

Academic and Professional Speaking Skills

COLLABORATIVE WORK (PAIRS)

PRACTISING PRONUNCIATION AND PHONETICS

A) What are the differences in pronunciation? Indicate the differences by transcribing the different sounds. Then, read the words aloud and record them.

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|----------------------|-------------|----------------------|--------------------|
| 1. Dead / debt | /d/ - /t/ | 10. Weight / wait | homophones |
| 2. Leaf / leave | /f/ - /v/ | 11. Blood / bleed | /ʌ/ - /i:/ |
| 3. Seal / sail | /i:/ - /eɪ/ | 12. Father / feather | /ɑ:/ - /e/ |
| 4. Messed / mist | /e/ - /ɪ/ | 13. Thank / than | /θ, ɲ, k/ - /ð, n/ |
| 5. Special / spatial | /e/ - /eɪ/ | 14. Badge / beige | /æ, dʒ/ - /eɪ, ʒ/ |
| 6. Watch / wash | /tʃ/ - /ʃ/ | 15. Cello / yellow | /tʃ/ - /j/ |
| 7. Course / cause | /s/ - /z/ | 16. Tone / torn | /əʊ/ - /ɔ:/ |
| 8. Week / weak | homophones | 17. Lace / laze | /s/ - /z/ |
| 9. Hour / our | homophones | 18. Hail / jail | /h/ - /dʒ/ |

B) Read the following transcriptions aloud, record them and provide the spellings.

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|--------------------|------------|
| 1. /'ærəʊ/ | arrow |
| 2. /'sɒkɪt/ | socket |
| 3. /rɪ'kɜ:sɪv/ | recursive |
| 4. /'seljələ/ | cellular |
| 5. /'kən'dʒestʃən/ | congestion |
| 6. /'ɔ:təmət/ | automate |
| 7. /'feɪljə/ | failure |
| 8. /'səʊʃəl/ | social |
| 9. /'kænsəld/ | cancelled |
| 10. /'njʊərəl/ | neural |
| 11. /'drɒpt/ | dropped |
| 12. /'reɪndʒ/ | range |
| 13. /kəm'prest/ | compressed |
| 14. /'trəʊdʒən/ | trojan |
| 15. /rɪ'ɡrefən/ | regression |
| 16. /'bændwɪθ/ | bandwidth |
| 17. /kə'mɑ:nd/ | command |
| 18. /'di:bʌg/ | debug |

C) Mark the stress in the following sentences. Stress all content words. Then read them aloud and record them. You can try to tap your hand on the stressed syllable while you say the sentences. Don't forget to pronounce weak forms if necessary.

1. John was in class yesterday morning.

2. Susan will talk to a boy
3. Susan will be talking to her boyfriend
4. Arriving in a new / new country can be a frustrating experience
5. I must pay some more attention
6. They were on sale at a store in town
7. Jenny started the task after we had finished

D) Intonation. Indicate the type of tone for the following statements, questions and question tags (fall, rise, fall/rise, and rise/fall). Then, read and record them according to the identified tones.

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|--|--------------------------------|
| 1. Do you have the time? | rise |
| 2. How do you like the steak? | fall |
| 3. When are you leaving? | fall |
| 4. He jogs five miles a day. | fall |
| 5. Monday is a holiday, <u>isn't it?</u> | rise / fall (both are correct) |
| 6. We're having a test next week. | fall |
| 7. She's travelling to Scotland | fall |

Submission and due date: 10th March (in class and Racó). Submit your audio files ONLY on Racó.