

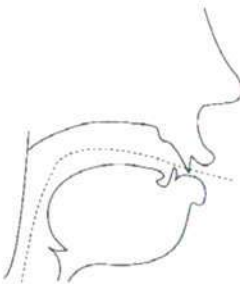
Lesson 35: Fricative consonants unvoiced [f] as in "fun" and voiced [v] as in "value"

Description of the fricative consonants:

The passage of the air is not blocked completely; it is narrowed by two speech organs coming very close together, so the breath has to squeeze its way past and as it squeezes through the small gap sets a little bit of friction, and that friction creates a sound.

Speech organs position:

It's the top teeth which gently make contact with the bottom lip. The air can squeeze past. Without any sound it forms [f] as in "fish"; add sound to that, and you get [v].



B61

🔊 Words: the unvoiced [f] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [f] sound

f	feast, first, cleft, lift, fantasy, fantastic, finish
ft	soften, often
ph	pharmacy, phone, photograph, philosophy, physics, philharmonic
gh	rough, tough, laugh

B62

🔊 Sentences: the unvoiced [f] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **F**ormidable **R**alph was a true **p**hilanthropist; in **f**act, he **o**ften improved the **l**ife of those who **f**elt left out.
2. **P**hilip made an **e**ffort to **f**ind his girlfriend's **f**avourite **f**uchsia flowers.
3. An old **f**isherman **l**aughed when he caught **f**ive **f**resh **f**ish.

4. **F**rosty **f**rost in the **f**ridge was **f**reezing; we needed to **f**ix some **f**uel to defrost the **f**ish **f**ingers.
5. The **f**ifty **f**riends from **f**ar-**f**lung **f**oreign lands **f**ormed a **f**raternity.

B63

🔊 Verses: the unvoiced [f] sound

Listen and copy the intonation and voice modulation on the CD.

Freddy **f**armer went to **F**rinton
And went **f**ishing in the **f**og.
When he thought he'd caught a **f**ish
In **f**act he caught a **f**rog!



B64

🔊 Words: the voiced [v] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

vote, **v**irtue, **d**evelop, **r**evive, **v**ivacious, **i**nvolve, arrive, convince,
thrive, shove, **v**acuum, **S**teven, **r**evival, **v**inegar, **v**olume, **v**elour

B65

🔊 Comparison: [f] and [v]

[f]
fat
file
fail
shift
effort
focus

[v]
vat
vile
vale
shove
evidence
vocal

B66**🔊 Sentences: the voiced [v] sound**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Efferv**escent** **V**era tried to achieve mar**v**ellous results in **v**ain.
2. **V**indictive **v**endors con**v**inced naive **V**ictor to buy over**v**iced **v**elvet and **v**elour.
3. **V**ivacious **V**ivian loved to **v**oice vigorous **v**erses **v**ociferously.
4. **S**teven **v**ainly **v**iewed **v**ast **v**ales with **v**acant eyes.
5. "There are **v**ery many **v**arieties of vegetation on our **v**eranda," said **V**era.

**B67****🔊 Verses: the [v] sound**

Listen and copy the intonation and voice modulation on the CD.

Vera **v**aulted **v**ainly over the garden wall,
Vera **v**ery nearly had a nasty fall.

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

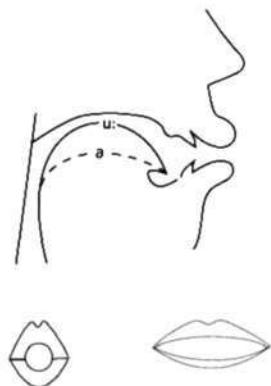
1. _____ 3. _____

2. _____ 4. _____

Lesson 25: Semi-vowel [w] as in "want"

Speech organs position:

The lips start as if they are going to say [u:], as in "blue" (Lesson 2), but before they can actually form the long vowel [u:], they shoot back once again to a neutral schwa position (Lesson 6), and it's the sound that is caused by the lips moving back that makes the [w]. Project the lips well forward. The sound is fully vocalized.



B4

🔊 Repeat once from left to right:

w	w	w	w
ww	ww	ww	w
www	www	www	w
www	www	www	w

B5

🔊 Repeat each line four times:

1. Will you?
2. Will you wait?
3. Will you wait for Willy?
4. Will you wait for Willy and Winnie?
5. Will you wait for Willy and Winnie Williams?



B6

🔊 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [w] sound

w
wh
u after q
o

Highlighted bold letters pronounced as [w]

wax, **w**olf, **w**ork, **w**ait, **w**ant, **w**atch, **w**ether
whale, **w**heel, **w**hether
queen, **q**uench, **q**uantity
once, **s**omeone

B7

🔊 Words: contrasts with [v] and [w]

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[v]	[w]	[v]	[w]
vet	w et	veal	w heel
vest	w est	vend	w end
vale	w hale	vent	w ent
vain	w ane	verse	w orse
via	w ire	vile	w hile
vine	w ine	vim	w him

B8

🔊 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Will you be required to **w**ork in **W**estwood on **W**ednesdays?
2. I **w**ondered **w**hether any **o**ne of you **w**ere **w**illing to **a**cquire our **e**xquisite **w**ines.
3. The **q**ualitative results **w**ere not **w**hat **w**e **w**anted from our **q**uantifiable **q**uestionnaire **q**uestions.
4. Every **o**ne **w**ould **w**ant to have as a **w**ife a **w**ondrous **w**ise **w**oman **w**ith beautiful eyes.
5. A **W**elshman in **W**ellington boots **w**andered into the **w**oods **w**ith his cool dudes.

6. He **won** the **award** for having **won** the **world's worst worsted** waistcoat.

B9

Verses

Instructions: Copy the intonation and modulate the voice after the CD.

We are blind, and **we would** see;
We are bound, and **we would** be free;
We are dumb, and **we would** talk;
We are lame, and **we would** walk.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

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B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

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