that the winged seraphs of heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud by night
Chilling my Annabel Lee;
So that her high-born kinsman came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me--
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of a cloud, chilling
And killing my Annabel Lee.
But our love it was stronger by far than the love
Of those who were older than we--
Of many far wiser than we--
And neither the angels in Heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee--
For the moon never beams without bringing me
dreams
Of the beautiful Annabel Lee;
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulchre there by the sea--
In her tomb by the side of the sea.

English Rhythm



Rhythm of speech is also connected with the speed as factor in fluency.

Vowel reduction

Difference in Word/sentence meaning

Stress can be used to clarify the meaning (to call attention to a specific word in a sentence)

The word that receives the stress depends on the personal motive of the speaker.
When an adjective/ noun combination is used, the noun normally receives greater stress.
Ex: This is a pretty dress. Nicolas as a smart boy. Edgar can play the guitar.

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ENGLISH RHYTHM and speed of the speech

Feature of English

it has the STRESS - TIMED RHYTHM.

Oo oO
COLlege disEase

Every 2-3 and + syllable word has its own stress pattern

- Ex: CONvert and conVERT (Word meaning)
- PROject and proJECT

• The pattern you choose will change the meaning of a word .

The pronunciation of the main vowel also changes (reduced vowel or SCHWA /ə/ represents approx. 30% of the sounds when speaking English)

- /ə/ /ə/ /ə/
- Any vowel can be schwa: banga, mYstery (vowel reduction)
- secretary (BrE / AmE)

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Rhythm And Vowel Reduction

Ex: Chocolate Student Pencil

Vowel reduction- is the key to stress -timing of English



Reducing vowels in speech enables the speakers to maintain the speed through unstressed syllables- to achieve RHYTHM of English

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Rhythm

Rhythm is a product of sentence stress and what happens to the words and sounds between the stresses.

WHEN WE SPEAK QUICKLY, WE SPEAK IN GROUPS OF WORDS, OR CHUNKS, WHICH ARE CONTINUOUS AND MAY NOT HAVE PAUSES BETWEEN THEM.

Umsstressed words always sound differently when used in a sentence



Unfortunately, learners are often introduced first to written forms and the complexities of spelling. Learners whose mother tongue is phonemic or syllable-timed have particular problems.

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Content and Function words

Content words refer to words that have a *specific meaning*.

These words are important to express the main meaning of the sentence.

CONTENT WORDS ARE STRESSED when speaking. They carry the strongest stress in a sentence

Include:

Nouns: **Terry, car, dinner, boy, car, house**

Verbs: **eat, study, drive, go, smile, laugh, think**

Adjectives: **blue, large, oval, intelligent, slow, interesting**

Adverbs: **quietly, smoothly, equally, fast, quickly**

Pronouns: (demonstrative, possessive, reflexive, and interrogative): **he, she, you, myself, ourselves, that, theirs, himself,**

Question words : **when why, who, what, why**

VIDEOS:

<https://www.youtube.com/watch?v=N3glLccSYXc>
(Rhythm of Engl. 2-1) (Content words stress)



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FUNCTION WORDS are less important words in a sentence.

Function words do not carry as much meaning as content words

Function words are weaker and shorter .
They are LESS or NOT STRESSED

INCLUDE:

Auxiliary verbs: **was/were be, do, have /has been, have** (if not the main verb)

Prepositions: **under, around, near, to, out, across from, under, in**

Conjunctions: **but, not, without, with, but**

Determiners: **the, some, each**

Possessive adjectives: **my, your, our**

Modal verbs: **can, must, have to, should, may, must**

Video:

<https://www.youtube.com/watch?v=nqWEd8Q4sic> (Rhythm of Engl. 2-2) (Function words)



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Content and Function words, Cont'd

The word that receives the stress depends on the personal motive of the speaker.

When an adjective/ noun combination is used, the noun normally receives greater stress.

- This is a pretty drees.
- Kevin as a smart boy



Stress can be used to clarify the meaning (to call attention to a specific word in a sentence).



- I like **chocolate** (not candy). I **like** chocolate.

Tonic Syllable

Tonic syllable

is a syllable that carries the main stress in a word.

A tonic syllable can change its position according to what word a speaker wants to emphasize.

- For example:
- I (and not another person) like it.
- I like it. (I want to express my positive attitude toward the object as opposed to *dislike*)
- I like it (and not another object).



- By changing the tonic syllable, we can emphasize different parts of the sentence.



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Conclusion

- Because phonology is a system, learners cannot achieve a natural rhythm in speech without understanding the stress-timed nature of the language and the interrelated components of stress, connected speech and intonation.
- Attention to phonology begins at lower levels and builds up as learners progress towards fluency.

Suggested web links

<https://es.slideshare.net/Andriyanieka12/12-rhythm-of-english>



To be continued.....

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Document 12. Intonation



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ENGLISH PHONETICS and PHONOLOGY

Unit 5: English Phonological system. Supra segmental elements 5.6. INTONATION

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Intonation is the melodic pattern of a language and/or an utterance.

Intonation is a variation in the pitch level of the voice (tone), together with stress and rhythm.

Intonation conveys differences of expressive meaning (attitudinal function of intonation; e.g., surprise, anger, wariness).



The music of the language



YouTube

- Video: Introduction to intonation
- <https://www.youtube.com/watch?v=Kh7o6Z4AqgE>

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What is intonation, and why teach it

Intonation is very important feature in making your speech clear; and how the correct use of intonation helps convey the exact meaning of your message.

Intonation is linked to grammar



Intonation is linked to Discourse.

Intonation has grammatical and attitudinal functions



[Video: Lecture : Intonation : form and function- tone unit](https://www.youtube.com/watch?v=klAmqXF6bBE&list=PLBJxx2dHklI7FG8kD-LzWJfdFse69ImA5)
<https://www.youtube.com/watch?v=klAmqXF6bBE&list=PLBJxx2dHklI7FG8kD-LzWJfdFse69ImA5>

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The term INTONATION refers to linguistic uses of pitch to convey meaning at the sentence or discourse level

The correct use of intonation is necessary to convey your message and to ensure that your speech is appropriate and natural-sounding.

Non-native English speakers tend to transfer the patterns of their mother tongue to English.

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Intonation

- Refers to the use of melody and includes rise and fall (modulation) of the voice when speaking

Pitch

- The quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone.



INTONATION LANGUAGES

Both English and Spanish belong to the category of INTONATION LANGUAGES

Ex:

if you vary the pitch on the word YES, you can make it affirmative, questioning, reserved, doubtful, impatient, shy etc., but the basic meaning of this word remains unchanged, not like in Chinese Mandarin.





English intonation



English is characterized by a frequent use of falling and rising intonation patterns, and a falling pitch in *Wh*-questions

He bought apples, peaches, pears, and oranges.
 I'll have two pencils, a black pen, and some ink.
 We went to Paris, Brussels, Amsterdam, and London.
 I saw Esther, Jane, Neil, and Susan.

Photocopyable. © Oxford University Press



The fall ↘ is used:

1. In **AFFIRMATIVE** sentences

- Ex: This is a book. ↘ Today is Monday. ↘

2. In **NEGATIVE** sentences

- Ex: I don't like ↘ milk. He can't play ↘ the piano.

3. In **IMPERATIVE** sentences.

- Ex: Close the window ↘ . Bring me that book. ↘

4. In **SPECIAL (wh-)** questions

- Ex: What is your name? ↘ Where do you live? ↘

5. In the second part of **ALTERNATIVE** questions

- Ex: Is this a ↘ pen ↘ or a pencil?

6. In the first part of **TAG** questions

- Ex: You are very happy ↘ , aren't you ↘

7. In **GREETINGS:**

- Ex: Good morning. ↘ How do you do? ↘ It is nice to meet you. ↘



Intonation languages

Rising intonation
is used to express



- _ non-finality,
- _ incompleteness,
- _ question,
- _ surprise,
- _ doubt,
- _ hesitation,
- _ interest,
- _ request and suggestion,
- _ politeness,
- _ readiness to continue the conversation,
- _ lack of confidence, and even insecurity.



Rising intonation



- 1. General questions :**
 - Ex: Do you live ↗ here?
- 2. Introductory phrases:**
 - Ex: Would you like an ↗ apple or a pear? ↘
- 3. Alternative questions:**
 - Ex: Would you like an ↗ apple or a pear? ↘
- 4. Direct address:**
 - Ex: ↗ Tom, can you help me, please? ↗ Sir, here you have your parcel. ↘
- 5. Enumeration:**
 - Ex: ↗ one, ↗ two, ↗ three ↗ ,four....
 - There are several objects in the room: ↗ a table, ↗ a chair, a ↘ bookshelf
- 6. Tag questions:**
 - Ex. You live ↘ here, ↗ do you?

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Suggested web links



- <https://www.youtube.com/watch?v=Izh3Owulf5Y> (Video: Introduction to Intonation)
- <https://www.youtube.com/watch?v=3JCTywIDrVk> (Video: Intonation patterns of American English)
- <https://www.youtube.com/watch?v=idAKEvP27oo> (video:12 Intonation)
- <https://www.youtube.com/watch?v=UbcEiTmkQo> (Video: stress and Rhythm of English Pronunciation)

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To be continued.....



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Document 13. Functions of Intonation



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ENGLISH PHONETICS and PHONOLOGY

Unit 5: English Phonological system. Supra segmental elements

5. 8. FUNCTIONS of INTONATION

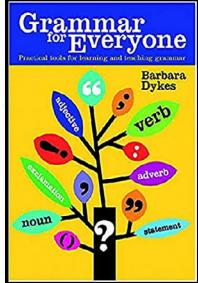
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Functions of intonation



1. Grammatical
2. Attitudinal
3. Discourse
4. Accentual



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1. Grammar and Intonation



Intonation and grammar are directly related.

It can convey grammatical meaning of a sentence.

It works in the same way as punctuation marks in writing.

Example:

Although we were late , we did not miss the film.



The rising intonation indicates that the idea is incomplete.

To complete the message, the speaker has to use falling intonation.

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Grammatical function of intonation

It works as punctuation

It divides subject and predicate in a sentence.

The subject of an English sentence is often separated from the predicate for two reasons:

- 1. It is necessary to emphasize the subject in order to attract more attention to it

Ex. Helen / is a school teacher.



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Grammatical function of intonation

2. If the subject is long, it may be convenient to give it its own intonation unit, rather than use the whole sentence as one breath or thought group.

- Example:
- The things on the table ↗ / should be arranged .


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Grammatical function of intonation

It allows hearer to distinguish between defining and non-defining relative clauses

Example: My friend ↗ , who is on vacation in Egypt now ↗ , has just phoned me ↗ .

It serves to make distinction between questions and exclamations.

• We may convert a statement into a question simply by changing the pitch from falling into rising.

Example: Don't you like it ↗ ?
Don't you like it! ↘


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2. Attitude and intonation



attitude is the manner of acting, feeling, or thinking that shows one's disposition, opinion or one's disposition, mental set, etc.



Intonation helps us express emotions and attitudes as we speak, and this loads spoken language with a special meaning. It is often called the **attitudinal function** of intonation.

Attitudinal function of intonation



Attitude can be expressed through **prosodic elements**:



voice quality

loudness

the speed of speech

It is sometimes accompanied by facial expressions, body movements, and gestures. It is part of the field of linguistics called **PARALINGUISTICS**

Intonation may express our attitude toward what is said:

Ex: *I got married last month . - Oh, did you?*

-Ex. You drop a cake and say: **GREAT!**

In EFL class teacher should be aware of explaining the function of "attitude" for the appropriate choice of correct intonation pattern, since the same sentence may be uttered in different ways.



3. Discourse and intonation



The relationship between intonation and discourse can be analyzed from two points of view:



How the intonation focuses the listener's attention on aspects of the message



The regulation of conversational behavior

The discourse function of intonation is used to describe the relationship between linguistic elements and the context in which it occurs.

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- Dropping intonation may signal that a point is made, so a response is in order.



- Pauses for breath may also be taken as an opening of a conversation.

REFERRING and PROCLAIMING TONE help speakers:

Understand better the kinds of discourse that language learners are exposed to outside the classroom:

- the language of service encounters in shops,



- banks,



- restaurants, etc.



- the language of newspapers



- the language of everyday informal conversation

Referring tone



- A referring tone is an intonation pattern which shows that the speaker is referring to something everybody already knows.
- A referring tone falls and rises, or just rises. It can be compared to a proclaiming tone, which shows that the speaker is giving new information.



- Ex: In the sentence
- “That guy we met at the party is my new teacher”, there is a referring tone
- on “That guy we met at the party” because it is not new information.

Vowels: Classification



- A proclaiming tone is an intonation pattern that either rises and then falls, or just falls.
- A proclaiming tone shows that the speaker is giving new information.
- It can be compared to a referring tone, which shows that the speaker is referring to something everybody already knows.

- Ex: In the sentence
- “That guy we met at the party is my new teacher”, there is a proclaiming tone on ‘is my new teacher’ because it is new information.

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4. ACCENTUAL function of Intonation

ACCENTED SYLLABLE

-John likes FISH (not chicken!).
-This is the bus FROM
Paris (not TO Paris).

She is wearing
a RED dress today (not green, or blue).



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To be continued.....

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Document 14. Pronunciation teaching - reasons against and for it



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ENGLISH PHONETICS and PHONOLOGY

Unit 6: Phonological process

6. 1. Pronunciation teaching- reasons against and for it

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Teaching Pronunciation- WHY?

Pronunciation work has traditionally taken a secondary role in language teaching to work on grammar and more recently lexis.



Little importance
(focus on areas of grammar, vocabulary, reading , writing)
Pronunciation is viewed as a sub-skill of speaking.

psychological factors

(learners feel uneasy when they hear themselves "sound foreign" when they speak with the rhythm / intonation of a foreign language).



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Reasons against

Lack of class time



Not frequent isolated exercises do not have much of an effect

The lack of clear guidelines and rules available in course books



Non-native speaking teachers may not feel prepared



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The main problem of L2 learners : need to change a conceptual pattern appropriate for their first language that they have internalized in childhood
LANGUAGE TRANSFER/ LANGUAGE INTERFERENCE.



Ss need to understand what features of the sound are significant



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SPEAKING

Speaking FOREIGN language



ARTICULATION

using different ARTICULATION



FOREIGN ACCENT

POSITIVE:
a "foreign" accent – we speak at least TWO languages!

NEGATIVE:
accent can cause misunderstanding



Video: (The Two Ronnies;Sheikh in the grocery store)

<https://www.dailymotion.com/video/x2qtw9j>

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Why do languages differ?
(political , geographical, cultural reasons)

Why do we have accents?

- English- Germanic
- Spanish- Romance



Within each language , sounds are restricted by language design.

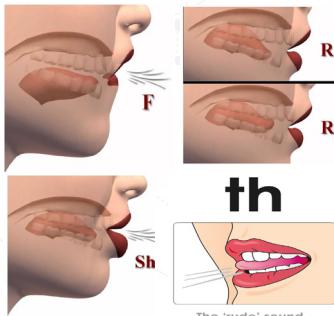


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Pronunciation Related Issues

Differences in pronunciation

differences in ARTICULATION of the sounds



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Pronunciation Related Issues

ARTICULATION

- the movement of the tongue, lips, jaw, and other speech organs to make speech sounds
- an act or the process of articulating;
- the adjustments and movements of speech organs involved in pronouncing a particular sound, especially a consonant.



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Reasons against

Native language interference



/p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead.

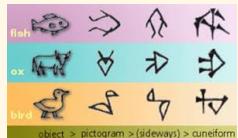
/k/ vs /g/	/b/ vs /v/	/t/ vs /d/ vs /ɾ/
coat - goat	bought -vote	good- wood

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Writing- the greatest invention

Written word is permanent

First writing



The only language now with pictorial writing- Chinese

(influence of hieroglyphics- symbols of #, %, &, \$, some traffic signs- like arrows →)
Syllabic writing (one symbol for each syllable- Japanese)

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Modern alphabetic writing

(ancient Greek invention – system of phonetic writing: one symbol (letter) represents one consonant or vowel sound)
is based on PRONUNCIATION

A Alpha	B Beta	G Gamma	Δ Delta	E Epsilon	Z Zeta
H	Θ Theta	I	K	Λ Lambda	M
N	Ξ Xi	Ο Omicron	Π Pi	Ρ Rho	Σ Sigma
T	Υ Upsilon	Φ Phi	Χ Chi	Ψ Psi	Ω Omega

Dialect pronunciation differences

- (Spanish: *pollo*, *calle*, English: *have*, *hat*, *take*, *singer*, *water*)

Disadvantage of alphabetic writing ?

- Pronunciation changes over time while writing remains static

Reasons against**Letter vs sound (phoneme)**

- /k/: *mechanic* *ch*emistry *stomach* ; *kite*, *c*lass, *queen*
- /ʃ/ : *church* , *literature*
- /f/ : *enough* *f*lag *teleph*one
- /g/ : *garage*, *g*ypsy, *vague*
- *Leisure* *last* *pressure*
- *sold*ier *ladder* *letter*

**Consonant clusters:**

- Musts* *trusts* *corruption* *screw*
- Initial /s/ : *sky*, *Skype* , *study* , *spry* , *smart*
- Final /n/, /v/, /l/ : *fine* , *nine* , *five* , *nice*

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Irregularities in spelling : example – **ough**

- **Rough** /rəf/
- **Cough** /kɔfl/
- **Thought** /ðoʊθ/
- **Through** /θru:/
- **Bough** /baʊθ/
- **Thought** /θɔθ/

Silent letters :

- **nice**, **price**, **make**, **cake**

Shift of stress

- (**rEckon**, **polite**, **retUrn**) - unpredictable

Your ideas about pronunciation difficulties?



Video: ENGLISH PRONUNCIATION: PHONEMES

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Reasons against

intonation



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**REASONS FOR
Teaching pronunciation**

- clear communication
- cultural aspects
- better job opportunities (or at least more respect in the workplace).
- personal satisfaction



Your ideas?

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Videos

Video: Bad English Pronunciation Can be Dangerous

https://www.youtube.com/watch?v=SnXvi_1kFI8



Video :The Two Ronnies The Sheikh In The Grocery Store

<https://www.youtube.com/watch?v=RdLbi99BRGk>

video: bad English pronunciation

<https://www.youtube.com/watch?v=PmNNEIW3PSY>

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THANK YOU

To be continued.....



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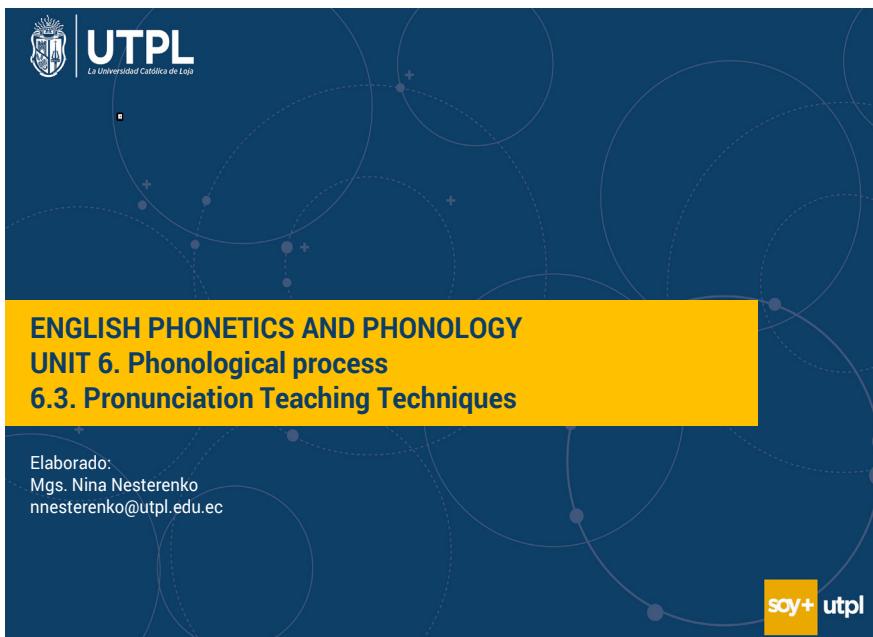
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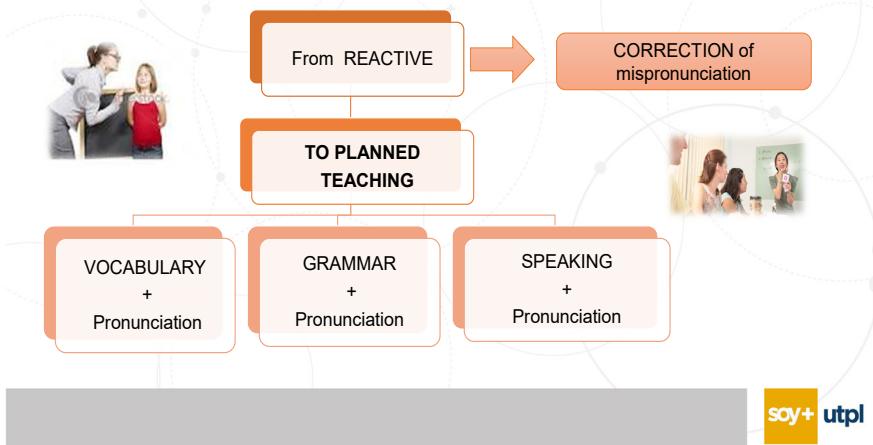
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Document 15. Pronunciation teaching techniques



Approaches in pronunciation teaching

Pronunciation has been given a secondary role in language teaching, whereas grammar and vocabulary have traditionally been treated with greater importance.



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Approaches In Pronunciation Teaching

An intuitive – imitative approach
(late 19th century and XX cent.)

- Occasionally supplemented by the teacher's or textbooks writer's impressionistic (and often phonetically inaccurate) observations about sounds based on orthography. (Kelly, 1969)
- (1) depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information;
- (2) presupposes the availability, validity, and reliability of good models to listen to. (Celce-Murcia, 1996)



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Minimal pairs /contrast

/i:/ - /ɪ/

eat - it
seat - sit
eel - ill
heel - hill
green - grin
teen - tin

/b/ - /v/

base - vase
berry - very
boat - vote
best - vest
ban - van
curb - curve

/h/ - /f/

hall - fall
heat - feet
hollow- follow
hell - fell
hear - fear
hold - fold

/θ/ - /f/

three - free
thrilled - frilled
thought- fought
three - free

/θ/ - /s/

thin - sin
path - pass
moth - moss
Thor - soar

/k/ - /g/

could - good
mock - smog
flock - flag
back - bag
tack - tag



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Minimal Pair Distinction

- 1. Geoffrey saw the **pass/path** and took it.
- 2. Thora and Thelma read all about the **trees / threes**.
- 3. After the rain, his **booths /boots** were covered with mud.



- 4. The audience saw the **free/three** men and applauded.



Video :



<https://www.youtube.com/watch?v=VnH4w-4UDA8>

(teaching minimal pairs)

<https://www.youtube.com/watch?v=BluqSY7i7TY>

(minim Pairs- VOWELS)



Identification

Learners select the words or sentences they hear on a worksheet:

Circle the letter you hear

Example:

- **full- fool- fuel** (fuel)
- **squeeze - freeze - breeze** (breeze)
- **tight- tiles- ties** (tight)
- **detect- deter- detox** (deter)

(Synonyms: prevent /stop /discourage)



Types of minimal- pair training

a. Word drills:

- /ʃ: - i/ sheep - ship team - Tim green- grin
- /p- b/ pin - bin mob - mop
- /θ - s/ thick - sick Thor - sore
- /U: - ʌ/ look - luck book - buck
- /dʒ - tʃ/ gin - chin Jane - chain



Types of minimal- pair training

b. Sentence drills:

- Syntagmatic drills: contrast within a sentence:
- Don't sit in that seat.



- Did you at least get the list?



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Types of minimal- pair training

- **Paradigmatic drills**(contrast across two sentences)
- Don't **slip** on the floor.(It's wet)



- Don't **sleep** on the floor. (It's cold)



Minimal Pairs Teaching Pronunciation Techniques

From perception to production:

1. Perception:

Example: **Same or different?**

Students listening:

Sheep - cheap; ship - sheep

2. Choice: a, b or c ?

Students listening:

- a. ship b. cheap c. sheep

3. Oral Production

Students read down column A, then column B
(sheep, green, etc.)



Students read across the columns

A	B
sheep, ship,	ship-jeep
green, grin	grin- grin



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Mispronunciation

How?

- If students mispronounce words, first use self-correction technique (then ask another student for correction.)



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Vowel sounds

How?

- Use a dictionary to find words that rhyme:

- Ex:
 - met pet, vet, / e /
 - vs repeat, seat, lead / i:/
 - head, bread , read / ε /



- Use contrasting diphthongs:

- bay, hey ,play – bite, fight, sight / eɪ/ vs / aɪ /
- eye – moist, oister /aɪ/ vs / oɪ /



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WEAK FORMS (Vowel reduction)

How?

Ex: /θ/ shwa

- banana, perception, section, student, certain, curtain, respectable, comfortable



Teacher points out the number of syllables and the stress on the beginning of the word, explaining that this makes the final syllable weak and not pronounced as the rest of the syllables in the word.

T. uses the scheme ----- - - - (according to the position of the stressed/unstressed syllable).

Techniques and activities TYPES OF DRILLINGS

1. Repetition drill

It consists of choral or individual repetition of patterns (mechanical activity)



Purpose

To achieve automaticity and the mastery of sounds or words.
Students are not required to understand the meaning of words

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2. Chain drill

Foster memory and increase attention / concentration



A chain drill consists of conversation forms around the room as the teacher questions a student and that student responds then turns to the next student and greets or asks a question of the second student and the chain continues.

- Ex. I like apple. Helen likes apple and I like banana. Juan likes banana, Helen likes apple and I like apricot. etc.

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3. Transformation drill

Practice pronunciation in combination with other language skills and suprasegmentals(intonation)

The teacher provides a model which must be transformed into another structure (make a question out of a statement, etc).

It is suitable to practice intonation, tag questions, and stress in words and sentences. It has elements of creativity.

- Ex; I live in Quito.
- Where do you live?
- Who lives in Quito?
- He lives in Quito, does he?
- Does he live in Quito?

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Transformation Drill

Positive (affirmative) to negative statements:

- Ex: I like coffee- I don't like coffee
- He/ She DOES not like coffee



Singular to plural :

- She/he **sings** a **song** – I/we/ they **sing** **songs**

Questions to exclamations:

- Do you like **carrot**? - You like **carrot**!



Questions to negative statements:

- Does she speak French?- She DOESN'T SPEAK French!

4. Substitution drill

Practice pronunciation in combination
with other aspects of language
(vocabulary) and suprasegmentals
(RHYTHM AND STRESS)

The teacher provides a sentence or structure, which the students repeat. This technique is useful to practice vocabulary, but it can also be adapted to teaching supra-segmental features (stress and rhythm) of pronunciation.



• Example:

- T.: I went to the **store** yesterday.
 - T.: **Bank** yesterday
 - T: **Hospital** yesterday.
- Ss: I went to the **store** yesterday.
Ss: I went to the **bank**.
Ss: I went to the **hospital**



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5.Moving slot substitution drilling

Teacher gives TWO or MORE words that need to fit into the sentence.
It can be used to practice VOCABULARY, PRONUNCIATION of concrete sounds

Example:

Teacher: The cat is under the table.

Students: The cat is under the table.

Teacher: dog chair

Students: The dog is under the chair.

Teacher: chimpanzee sofa

Students: The chimpanzee is under the sofa

T: I went to the mall yesterday.

Ss: - He went to the mall the day before yesterday



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Other techniques

- Flashcards
- Words
- Realia
- Minimal pairs
- Reading activities
- Listening activities
- Songs
- Speaking activities
- Vocabulary presentation



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Teaching techniques for VOWELS and CONSONANTS

- Listen and repeat
- listen and identify the sounds
- classify words according to the sound
- provide your own examples
- write or say sentences with contrasting sounds
- make a story or role play using words with contrasting sounds, etc.
- dictation: list of words containing a certain sound or sounds



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Brainstorming

Choose a topic and ask learners to think of words containing the sound(s) to be practiced



I	I	ʊ	ɪ	ɛɪ	eɪ
READ	SIT	BOOK	TOE	HER	DAY
e	ə	ɜ:	ɔ:	ʊ	ʊ
MEN	AMERICA	WORD	SOFT	ROY	OO
æ	ʌ	ɒ:	D	eə	əʊ
CAT	BUT	PART	HOT	WEAR	HOW
p	b	t	d	f	k
pi	bi	ti	di	fi	ki
m	v	θ	s	z	ʒ
mu	ver	think	the	zoo	short
n	ŋ	ð	ʃ	ʃ	χ
w	h	l	r	ɪ	ɹ
l	ɹ	ɛ	ɛ	w	j
θ	θ	θ	θ	θ	θ
ʃ	ʃ	ʃ	ʃ	ʃ	ʃ
χ	χ	χ	χ	χ	χ



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Categorizing

Learners place words in columns according to the sound(s) being practiced (e.g., - /id/, /d/, or /t/ endings)

acted	advised	believed
complicated	cried	dated
denied	decided	deserved
discussed	expected	faced
grieved	hated	inflated
inspired	jumped	kicked
kissed	liked	matched
missed	moved	needed
offended	offered	played
punished	seized	threatened
veiled	wanted	washed
/ t /	/ d /	/ id /



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/ t /	/ d /	/ id /
Discussed	Denied	Acted
Kissed	Grieved	Complicated
Missed	Inspired	Offended
Punished	Veiled	Decided
Jumped	Advised	Expected
Liked	Cried	Hated
Faced	Moved	Wanted
Kicked	Offered	Dated
Matched	Seized	Inflated
washed	Believed	Needed
	Played	
	threatened	

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Dialogues and Role plays

Learners create dialogues using words that contain the sounds being practiced



/l/, /tʃ/, /dʒ/, /v/, /θ/, /ð/, /z/, /s/, /ʃ/, /ʒ/, /æ/, /ɑ:/, /ɔ:/, /ə/, /ʊ/, /u:/, /ɪ/,
/ɛ/, /b/, /d/, /g/, /f/, /h/, /m/



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Tongue Twisters

Thor is the god of Thunder.

Thelma and Theo have bad breath.



Thick ticks on three trees brought broth to ten thin tin men.



Sick thicket thwarted seven thin sinners from passing through.



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Homophones and Homographs

Homophones are words that sound alike but they have different meanings and different spellings.

see and sea



meat and meet



blue and blew.



Video:

<https://www.youtube.com/watch?v=G45RQ5b4W78>

<https://www.youtube.com/watch?v=G45RQ5b4W78>

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Homophones

Hi and high



Won and One



There and Their

Too, Two, and To



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Web Links

http://esl.about.com/od/pronunciationtechniques/Pronunciation_Techniques.htm

<http://teflbootcamp.com/teaching-skills/teaching-esl-pronunciation/>

<http://eltchat.com/2011/02/05/how-and-when-do-you-teach-pronunciation/>



<http://www.actrus.ro/biblioteca/anuare/2007/a35.pdf>

http://www.ameprc.mq.edu.au/docs/fact_sheets/03Pronunciation.pdf

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Document 16. Lesson types: integrated, practice, remedial

ENGLISH PHONETICS and PHONOLOGY
Unit 7:Pronunciation Teaching: Practice and exercises
Teaching pronunciation in EFL class: lesson types, Integrated, Practice, Remedial

Elaborado:
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TYPES Of LESSONS :1. Integrative/Integrated

"Integrated lessons"

Most traditional / frequent

PRODUCTIVE and RECEPTIVE skills

During these kinds of lessons, the teacher can work on the following aspects of pronunciation

- Pronunciation in general
- Word and Sentence stress
- Vowel /Consonant sounds
- Diphthongs
- Weak forms (vowel reduction)
- Prosodic elements (Intonation, tone, stress, pitch, etc.)
- Speaking /reading to teach fluency/accuracy

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INTEGRATED/Integrative LESSON

PERCEPTIVE skills

To learn to differentiate phonemes (consider troublesome phonems or those that do not exist en student's native language)

Ex: /b/ or /v/ ? /θ/ or /f/ ?
/k/ or /g/ ? /f/ or /V/? /dʒ/ vs /tʃ/ vs /ʒ/, etc.

PRODUCTIVE skills

- Drillings to achieve automaticity
- Minimal Pairs contrasting
- Reading (aloud)
- Listening(Pre-, While-, Post- Listening)
- Speaking exercises.
- Exposure to listening.
- Speaking practice (combining with the outside classroom practice and exposure)
- WRITING

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SPEAKING: Using student talk to teach pronunciation: self-correction



READING activities: articles, texts, magazines(INTENSIVE reading activities), E-books



LISTENING activities
(Pre- , While-/ Post- listening)

WRITING

Spelling, and oral production

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SPEAKING: Using student talk to teach pronunciation

How?

- When students do a group or pair work activity at any level teacher listens in and takes notes which are divided into three areas of language:
- pronunciation,
- Grammar
- lexis (including pronunciation of diphthongs, vowel/consonant sounds, word and sentence stress).
- **Provide feedback!!!!!!**



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Listening activities



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Reasons to use Authentic Material:

Naturalness

Real – life listening experience

RULE → instead of simplifying the language of the text, **simplify the task.**

- Ex: say what words were mentioned in listening part and pay attention to the pronunciation of certain phonemes of certain phonemes.



- Ex: SS have to be encouraged to listen for general comprehension rather than pick out details.

Activities

Ask students to write comments and their responses to a class listening poster.



Ask students to tape the conversations.

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Activities

Students may record their responses to what they have heard (write phonemes or transcribe words).



Fill in report forms – asking students to list the topic, assess the level of difficulty, summarize the contents of a recording.



Retelling/summarizing orally or in writing

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Intensive Listening

It is a class listening, followed by detailed comprehension questions.

Advantages - to hear a variety of different voices and accents.

Disadvantages : large class, poor acoustic conditions, the same speed for everyone.



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Intensive Listening activities



- Reading aloud (pronunciation correction/practice)
- Story – telling (students may be asked to predict what is coming next, to describe people or events in the story, change the ending, figure out the future of the protagonists, etc.)



- Interviews - alive interviews with native speakers, Simulations games,
- Conversations – teacher and students, teacher and colleagues, students and ss



Using Songs



For language work – the song should contain language structure (grammar), functions, vocabulary , particular troublesome sounds or word combination

For comprehension and discussion - the lyrics should convey interesting / controversial ideas and topics, or a story.

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- Learn song lyrics, imitate; Name that tune!
- Rehearse new words (practice).
- Mimic native speakers, pronunciation of new words.
- Walk around while imitating new words.



Ideas to practice VOCABULARY

Vocabulary exercises
and Games

Exchange of questions

PICTURES
DESCRIPTION

Group projects

Letter writing

Create a story/ use
sequence of pictures)

Free Conversations

Writing / giving descriptions
(prepositions, adjectives)

Grammar exercises

Dramas

"Round tables"

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Words Presentation Steps

- **1. Sound and meaning**
- **2. Repetition**
- **3. Written form**
- **4. Illustrative sentence**
- **5. Practice (in context)**
- **6. Feedback**



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Techniques

- **1. Listen and identify (choose) a word (ask the students to pronounce the words later)**
- **2. Listen and circle a correct word (ss may repeat the words later; provide feedback)**
- **3. Listen and write a correct word. (later ask the students to pronounce the words aloud, and provide feedback)**
- **4. Make a story containing contrasting words /sounds (minimal pairs).**
- **5. Role- play, or use body language to represent a word and ask the whole class to repeat that word.**



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Class SPEAKING activities

Advertisement design
(radio / TV commercials)

Role - Plays



Debates and discussions
(choose controversial topics)



Writing in groups
(negotiation of meaning)



Story or poem writing
(negotiation of meaning)

ENGAGEMENT

good speaking activities can and
should
be highly motivating.

- If all the students are participating fully – and if the teacher has set up the activity properly – they will get satisfaction from it.



- Many speaking activities: role- playing, discussion, problem – solving, etc. – are motivating and enjoyable in themselves.

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Reading Activities



Reading aloud



Read together with
the teacher /
recording (in chorus)

Repeat after the teacher as a
whole class or individually
(focus on sounds,
intonation, stress)



"Role- play" reading:
dialogues read aloud by
different students

Silent reading
(following an audio/video model- to learn
new vocabulary and pronunciation)

Reading Activities

COMPARISON



Divide the students in small groups and
ask them to read aloud for each other;
and then comment on mispronunciations
(if they were present, provide feedback)

E-book: make a comparison with the
video and book (discussion)



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Types of Lessons: 2. "Practice lessons"

	FOCUS	TEACHER'S ROLE	STUDENTS'ROLE
  	ACCURACY	To present new phonological items; demonstrate and explain.	To listen, to recognize, to discriminate sounds.
	ACCURACY + FLUENCY	To control, to check understanding, to monitor, to correct.	To repeat (individually, chorally; front chain, back chain), to produce correct language.
	FLUENCY ACCURACY	+ To observe, to manage the process.	WHAT + HOW (discussion, analysis, production).

The objectives of PRACTICE enable learners to recognize, pronounce, and use new language item or PHONEMES with some degree of automaticity.

Presentation , or ACCURACY - allows students to focus on elements of phonology, grammar, and discourse.

Practice, or FLUENCY - is an initial goal in language teaching.

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Practice and Communication

ACCURACY PRACTICE (AP)

is intended to establish some correctness in the production of new items (SOUNDS) immediately after they are presented, or to correct errors later on.

In AP , learners are aware that they are repeating the new items . Students know that they are expected to avoid errors.



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FLUENCY Practice is intend to get learners to use new item in more natural communication

In Fluency Practice teacher should get students' attention OFF the language and ONTO the communication of ideas



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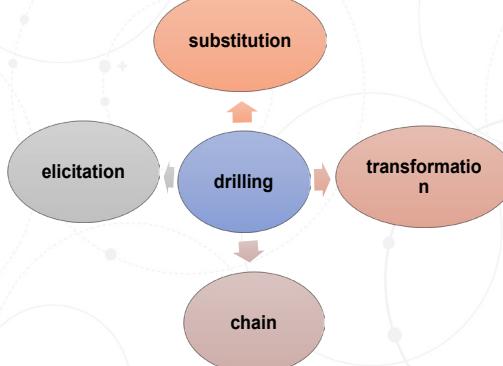
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Oral Accuracy Practice

It involves the repetition of a language patterns.



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TECHNIQUES AND ACTIVITIES- for ACCURACY practice

DRILLING

- became popular as the main technique of the Audio-lingual method (1949-1960s). It focuses on the repetition of a minimal number of language forms (1 or 2) usually with grammatical or phonological structures, i.e. through repetition (chorally or individually).
 - **Minimal pair drills:** help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
 - Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic).

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3. Remedial or REACTIVE lessons

- Words/ SOUNDS detected during reading exercises, or speaking activities.
- Teacher should use activities which deal with **PRONUNCIATION DIFFICULTIES**.



St	Tion	v – w
Sk	Sure	b – v
Scr	ture	h – g
Lk		k – g
pl		

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Techniques To Deal With Pronunciation Difficulties

A contrast between sound systems of the student's native language and the target language can be made.

• EX: **MINIMAL PAIRS** or word pairs with contrasting sounds / DRILLINGS

- hot – hat sock – sack mop – map born – worn
- bin – win buy – why vet- wet track – trek
- hat – get cat – get



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Remedial/Reactive I.

Listen and choose the correct sound you hear:

- correct not cadect
- won not un
- girl not gahl
- word not wad
- thank not tank
- must not muts
- Think not fink
- Five not fai
- Nine not nai



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Techniques and activities

- Listen and repeat
- Listen and circle a certain sound
- Underline a certain sound
- Underline a word with a certain sound
- Work with a dictionary to find words with a certain sound
- Write words containing the same sound
- Use homophones : board- bored
- Role – play using the words with target phoneme



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Links



<http://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html>

VIDEOS:

<https://www.youtube.com/watch?v=eeaghqkLRi8> (vowels and dialects)

<https://www.youtube.com/playlist?list=PL9BB1D7256440E08B> (teaching reading with phonics)

<https://www.youtube.com/watch?v=YDinQsEgR4I> (warm up activities)

<https://www.youtube.com/watch?v=1kAPHyHd7Lo> (teaching techniques- for teachers)

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To be continued.....



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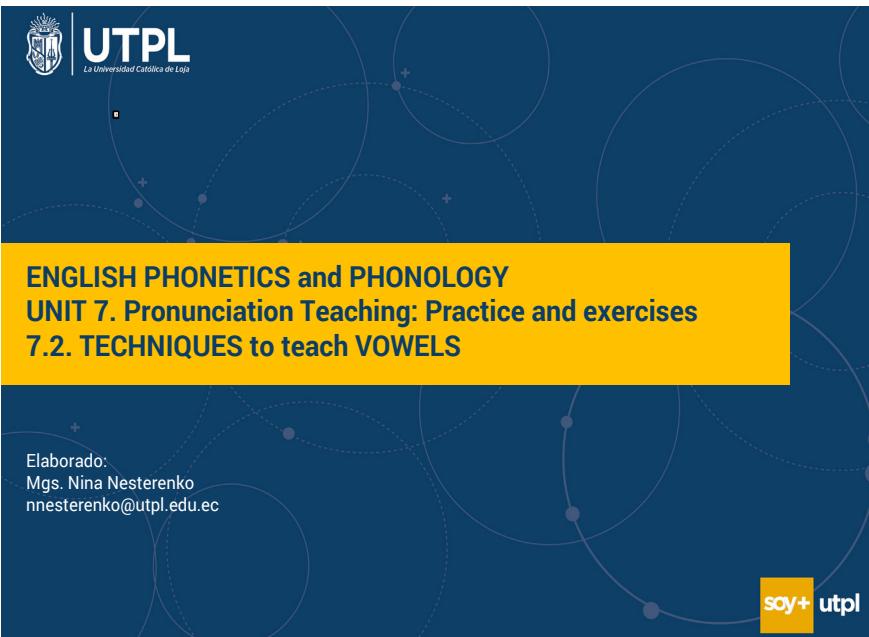
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Document 17. Tips and Techniques to teach vowels

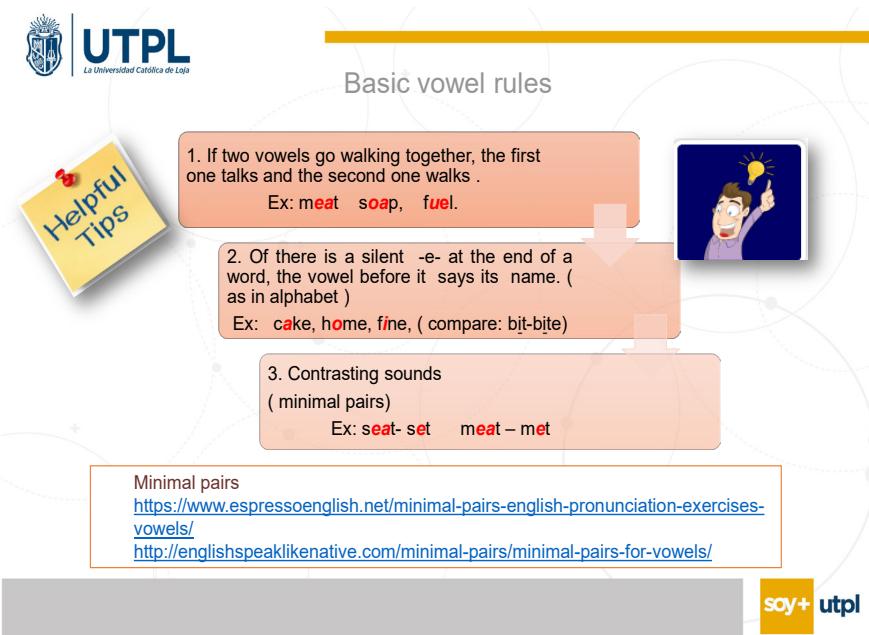


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ENGLISH PHONETICS and PHONOLOGY
UNIT 7. Pronunciation Teaching: Practice and exercises
7.2. TECHNIQUES to teach VOWELS

Elaborado:
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Basic vowel rules

Helpful Tips

1. If two vowels go walking together, the first one talks and the second one walks .
Ex: meat soap, fuel.
2. Of there is a silent -e- at the end of a word, the vowel before it says its name. (as in alphabet)
Ex: cake, home, fine, (compare: bit-bite)
3. Contrasting sounds
(minimal pairs)
Ex: seat- set meat – met

Minimal pairs
<https://www.espressoenglish.net/minimal-pairs-english-pronunciation-exercises-vowels/>
<http://englishspeakliknative.com/minimal-pairs/minimal-pairs-for-vowels/>

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Vowels and their IPA symbols



[i:]
sheep - ship
heat - hit

Lips are in a "smile" position. Remember to feel tension in your lips, tongue and jaw. It is a LONG sound.
SMILE! when you say [i:]

Examples:

tea, sea, easy, please, seal, bee, feel,
agree, need, tree, eager, East
key,
niece, brief, either

[ɪ]
eat - it
each- itch

Lips are relaxed and slightly parted. The sound is short and quick. The lips should barely move when you say it!

Examples:

is, if, it, ill, instant, issue
Pin, lift, give, minute
Gym, symbol
Build, guilty, guitar
Sin, lips, with, differ

Techniques/ exercises



[i:] or [ɪ] ?

- Listen and repeat (in chorus, individually)
- listen and underline the correct sound [i:] or [ɪ]
- Listen and circle/ cross out/ underline the word in each group that does not contain the vowel [i]:

Ex:

<u>Keep</u>	<u>lean</u>	<u>fit</u>	<u>piece</u>
<u>bead</u>	<u>piece</u>	<u>women</u>	<u>tea</u>
<u>tin</u>	<u>people</u>	<u>steam</u>	<u>receive</u>
<u>niece</u>	<u>vision</u>	<u>thief</u>	<u>sweet</u>

- Read a paragraph and underline the words containing the sounds [i:] and [ɪ].
- Role play using words with these sounds
- Write/ say sentences with the words containing the sounds [i:] or [ɪ]

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listen and write the words in the corresponding column



- [i:]
- least
- seat
- feet
- leave
- wheel
- deed
- cheap

- [ɪ]
- list
- sit
- fit
- live
- will
- did
- chip



choose and circle/ underline the correct sound [i:] or [ɪ] (after reverse for [i:])

+ (Correct for [ɪ])



- meat mitt
- bean bin
- neat knit
- deal dill



- sleep slip
- green grin
- weak wick
- heel hill



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Circle the word that is used to complete each sentence:



- 1. They cleaned the ship/ sheep.
- 2. They bought a new wheel/ will.
- 3. I like shoes with high heels/ hills.



Read a text aloud /follow e-book readings and pronounce correctly the sounds

• [i:] and [ɪ]



Video: e-book
<https://www.youtube.com/watch?v=sXjVy4ogO4E>

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late - let

[ɪ əɪ] and [ɛ]

paper- pepper

Lips spread and NOT rounded.

- Examples:
- ate, age, same, place, way,
obey, they, vein,
- great, break
- away, day, play
- weight, neighbour
- paint, main, grain, raise, fail,
- break
- apron
- aim, bai

Lips spread and slightly unrounded, tongue high.

- Examples:
- any, many
- end, egg, effort, bed, red
- bread, head, measure, dead
- yes
- again
- friend
- guest
- leopard

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Techniques/exercises



[ɛ] or [əɪ] ?

- Listen and repeat
- Choose / circle/underline the word with the corresponding sound:



- met - mate
- bet - baɪt
- ed - fæde
- pen - pain
- red - raɪd
- get - gate



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Circle / underline the word in each group that is NOT pronounced with [ε]:

• Example :

- any crazy many
- paper letter pencil
- meant mental mean
- turn fist bread
- bag bed leg

Show pictures/flash cards and let students pronounce the words



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[æ] hat - hot

and

[ɑ:] bad - bed [ɛ]

Lips: spread, jaw: open,
tongue: low

• Examples:

- Am, and, apple, animal, amap, cat, black
- laugh



Lips: “yawning” position,
tongue: flat

• Examples:

- Arm, are, artist, March
- Rocket,
- Wasp, Watch
- Hot, spot
- Pardon, father, dark



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Helpful
Tips

Exercises

Listen and repeat the following minimal pairs:

- [ɑ:] [æ]
- cop cap
- hot hat
- pot pat
- mop map
- top tap
- lock lack



- Make sentences with these words, say them ALOUD later
- Use role plays or dialogues with these words

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Helpful
Tips

CONTRAST between

[i:] - [ɪ], [eɪ] - [ɛ], [æ] - [ɑ:]

1. Which word has the same sound? (circle or underline)

- arm-tea – eat- ate- aid –apple- argue
- ice –place- rice –lace- race - mere
- pain-cake- name- time- same- fine – plane

2. Which word has different sound? (circle or underline)

- [ɪ] Tape – hat- apple-lack ([æ])
- [ɑ:] Lock-hot-odd-wreck ([ɛ])

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3. Write the correct symbol for each sound:

- Example:

- I hate wearing a hat when it is hot

[eɪ] [ɛ] [æ]



- It is odd that Ed can't add.

[ə:] [ɛ] [æ]



- Dan, the Great Dane, sleeps in the den.

[æ] [eɪ] [ɛ] [i:]



pull - pool

[u] and

[ʊ] suit-soot

Lips: tense and in
“whistling”
position
Tongue: high

- Examples:

- Rule, rule, rule*
- Do*
- truth*



Lips: relaxed and slightly
parted
Tongue: height but lower than
for [ʊ]

- Examples:

- new, new*
- Fruit*
- Group*
- Shoe*
- Through, You*
- Loose, cook blue*



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[ʌ] and [əʊ]
cut - coat bold- bald not-note

Lips: relaxed and slightly parted
Tongue: relaxed

- Examples:
 - us, up, hug, much, must, but
 - of, other, month
 - ugly, uncle, under, lucky, fun
 - rough, trouble
 - Love, done, some, mother
 - Cousin, does, what



Lips: tense and very rounded
Jaw: rises with the tongue and closes slightly

- Examples:
 - Coat, boat, spoke, roast
 - Own, show, snow, grow
 - Old, cold, no, vote, fold, told
 - only, over, ocean
 - Soul, though, dough
 - Toe, goes



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CONTRAST between

[ʌ], [əʊ], [ɔ:], [ɑ:]

[ɑ:]	[ʌ]	[ɔ:]	[əʊ]
cot	dug	fault	note
fond	lung	author	phone
hard	one	awful	hole
calm	wonder	law	boat
psalm	but	caught	oven
stock	mud	fraud	tomorrow
not	fund	chalk	suppose
dot	luck	talk	elbow

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[ɛ:]

This sound occurs only in stressed syllables of words.

It does not exist in most languages.

It is produced with tense tongue muscles.

Examples:

- Urge, turn cure, iur, occur, purr
- Herb, verb, defer, prefer, term, German, servant
- Circle, third, first, sir, stir, bird, girl, firm, skirt
- Earn, Earth, early, learn, Heard
- Hurt, curl, purple, turkey, church, curly
- Journey
- Work, worm, word, world

[ɛ:] (Rhotic accent- AmE)**- ar**

Sugar

Dollar

Collar

Regular

Grammar

-er

after

paperr

fatherr

farmerr

silverr

-or

colour/color

actor

neighbour/uneighbor

flavour/uflavor

razor

- ure

nature

picture

measure

literature

failure

Your examples?

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Exercises

- Listen and repeat . Boldfaced words contain [ɛ:] sound.

- sooner or **later**
- measure the **sugar**
- better late than **never**
- water the **flowers**
- consider the **offer**
- The **actor** was **better** than ever
- Was the **afternoon paper delivered** ?
- The **razor** is **sharper** than the **scissors**.
- **Summer** is **warmer** than **winter**.
- A **wonderful picture** is showing at the **theater/ theatre**



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Tips

Diphthongs (gliding)

[əʊ], [aɪ], [ɔɪ]

[əʊ]

coin
pound, down
ow
out, **sco**ut
hour
town
Plough
all**ow**
mountain
pronounce

[aɪ]

my, buy, lye, try **oy**ster
ie
eye, style
ice, **i**dea, fight
sigh, sign, frighten,
night

[ɔɪ]

oil, noise, **oink**,

noise, choice
enjoy, **bo**y, **to**y,
avoid, boi, destroy

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[aʊ] combination of a+ u

<i>ou</i>	<i>ow</i>	<i>ough</i>
<u>Cloud</u>	<u>crown</u>	<u>bough</u>
<u>Thousand</u>	<u>power</u>	<u>plough</u>
<u>Anounce</u>	<u>clown</u>	<u>through</u>
<u>Out</u>	<u>ow</u>	
<u>Loud</u>	<u>dow</u>	
<u>Down</u>	<u>flower</u>	
<u>Crowd</u>	<u>mouse</u>	

Your examples?



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Techniques: Minimal Pair contrast

- [aʊ] [ə]
- Bound bond
- Pound pond
- Shout shot
- Proud prod
- Doubt dot



Helpful
Tips

Circle/ underline the word that does NOT contain [aʊ]

- | | | | |
|------------------|---------------|-----------------|----------------|
| • <u>Bounce</u> | <u>round</u> | <u>found</u> | <u>would</u> |
| • <u>Frown</u> | <u>flow</u> | <u>down</u> | <u>brown</u> |
| • <u>Foul</u> | <u>group</u> | <u>shout</u> | <u>aloud</u> |
| • <u>Thought</u> | <u>plough</u> | <u>thousand</u> | <u>drought</u> |

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Circle/ underline the words that contain [əʊ]


 Helpful
Tips


- You look out of sorts. How come?
- I am tired out. Didn't you hear the loud noise outside all night?
- I did not hear a sound. I was out like a light!
- Our neighbours had a big crowd. They were shouting and howling!
- Why didn't you tell them to stop clowning around?
- I did not want to sound like a grouch.
- Next time I will go out. I am not afraid to open my mouth.
- I knew I could count on you. Here comes our noisy neighbour, Mr. Crowley, right now.
- Sorry, dear, I have to go downtown, NOW!
- Come back, you coward!

/ ə / - Schwa

The most used sound in the English language. It occurs only in unstressed syllables ("lazy" phoneme). Any vowel letter can be pronounced as schwa and the pronunciation of a vowel letter can change depending on whether the syllable in which it occurs is stressed or not.

- **TIPS:**
- Comparative adjectives ending in - er (Ex. lighter, softer)
 - (non rhotic- BrE)
- words ending in - or followed by:
 - - ct - : actor - it - : visitor - at - : dictator
 - - rr- : horror - ss - : successor
- words ending in - ar after /l/: collar, similar, regular

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Teaching ideas and techniques

• Listen and repeat:

- Doctor Leisure Teacher
- Actor Singer Colour



• Listen and identify words with schwa sound (Ex: banana, computer)

- /ə/ /ə/ /ə/ /ə/



• Provide your own examples with schwa sound

• Use role plays with the words containing schwa,

• Work with dictionary to find words with this sound, etc.

VIDEOS:

<https://www.youtube.com/watch?v=5Yj-uAltQJk>

(Schwa in words, learn English with pie)

https://www.youtube.com/watch?v=KZYOCXhuJ_o (Why Schwa is important?)

<https://www.youtube.com/watch?v=P73bZqKE7bw>

(Schwa sound)



Teaching ideas and techniques

Underline and/or write the schwa symbol (/ə/) over the correct part of the word.

- /ə/ /ə/ /ə/ /ə/ /ə/ /ə/ /ə/
- Ex: doctor ba_nana to_morrow diffi_cult summe_r

decide where the schwa sound occurs in these sentences:

- It's for you
- It takes a lot of time
- How about a cup of tea?
- What are you doing tonight?
- What time will you arrive at that place?
- I was going to tell you
- The airport is not far from the capital .

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Teaching Pronunciation:

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation.

Make sure you **have these 3 parts in every pronunciation lesson**, and you are sure to see success or, shall we say, hear it.

1. **Imitation:** Use a recording from television, radio or the internet for variety.
2. **Explanation:** *Reviewing the parts of the mouth* can help your students clearly understand how to make appropriate English sounds. Print off and give your students a diagram of the mouth. Review the obvious terms for lips, teeth and tongue.
3. **Practice:** After imitating the sound and learning the correct biology for producing it, now is the time to **practice the use of that sound or sound pattern**.

PROCEDURE

1. Student-friendly explanation (VISIBLE, easy, short, clear) of the phoneme articulation (videos, charts, pictures, or modelling)
2. LISTEN and REPEAT (video, audio, or modelling)
3. EXERCISES to practice the phoneme(s)- underline, circle, cross out, identify, classify, write in corresponding column, etc
4. Make association of the sound with its written form (writing: write sentences or texts with the practiced phonemes)
5. ORAL PRACTICE: SPEAK UP , pronounce aloud- ALWAYS! – role plays, reading aloud, dialogues, etc.



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VIDEOS



VOWELS

https://www.youtube.com/watch?v=qMM_hwyHxal (English vowels INTRODUCTION)

Front Vowels

<https://www.youtube.com/watch?v=haZVOZr48N0> (part 1)

<https://www.youtube.com/watch?v=Klw6UUUpdvIs> (part 2)

Back vowels

<https://www.youtube.com/watch?v=N0T8Q3dJ3uc> (part 1)

<https://www.youtube.com/watch?v=t1pfQ1XR6TU> (part 2)

Central vowels

<https://www.youtube.com/watch?v=JTnwyDAz-G0> (part 1)

<https://www.youtube.com/watch?v=xBEletxAkna> (part 2)

Diphthongs

<https://www.youtube.com/watch?v=mjYVGAKQMdi>

(https://www.youtube.com/watch?v=qMM_hwyHxal&list=PL561A27CCFAF84CF)

(all series by Jennifer)

<https://www.youtube.com/watch?v=eeaghqkLRi8> (Vowels and International Alphabet)

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To be continued.....



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Document 18. Tips to teach consonants

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UNIT 7. Pronunciation Teaching: Practice and exercises
7.3. TECHNIQUES to teach CONSONANTS

Elaborado:
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This slide features the UTPL logo at the top left. The background is a dark blue with a faint circular pattern of white dots and dashed lines. A yellow rectangular box contains the title 'UNIT 7. Pronunciation Teaching: Practice and exercises' and '7.3. TECHNIQUES to teach CONSONANTS'. Below this, a smaller text box contains the author's name and email. In the bottom right corner is a yellow square with the text 'soy+ utpl'.



Consonants differ from vowels because they have different phonetic features (movements or positions of the speech organs)

Main Phonetic Features

VOICING

MANNER OF
ARTICULATION

ASPIRATION

POINTS (place) of
ARTICULATION

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Helpful
Tips

Teaching pronunciation tips



Some sounds represent a special difficulty for non-native English speakers. English spelling does not always follow patterns of pronunciation.

Ex: machine [ʃ] chain [tʃ], architect [k]
[f] flag phone enough / cough



[k] C at kite



heada ch e



q ueen



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MINIMAL PAIRS



M.P. are used to emphasise the difference between sounds, both vowels and consonants

M.P. have ONLY 1 sound different !!!!

Example:

pin- bin best-vest wood- good coat- goat jet- yet
sit - seat pound - pond leave- live late - let pool- pull

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Teaching Pronunciation



- Use “learner – friendly” explanations!
- Use teaching in contrast techniques .

[S] – [Z]

You should help your students to recognize that these are different sounds.

Explain that [s] is **voiceless**, and there is no vibration of the vocal cords, and [z] is **voiced**.

If [z] is mispronounced: eyess - ice zest - jest zoo -Sue

- Compare and pronounce: (Minimal Pairs)

Zeal – seal zip – sip buzz – bus
zero- sew zone – son beess – bis



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Helpful
Tips

[z]

At the Beginning

Zeal , zone ,zipper
Zeast, zip



In the Middle

lazy, dizzy ,lizard
eazy, buzy, puzle,
couzin



At the End

is, as, was,
his, raisez,
sneez



Less common pattern:

/gz/ anxiety
/z/ xylophone
/z/ Xerox

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[S] – [Z]

[S] may be spelled as:

/s/	/c/	/ss/	/sc/	/x/
<u>S</u> py	<u>c</u> ice	<u>ss</u> is	<u>sc</u> ene	<u>x</u> ox
<u>D</u> esk	<u>c</u> ell	<u>h</u> iss	<u>s</u> cent	<u>o</u> xen



The letter **C** followed by **e, i, y** is usually pronounced /s/

★ Ex: cent place society fancy

★ The letter **s** in plural nouns is pronounced /s/ after most voiceless consonants:

Ex: books coats cuffs maps



The letter **S** in plural nouns is pronounced [z] after most voiced consonants and vowels:

Ex: stars clouds clubs smiles hugs
gloves shoes cars beds legs
leaves toes

★ The letter **s** is usually pronounced [z] when it is between vowels:

Ex: deserve because design

- Your examples?

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Techniques and Exercises

- Listen and repeat
- Listen and circle the sound ([s] or [z]?)
- Listen and circle the word in each group that is NOT pronounced with s / z



Ex: walls his sing erase fox
rice rise sock design wrist



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Minimal Pairs



[s]

race
bus
place
peace
price



[z]

raise
buzz
plays
peas
prize



Your ideas?

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TECHNIQUES:

-Listen and distinguish [s] and [z]

Ex: **S**ue, please **e**x**c**use me.
He **h**as a good **e**x**c**use.
May I **u**se your **e**raser?



- Complete the sentence with the correct word:

(use words or PICTURES/flash cards)

Ex: He won the **r**ace / **r**aise

I remember her **f**ace/**p**hase

Look at my pretty little **n**iece/**k**nees.

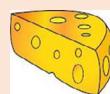


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[t] and [d]

[t]: Two or do ? tease or cheese ?

★ When pronouncing / t /, the tongue tip should touch the upper gum ridge .



★ [t] must be said with strong aspiration.

★ The sound [d] is produced with the tongue tip touching the upper gum ridge.

★ It should **not** touch the back of the upper front teeth or be placed between the teeth.

/ d / ladder or letter or leather or lather ? Bed or bet ?



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[t]

Letter **t** is usually pronounced [t] in:



★ **past tense -ed when it follows a voiceless consonant**

Ex: **stopped looked kissed washed laughed
worked**

★ **/t^h / is aspirated before vowels initial position:**

Ex: **take , tip, tongue, toy, tank , tease, toes**

★ **It is not aspirated between to vowels:**

Ex: **city, water, gathering**

★ **It is not aspirated if it follows /s/:**

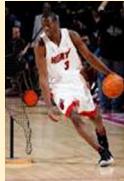
Ex: **Star, Stick, Stop**

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Teaching Ideas and Techniques

Minimal pair contrast

be <u>d</u>	be <u>t</u>
mad	mat
need	neat
hard	heart
bri <u>de</u>	bright <u>t</u>
Wa <u>de</u>	wait



Sounds in contrast

What day is it to day?
Please drive me to the doctor
Today is Don's birthdayday.



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Techniques

- Listen and circle ASPIRATED /t^h /

tell the teacher*
tea and toasts*
stir
better
take your time*
Pat wrote a poem
sitting
water
turn the lights*
late at night



Exercises/ Teaching ideas

★ Read and circle/underline the word that is pronounced with [t]:

Ex: Thought thank those traction temperature
truck literature thick although

★ Listen and complete the sentence with the correct word:

Ex: What time / thyme is the party?

★ Write a story/ role play using words with [t] sound

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θ and ð

Helpful
Tips

Tongue: *between the teeth*

Vocal cords: *not vibrating*

If mispronounced:

Thank - sank Ruth - roof

Thin - shin path - pat

Ex:

thief thorn wealthy

method healthy teeth

bath truth oath



Tongue: *between the teeth*

Vocal cords: *vibrating*

If mispronounced:

They - day bathe - bays

Than - Jan

Ex:

They those smoouth

Other gather leather

Bathe breath sooth

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Techniques and exercises

- Listen and repeat

[θ]

thank

thin

bath

path

[t̪]

tank

tin

bat

pat

[s̪]

sank

sin

bas

pas



- Listen and circle the sound you hear [θ] or [ð]



clo <u>thes</u>	θ or ð	forth	θ or ð
te <u>e</u> th	θ or ð	mo <u>u</u> th	θ or ð
fe <u>ather</u>	θ or ð	al <u>th</u> ough	θ or ð
Ru <u>th</u>	θ or ð	ra <u>th</u> er	θ or ð
bro <u>th</u>	θ or ð	fa <u>ith</u>	θ or ð



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Helpful
Tips

[b] and [v]

These consonants are particularly difficult for Spanish speakers, since the difference between them is minimal.

It would be useful to remind students that these sounds differ in their phonetic features: they have different places of articulation since

/b/ is bilabial stop sound, and

/v/ is labiodental fricative

/b/ Lips: pressed together

/v/ Upper teeth touching the lower lip

If mispronounced:

robe- rope boat-vote vest- best bet- vet



Your examples?



Techniques and teaching ideas

- Teach in contrast: (minimal pairs and contrasting)

van - ban balm - vamp

valet - ballet vest - best

reveal - bel

vehicle - beige



- Listen and repeat

/ b /

/ p /

robe

rope



mobo

mopo



tabb

tapb

ribi

ripi

/ v /

vow

marvel

vase

van

/ b /



bow

marble

base

ban



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More teaching ideas:

-listen and indicate the sound you hear [b],[v],[p], [f]

Ex: Very berry ferry pare

- Complete the sentence with the correct word:

Van is a clever/ clover/ cover student.

Vera is berry / very/ ferry pretty girl.

This task is very symbol/ simple/ civil.

- Dialogues, role plays, writing / saying individual sentences.



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[w] and [v]



Helpful
Tips

[W] - lips rounded. It does not occur at the end of words
in English! (NOTE: in words like “pillow”,“willow”- /ou/)

If the sounds are mispronounced, it can result in:

Example:

went - vent when- vein wveal wear - veer

[W] is also pronounced in these letter combinations:

one anyone queen quiet square

[V] - if it comes at the end of the word, vocal cords should vibrate:

Ex: five save lave live cave love brave mauve move

Task: your examples with final / v/?- work with dictionary. Say the words aloud

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Techniques and exercises

- Listen and repeat

<i>woke - voice</i>	<i>week - vex</i>	<i>while - vile</i>
<i>weird - verb</i>	<i>while - vice</i>	<i>weak - victim</i>

- Make contrast between the sounds (pronounce /or make sentences)

[v]	[b]	[f]	[w]
veil	bail	fail	whale
vile	bill	fill	will

- Choose the sound you hear [b] [v] [w] [f]

Ex:

<i>leave - leaf</i>	<i>wine - vein</i>	<i>base - face</i>
<i>wool - fool</i>	<i>brave - wave</i>	<i>voice - poise</i>
<i>Bill - feel</i>		

Your examples?



[g] and [h]

To distinguish between them, we have to remember that they have a different manner of articulation.

/ h / is a voiceless fricative

/ g / is a (voiced) stop consonant.

The same pair contrasting technique can be used for pronunciation practice.

- For example:

<i>get - hat</i>	<i>beggar - behave</i>	<i>leg - hill</i>
<i>again - Ohio</i>	<i>good - hook</i>	<i>goose - hose</i>

Your examples?

Helpful
Tips

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[h]

It may occur in word :

initial position

He how heat
Heat his whole

middle position

ahead inhale perhaps
behave unhappy inherit

Wh

Who whom whose whole



/h/ does not occur at the end of the words in English

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[g] and [w]

Helpful
Tips

These sounds may also present difficulties for Spanish speakers. They are produced and articulated quite differently.

/ g / is a (voiced) stop consonant.

The airstream is stopped and then released

/ w / is an approximant.



The shape of mouth does not change significantly when pronouncing / g /, and when pronouncing / w /, the lips are rounded, in "whistling" position.

Another tip: you may say that pronouncing / w / almost resembles a kiss!

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[g] * [w] [k]

Helpful
Tips

Teaching Ideas

- Listen and repeat / notice the difference/ say whether students hear the same or different sound :

Examples:

<u>w</u> hat - <u>g</u> oat	<u>w</u> et - <u>g</u> et	<u>w</u> all - <u>g</u> oal
<u>w</u> ide - <u>g</u> uide	<u>w</u> ould - <u>g</u> ood	<u>w</u> ell - <u>g</u> lad

- identify/circle the sound / g / - / w / - / k /



good	wood	could
goal	wall	call
goose	wool	cool



Pig – pick dug – duckk tag- tack big- wig -sick league – leak
 bag - back peg - peck

- Create a story to contrast the studied phonemes

Your examples/ideas ?



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Confusing patterns: [dʒ] – [j]

Helpful
Tips

Teaching Ideas

[dʒ]

Tongue tip: firmly pressed against gum ridge behind upper front teeth

Airstream: stopped as for [d] and then released as for [ʒ]

If [dʒ] is mispronounced, it might result in:

legion- lesion
 jelly- yellow
 Badge- batch
 Jam- ham

[j]

Tongue tip: in the same position as for the vowel [i]

Airstream: Continuous without interruption.

If [j] is mispronounced, it might result in:

yes- Jess
 yellow- Jello
 yet- jet
 year- ear
 young- junk
 Yolk- joke

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[dʒ] - spelling patterns

Soldier, cordial, graduate
Joke just jam
Gym gage wedge village

**[dʒ] and [Y]****[Y] patterns:**

yawn you yet yolk
Union amuse usual music
 million senior
 familiar liar
 news Tuesday suit lawyer

NOTE:

/ U /	/ YU /
F <u>oo</u> d	fe <u>ud</u>
B <u>oo</u> ty	be <u>auty</u>
F <u>oo</u> l	f <u>uel</u>

BUT: CRUEL**[tʃ]**

- **Tongue tip:** Firmly pressed against gum ridge behind upper front teeth
- It is an explosive sounds like a sneeze!
- If mispronounced, it may sound like:

Chair- share
 Wish- wish
 choke- joke

Helpful
Tips**At the beginning**

Cherry, chalk
Chicken
Cheerleader
Cello

In the Middle

nature, literature
 picture

**At the End**

touch, speech
 coach, church

Techniques and activities

- Listen and repeat

Examples:

legend - crayon	joke - yolk	Jill - Yale	jar - yard
Jell-O - yellow	legend - lesson	jam - jam	jet - yet
jest - yeast	Jill - yell	June- you	major - mayor
engine - beyond	feer - year	Jack - yak	joke - yolk

- Listen and underline/circle the word that contains / does not contain the sounds /dʒ/ - /Y/ / - /tʃ/ :

Ex: Juce - age angel - angle
Yet - jet - budget
cheer - year - cheese

**- Listen and identify/circle the same or different sound?**

Example: year - ear You - jew jam - ham
 get - jet hug- jug chain- shame

- Lips: rounded
- Tongue tip: curled upward but NOT touching the roof of the mouth
- Vocal cords: vibrating

If mispronounced, it may sound like:

Berry- beddy (?) - belly
 Red- wed

At the beginning In the Middle At the End

run, wrong, wrist, very, orange, sorry orr, are, before
write, real, wreck story, berry, tomorrow sure, door, more
dream, trim far, fur, sir,

BLENDS

/br/	/fr/	/tr/	/pr/	/dr/	/kr/	/gr/
br ing	f reak	t ry	p ray	d ry	c ry	g row
br ick	f reckle	t race	p rone	d rain	c row	g rab
br ake	f ried	t travel	p ress	d rag	c raft	g race

Techniques and activities

- Listen and repeat / work with dictionary to find similar examples:

[r]	[w]	[r]	blends with [r]
round	wound	red	- bread - thread - Fred
array	away	ream	- dream - trim- cream
rise	wise	room	- broom- groom
rest	west	race	- grace- trace- phrase- praise

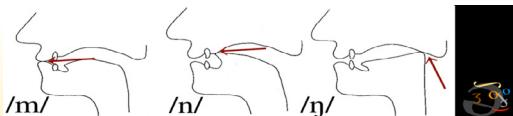
- Listen and repeat:

1. Where are you?
2. Near or far?
3. Are you sure?
4. Roy returns tomorrow morning
5. Rose is wearing a red dress
6. Robert ran around the corner

- Create / role play a story with words containing [r] phoneme



Nasal Sounds



/m/ more , month, among, summer, moment, comb, some, swim, come

TIPS: **PRESS LIPS TOGETHER!- mmmm!!!**



At the end of the words: Swim not swing! /m/ - /ŋ/

/n/ - Tongue pressed against gum ridge behind upper front teeth

Sun not some /m/ not sung /ŋ/

/n/ new, know, many, window, tennis, in, fine, again, sin



Nasal Sounds



ŋ

ŋ at the end and in the middle of the words- especial difficulty (- ng -)

Tips to pronounce

Back of the tongue raised toward the soft palate. Vocal cords vibrating.

Examples:

ng / nk / ngue → ŋ

anger tongue
strong
finger
ring

- ing running
thank think blink
belong
wrong

talking
writing
raining

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Techniques



1. Listen and repeat the words :

Bring, tongue, hang, sink, longest

2. Listen and pronounce the phrases:

Good evening!I am going home.Is something wrong with your finger?3. Listen and circle/underline only the words with / ŋ /
along lunch tangerine grin swing

4. Contrast the sounds:

thin- thing ban- bang sinner - singer pin-ping

4. Role play situations using words with ŋ phoneme

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Consonant clusters

Spr	spl	skr	skw	str
Spray	plash	screen	squeeze	stray
Spring	spit	scream	square	street
Sprinkle	splat ter	scratch	squad	strip
wides spread	dis play			

Consonant clusters at the end of the words

Wasps	clasped	asked	asks	tasks	sparks
Gulps	gras ped	risk ed	masks	des ks	park ed

If mispronounced:

Asks – ax

Fact – fat

Asked it- ask it



TEACHING TECHNIQUES and ACTIVITIES

Listen and repeat/ be sure to distinguish the sounds

Likes	liked	like it	liked it
Asks	asked	ask it	asked it
Fix	fixed	fix it	fixed it
Checks	checked	check it	checked it
Ax	act	act it	acted it

Listen and repeat

Plight - polite

Prayed- parade

Claps- collapse

Plaits - plates

Clyde - collide

sport- support

parked- parquet



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- Unscramble the words and then pronounce them

1. E A L S T It is a crime to (steal)
2. I P R A S E To..... someone is to pay them a compliment. (praise)
3. S P W A A..... is an insect that stings . (wasp)

- Listen and underline the correct sound

[skr] [str] [spl] [spr] : screen
[sps] [skt] [sks] : wasps



- Write a story with words containing consonant clusters and then role play it



- <http://www.teachingenglish.org.uk/try/resources/pronunciation/voiced-unvoiced-consonants>
- http://esl.about.com/od/speakingenglish/a/pr_shortv.htm
- http://www.google.com.ec/search?q=pronunciation+of+english+consonants&hl=es&gbv=2&prmd=ivns&source=univ&tbm=vid&tbo=u&ei=sCasT_OwB4O-8ASz5YAA&sa=X&oi=video_result_group&ct=title&resnum=6&ved=0CC0QqwQwBQ



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Document 19. Techniques to teach word and sentence stress

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ENGLISH PHONETICS and PHONOLOGY
7.4. TECHNIQUES to teach WORD and SENTENCE STRESS

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RULES of WORD STRESS

Stress on TWO - SYLLABLE words

If the word does not have
a suffix, and in the
majority of two-syllable
words stress usually goes
on the first syllable.

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Stress on the first syllable

No suffix

cherry
devil
father
vanish

**two-syllables**

window
Tuesday
breakfast
cupcake

**Nouns in general**

jacket
table
paper
money
morning



In class: Your examples?

Stress in Compound words

Combinations of words which are treated as single units from the point of view that their meanings are called **compound**



In most compound words, the stress is on the **first part**, as in the example: **bus stop**

In longer compounds, the first element has the main stress, and the other part has weaker stress.

Example:

crossword, baseball, strawberry, airport , photocopy

Your examples?

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Stress in Compound Words

There may be stress on the second part of a compound noun when:

a. the object in the second part is made out of the material in the first, as in the example:

glass jar



b. the first part tells us where the second part is, as in the example : car door



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Stress on the first syllable

Compound words

flashcard
bookstore
stoplight



Numbers (of ten)

twenty thirty forty
fifty sixty seventy
eighty ninety



In class: Your examples?

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TWO-SYLLABLES word stress

Most two-syllable **verbs**
have stress on the
second syllable, even
if they do not come from an
original one- syllable word.



Example: **report, prepare, outrun, invite**
believe, support, complete
Your examples?

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Stress in VERBS



When the prefix **re** - means **again**, it receives the strongest stress

Ex: **re-do, re-name, re-tell, re-make, re-dress**



When the prefix **re** - begins a word, and it does not mean again, it is **UNSTRESSED**

Ex: **remark, remind, reward, require, refuse, refute**
Your examples?

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Stress in NOUN / VERB Homographs

Remember

Nouns – stress on the
*first syllable*Verbs – stress on the
second syllable

NOUNS

conflict (controversy)
content (subject matter)
desert (barren region)
contest (competition)
increase (enlargement)

VERBS

conflict (to clash)
content (to satisfy)
desert (to abandon)
contest (to dispute)
increase (to make larger)

Your examples?



Stress in THREE - SYLLABLE words

We can build longer word by adding parts to the beginning or end of shorter word. Stress usually stays on the same syllable as in the original word.

Example:

Un-der- **line** (original word is **line**)
 re-co-**llect** (original word is **collect**)

Your examples?



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Stress in PREFIXES and SUFFIXES

In English, the suffixes **-ic, - ical**
as in words **basic, medical**
ARE ALWAYS UNSTRESSED



When suffixes are
added to English
words, the stress
remains on the
same syllable

Ex: **real** : **real – ly** ; **real – ize**
separate: **se - parate – ly**

Your examples?

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BUT !

when the suffixes **- tion / -ity** are
added to English words, the stress
goes automatically to the syllables
immediately preceding the suffix:

Ex: **real – realization - reality**
nation- nationalization-nationality

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Suffixes that do not affect stress change



- | | |
|---|---|
| - able : <u>manage</u> - <u>manageable</u> | - ing <u>amaze</u> - <u>amazing</u> |
| - al <u>function</u> - <u>functional</u> | - like : <u>child</u> - <u>childlike</u> |
| - cy <u>private</u> - <u>privacy</u> | - less <u>home</u> - <u>homeless</u> |
| - en <u>wide</u> - <u>widen</u> | - ly <u>happy</u> - <u>happily</u> |
| - es <u>vanish</u> - <u>vanishes</u> | ment <u>agree</u> - <u>agreement</u> |
| - fy <u>glory</u> - <u>glorify</u> | - ness <u>sad</u> - <u>sadness</u> |
| - age <u>percent</u> - <u>percentage</u> | ous <u>poison</u> - <u>poisonous</u> |
| - ate <u>décor</u> - <u>decorate</u> | wise <u>other</u> - <u>otherwise</u> |
| - er : teach - <u>teacher</u> | - y <u>fun</u> - <u>funny</u> |
| ful <u>beauty</u> - <u>beautiful</u> | ish : <u>green</u> - <u>greenish</u> |
| - hood <u>child</u> - <u>childhood</u> | |

Rules to Remember

Examples:
myself, yourself, himself, herself, ourselves, themselves

Reflexive pronouns are usually stressed **SECOND**



Examples:
outrun, overlook, overfeed, undergo

Compound verbs are usually stressed on the **SECOND** or **LAST** syllable.

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Teaching ideas and techniques

**Teaching
Ideas**

★ Listen and pronounce the stress pattern differences

- Please record the record.
- Please don't desert me in a desert.
- We project that our project will be successful.
- She will present you with a present.
- He objects to the ugly objects.



★ Work with a dictionary to find examples with noun/ verb Homographs

★ Write your own sentences to contrast the meaning of the Homographs.

★ Make role plays or dialogues with Homographs.

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Teaching ideas and techniques



★ Listen and circle/ underline the words with the stress on the FIRST syllable

Ex: eighty, accept, window, vowel, resighn, machine, mother

★ Listen and circle/ underline the words with the stress on the SECOND syllable:

Ex: around, husband, severe, summer, complete, himself, winter

★ Write the words in the corresponding column according to the stressed syllable

baseball, allow, invite, eighty, complete, myself, behind

FIRST SYLLABLE

SECOND SYLLABLE

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Teaching ideas and techniques



★ **Read the sentences and fill in the blank with compound nouns formed from the two boldfaced words. Stress the words correctly.**

Ex: A **rack** that holds **coats** is a ...coatrack.
A juice made from **oranges** is called.....
A **store** that sells **books** is called
When you have an **ache** in your **head**,
you have a



★ **Listen and mark the stressed syllable in these words /sentences:**
sunglasses, bedroom, lipstick, headache, goldfish
I got my first **re**-cord as a **pre**-sent when I was eleven

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Teaching ideas and techniques



★ **Listen and repeat the pairs of words and the sentences. Remember to stress **re-** only when it means “ again”.**

re-mark (to mark smth again) **re-mark** (to comment)
re-lay (to lay smth down again) **re-lay** (to pass on a message)
Re-do this model, but **re-duce** the size.
Re-mind me to **re-sort** the index cards.
Will he **re-fuse** to **re-print** this book?
They will **re-quire** you to **re-write** the letter.

★ **Write / say your own sentences as in the exercise above.**

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Teaching ideas and techniques

Classify the words below according to their stressed syllable:

Winter, acceptance, breakfast, respect, rewrite, eminent, absolute, afternoon, examine, employer, policeman, herself, report, remove



	Second stressed syllable	Last stressed syllable

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Visit these web sites

http://www.ehow.com/how_5806796_unstressed-syllables.html

[\(VIDEO\) RHYTHM of English](https://www.youtube.com/watch?v=8XVeMLYiNM0)

<http://www.english-test.net/forum/ftopic38269.html>

[\(Video: WORD STRESS\)](https://www.youtube.com/watch?v=Teo12hm_QwM)

<http://ebooks.unibuc.ro/filologie/mateescu/pdf/86.pdf>

<http://esl.about.com/od/pronunciationtechniques/a/Weak-Strong-Forms.htm>

<http://www.unstressedsyllables.com/2010/stressed-and-unstressed-syllables/>

<http://www.howtolearnenglish.co.uk/how-unstressed-syllables-can-help-you-spell.html>

Video: Stress and Rhythm of English Pronunciation 8 Content and Function words)

Available at:

- <https://www.youtube.com/watch?v=UbcEiTmkQo>
- <https://www.youtube.com/watch?v=TssaA2qeuds> (WORD and SENTENCE stress)
- <https://www.youtube.com/watch?v=70JZWxC9bKU> (Stress and vowel reduction)
- https://www.youtube.com/watch?v=-0G_yZfXJUQ

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Document 20. Teaching intonation and rhythm

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ENGLISH PHONETICS and PHONOLOGY
UNIT 7. Pronunciation Teaching: Practice and exercises

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7.4. TECHNIQUES to Teach INTONATION And RHYTHM

TEACHING INTONATION

GENERAL SUGGESTIONS

- Provide natural models of new target language before introducing the written form.
- Use natural language themselves in the classroom
- Encourage learners to listen carefully to authentic speech.
- Teach recognition before production.
- Integrate intonation and rhythm and other aspects of phonology into grammar, vocabulary and functional language lessons as well as listening and speaking activities.



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Levels of tone: rise and fall of Intonation

VIDEOS:

- <https://www.youtube.com/watch?v=IdaKEvp27oo>
(12 intonation)

Intonation

- https://www.youtube.com/watch?v=N_uWaHAHv2s
(Intonation: requesting clarification or repetition)

THE FALL ↘ is used:

1. In AFFIRMATIVE sentences

Ex: This is a book. ↘ Today is Monday. ↘



2. In NEGATIVE sentences

Ex: I don't like ↘ milk. He can't play ↘ the piano.



3. In IMPERATIVE sentences.

Ex: Close the window ↘ . Bring me that book. ↘



4. In SPECIAL (wh-) questions

Ex: What is your name? ↘ Where do you live? ↘

5. In the second part of ALTERNATIVE questions

Ex: Is this a ↘ pen ↘ or a pencil?

6. In the first part of TAG questions

Ex: You are very happy ↘ , aren't you? ↘

7. In GREETINGS:

Ex: Good morning. ↘ How do you do? ↘ It is nice to meet you. ↘

Rising Intonation

**1. General questions :**

Ex: Do you live ↗ here?

2. Introductory phrases:

Ex: If he ↗ comes, ask him to come. ↘

3. Alternative questions:

Ex: Would you like an ↗ apple or a pear? ↘

4. Direct address:

Ex: ↗ Tom, can you help me, please? / ↗ Sir, here you have your parcel.

5. Enumeration:

Ex: ↗ one, ↗ two, ↗ three ↗ ,four....

There are several objects in the room: ↗ a table, ↗ a chair,
a bookshelf ↘**6. Tag questions:**

Ex. You live ↘ here, ↗ do you?

Ideas to use in class:

- Read the following sentences and think about the appropriate intonation to express:
- enthusiasm,
- boredom, and
- Indifference, or surprise:

- Oh, I have an invitation to a party!
- I have to continue trying!
- I am absolutely certain.
- Maybe you are right!
- Oh, I can't believe it!

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TEACHING IDEAS

RECOGNITION ACTIVITIES to teach Intonation and Rhythm

- Speed dictations
- Ask students how many words they hear in a sentence (to practise recognising word boundaries).
- Ask: "What's the third / fifth / seventh word?" in the sentence.
- Matching phrases to stress patterns (strong vs weak forms , Content vs Function words).
- Using tape scripts. Marking stresses and weak forms.
- Using recordings of deliberately 'unnatural' English.
- Provide exposure to authentic listening (e- books).

Teaching ideas Production activities

- Drills (especially backchaining).
- Physical movement (finger-clicking, clapping, tapping, jumping) in time to the rhythm of the sentence.
- Focusing on stress in short dialogues (can you? Yes I can).
- Making short dialogues, paying attention to stress
- Writing headlines, notes and memos (build the rhythm with content vs function words)
- Reading out short sentences with only the stressed words (How...come...school?), then add the other words without slowing down.
- Reading aloud (with plenty of rehearsal time).
- Focusing on short utterances with distinctive stress and intonation patterns and a specific rhythm (long numbers, 'phone numbers, football results).
- Poems, rhymes and tongue-twisters
- Songs (the rhythm of English lends itself to rock and pop music, while rap involves fitting words into distinct beat).



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More teaching ideas and exercises

★ Listen and repeat. Stress the content words:

sooner or later
better late than never
to tell the truth

honesty is the best policy
to forgive is divine
to err is human

★ Listen and repeat. Give more emphasis to boldfaced words:



Who lives here? - James lives here.
What do you like? - I like cookies.
Is it your car? - No, it is his car.
What are you doing? - I am reading.
Did Mary buy a dress? - No, Mary borrowed a dress.
Did Mary buy a dress? - No, Sue did it for Mary.



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★ Listen and repeat the sentences with adjective/noun combinations and stress the nouns.



I like all singing birds.
I like blue colour.
I don't like rainy days.
She doesn't like that checked jacket.



★ Repeat the sentences with compound nouns. Stress the first element of each compound.

Ex: I like bluebirds.



The USA president lives in the White House.



During a lesson, the teacher writes on the whiteboard.

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Teaching ideas and exercises

Write / say your own sentences following the patterns of above excises.

Make a role plays or dialogues using the adjective/noun combination and compound nouns.

Read the sentences /text . Be sure to stress the content words.

Underline all the function words.

Ex: Mary is my best friend. She lives in my neighbour. Her house is next to mine. We like to play basketball after classes. She is a good in Math. Mary can also play the piano.



Teaching ideas and exercises



Classify the words in the following sentences according to CONTENT or FUNCTION.

I have to go now. He can play the piano. We all have visited the exhibition. The library is in front of you! I am tired. We will travel next week. He cannot swim.

CONTENT

FUNCTION

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- Non-native speakers should master the rhythm of English, to sound naturally.
- To keep the rhythm- stressed syllables should be stretched out (longer) than unstressed syllables
- It is necessary to correctly stress CONTENT and FUNCTION words



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Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a
tapping,
As of some one gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.

Eagerly I wished the morrow;—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost
Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating

"Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door;—
This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,

"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the
door;—

Darkness there and nothing more.

Deep into that darkness peering, long I stood there wondering,
fearing,
Doubting, dreaming dreams no mortal ever dared to dream
before;

But the silence was unbroken, and the stillness gave no token,
And the only word there spoken was the whispered word,
"Lenore?"
This I whispered, and an echo murmured back the word,
"Lenore!"—

Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
"Surely," said I, "surely that is something at my window lattice;
Let me see, then, what thereat is, and this mystery explore—
Let my heart be still a moment and this mystery explore;—
'Tis the wind and nothing more!"

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Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore;
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.
Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern decorum of the countenance it wore,
"Though thy crest be shorn and shaven, thou," I said, "art sure no craven,
Ghastly grim and ancient Raven wandering from the Nightly shore—
Tell me what thy lordly name is on the Night's Plutonian shore!"
Quoth the Raven "Nevermore."

Much I marvelled this ungrainy fowl to hear discourse so plainly,
Though its answer little meaning—little relevancy bore;
For we cannot help agreeing that no living human being
Ever yet was blessed with seeing bird above his chamber door—
Bird or beast upon the sculptured bust above his chamber door,
With such name as "Nevermore."

But the Raven, sitting lonely on the placid bust, spoke only
That one word, as if his soul in that one word he did outpour.

Nothing farther then he uttered—not a feather then he fluttered—

Till I scarcely more than muttered "Other friends have flown before—
On the morrow he will leave me, as my Hopes have flown before."

Then the bird said "Nevermore."

Startled at the stillness broken by reply so aptly spoken,
"Doubtless," said I, "what it utters is its only stock and store
Caught from some unhappy master whom unmerciful Disaster
Followed fast and followed faster till his songs one burden bore—
Till the dirges of his Hope that melancholy burden bore
Of 'Never—nevermore'."

But the Raven still beguiling all my fancy into smiling,
Straight I wheeled a cushioned seat in front of bird, and bust and door;

Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore—
What this grim, ungrainy, ghastly, gaunt, and ominous bird of yore
Meant in croaking "Nevermore."

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This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes now burned into my bosom's core;
This and more I sat divining, with my head at ease reclining
On the cushion's velvet lining that the lamp-light gloated o'er,
But whose velvet-violet lining with the lamp-light gloating o'er,
She shall press, ah, nevermore!

"Prophet!" said I, "thing of evil!—prophet still, if bird or devil!
By that Heaven that bends above us—by that God we both
adore—

Tell this soul with sorrow laden if, within the distant Aidenn,
It shall clasp a sainted maiden whom the angels name
Lenore—
Clasp a rare and radiant maiden whom the angels name Lenore."
Quoth the Raven "Nevermore."

"Be that word our sign of parting, bird or fiend!" I shrieked,
upstarting—
"Get thee back into the tempest and the Night's Plutonian shore!
Leave no black plume as a token of that lie thy soul hath
spoken!
Leave my loneliness unbroken!—quit the bust above my door!
Take thy beak from out my heart, and take thy form from off my
door!"
Quoth the Raven "Nevermore."

And the Raven, never flitting, still is sitting, still is sitting
On the pallid bust of Pallas just above my chamber door;
And his eyes have all the seeming of a demon's that is
dreaming.
And the lamp-light o'er him streaming throws his shadow on the
floor;
And my soul from out that shadow that lies floating on the floor
Shall be lifted—nevermore!

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IT IS ALL !

IT WAS A PLEASURE FOR ME !

GOOD LUCK IN YOUR SUBSEQUENT

STUDIES AND !



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