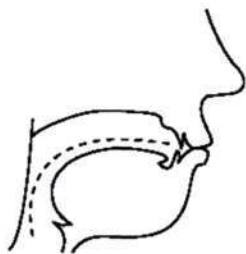


Lesson 26: Plosive consonants unvoiced [p] as in "pack" and voiced [b] as in "big"

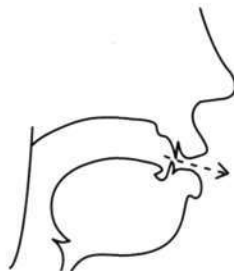
When producing plosives the passage of the air is completely blocked by two speech organs coming together somewhere between the throat and the lips. Pressure is compressed behind them pushing the air. When the speech organs are suddenly released that trapped air which was completely pressed behind the blockage shoots out, and we hear a little explosion, that sound creates the consonant.

Speech organs position:

[p] and its partner [b] are made with the lips blocking the passage of the air. [p] is made purely with breath; [b] is made exactly the same way, but you vibrate the vocal chords to make a sound. If you block the passage of the air for a split second before you make [p], you can feel a little pressure behind the blockage and then you release it. Add voice to that explosion and you get [b]. Sharp, quick sounds.



Stage 1



Stage 2

B10

🔊 Repeat once from left to right:

p	p	p	p
pp	pp	pp	p
ppp	ppp	ppp	p
pppp	pppp	pppp	p

B11

🔊 Words for unvoiced [p] sound

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

plate, place, pantry, parsley, perform, public, present, print, impromptu, pleasant, place, personal, property, precipitate

B12

🔊 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. The **p**act on "**P**rivacy of **P**ersonal **P**roperty" was **p**rinted in the **p**aper.
2. He gave a **p**oor **e**xplanation of the **p**ossibility of **p**ostponing the **p**reliminary **p**lans to **p**ut a new **p**roduction manager in **p**lace.
3. **P**aul's **p**reposterous **i**mpromptu **p**erformance was **p**retty **p**ersonal and lacked **p**ropriety.
4. **P**enelope **p**romoted a healthy **p**easant **a**pppearance in her new **s**pring **c**ompilation.
5. Although **p**izzas are **p**opular, most **p**eople **p**refer **p**retzels.
6. **P**ease **p**orridge hot, **p**ease **p**orridge cold, **p**ease **p**orridge in the **p**ot nine days old.

B13

🔊 Tongue-twister

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

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?



B14

Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

A complicated gentleman allow me to present,
Of all the arts and faculties a terse
embodiment:

A great arithmetician, who can demonstrate
with ease,

That two and two are three or five, or
anything you please:

An eminent logician, who can make it clear to
you

That black is white – when looked at from the
proper point of view:

A marvellous philologist, who'll undertake to show,
That "yes" is but another form of "no".



B15

Repeat once from left to right:

b	b	b	b
bb	bb	bb	b
bbb	bbb	bbb	b
bbbb	bbbb	bbbb	b

B16

Words for voiced [b]

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

b	bring, baby, Bob, snob, bomb, balm
Nasal plosion	cabman, submit, submarine, sob noisily
Labial and lateral plosion	babble, trouble, gobble, table, double

B17

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. **Bill Bobby** bought a **big black cab** and **became** a **troubled cabman**.
2. The **Bible** on the **table** **belonged** to **Brenda Blenkin**.
3. It was **brilliant bursting bubbles** in their **billions** during the **ball** in **Belgravia**.
4. **Bobby** and **Brenda** saw a **black bat** and a **big bumble bee** at a **barbecue** with their **neighbours**.
5. The **blackbird** **built** a **beautiful big** nest.

B18

Comparison: [p] and [b]

[p]	[b]
pocket	bucket
piece	bees
pork	bark
point	boiled
panther	bender
passport	buzzword

B19

Tongue-twister: the voiced [b] sound

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

Betty Botter bought some **butter**,
But, she said the **butter's bitter**;
If I put it in my **batter**
It will make my **batter bitter**,
But a **bit** of **better butter**,
That would make my **batter better**.



Articulation exercise

Instructions: Make consonants clear and crisp.

Bibby Bobby bought a bat; Bibby Bobby bought a ball,
 With that bat he banged the ball, banged it bump against the wall,
 But so boldly Bobby banged, soon he burst the rubber ball.
 Boo sobbed Bobby, goodbye ball. Bad luck, Bobby, bad luck ball.
 Now to drown his many troubles, Bibby Bobby's blowing bubbles!

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.

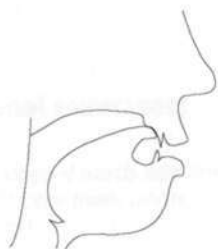
1. _____ 3. _____

2. _____ 4. _____

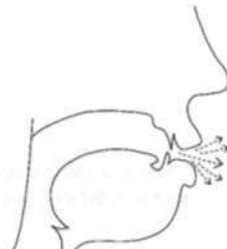
Lesson 27: Plosive consonants unvoiced [t] as in "tent" and voiced [d] as in "dog"

Speech organs position:

Sounds are made with the tip of the tongue going up to the alveolar ridge, the gummed ridge behind the top teeth. There is a blockage for a split second; the tongue tip comes down sharply, the breath escapes and we get [t]. Add sound and we get [d].



Stage 1



Stage 2

B21

🔊 Repeat once from left to right:

t	t	t	t
tt	tt	tt	t
ttt	ttt	ttt	t
tttt	tttt	tttt	t

B22

🔊 Words: unvoiced [t] sound

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

ten, tiny, tortoise, taught, try, test, text, flute, tutor, tots, turn, table, tennis, trot, tumultuous, tactless, terrific, traffic, totalitarian

B23

🔊 Sentences: unvoiced [t] 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. Students taught by a private tutor from Eton passed all university tests with outstanding results.
2. Little tots were shocked by the tumultuous shouting sound of the waters.
3. When playing table tennis, take turns every thirty minutes to avoid fatigue.
4. Try to teach tots with tolerance and tact.
5. The river Trent tends to be a trickle rather than a torrent.

B24

🔊 Verses

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

Timothy Titus took two ties
To tie two tulips to two tall trees,
To terrify the terrible Thomas and
Tullamees.

B25

🔊 Repeat once from left to right:

d	d	d	d
dd	dd	dd	d
ddd	ddd	ddd	d
dddd	dddd	dddd	d



B26

🎧 Words: voiced [d] sound

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

diligent, **d**rought, **d**urable, **did**, **d**one, **d**rill, **d**rag, **d**well, **d**angerous,
damage, **d**iminish, **d**iversified, **d**andruff, **d**owndraft, **d**edicate

B27

🎧 Comparison: [t] and [d]

[t]
 cart
 tell
 write
 tree
 trout
 tart

[d]
 card
 dwell
 ride
 dream
 drought
 bard

B28

🎧 Sentences: voiced [d] sound

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

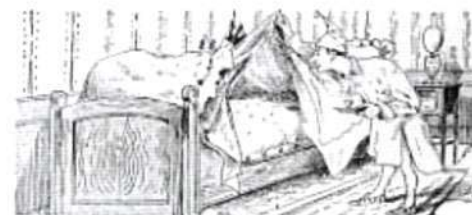
1. Dunhill's **d**ue **d**iligence revealed **d**ouble standards in the production of **d**ifferent brands.
2. **D**ouglas' **d**aughter **D**eborah turned **d** out to be a **d**istinguished dancer.
3. I've studied the **d**ocumentation for the new **kid**ney **d**rug in **d**etail.
4. The **d**edicated student **d**evoted to **d**rama achieved **d**ramatic results of immense **d**epth.
5. **D**uke **D**ouglas **d**ealt mainly with **d**ucks and **d**rakes.

B29

🎧 Verses

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

Tormented with the
 anguish dread
 Of falsehood unatoned,
 I lay upon my sleepless
 bed,
 And tossed and turned
 and groaned.



B30

🎧 Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

What a to do to die today at a minute or two to two
 A thing distinctly hard to say but harder still to do
 For they'll beat a tattoo at twenty to two a Ra ta ta ta ta ta ta too
 And the dragon will come when he hears the drum
 At a minute or two to two today at a minute or two to two.

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.

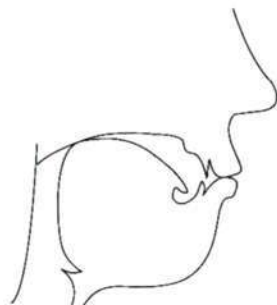
1. _____ 3. _____

2. _____ 4. _____

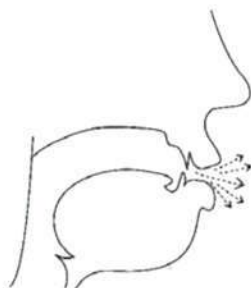
Lesson 28: Plosive consonants unvoiced [k] as in "kind" and voiced [g] as in "gloss"

Speech organs position:

The tip of the tongue behind the bottom teeth, it's the back of the tongue going right up to make contact with the soft palate at the back of the roof of the mouth, and that forms the blockage. Then let the tongue come down and the air escapes in that little explosion and you get [k]; add voice and you get [g].



Stage 1



Stage 2

B31

Repeat once from left to right:

k	k	k	k
kk	kk	kk	k
kkk	kkk	kkk	k
kkkk	kkkk	kkkk	k

B32

Words: the unvoiced [k] 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 [k] sound	Highlighted bold letters pronounced as [k]
k	sketch, keep, K enya, ketchup, k ey, k ind
q	quite, q uick, request, squeeze, antique
c	cat, c urious, magic, uncle, historical, holistic
ch	charismatic, stomach, ch emist, chaos, ch ord

B33

Sentences: the unvoiced [k] 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. **K**urt **can't** **keep** his **cool** when **criticised** by his **uncle**.
2. **Catastrophic** repercussions concerning **chaotic** confusion in clerical circles were **kept** quiet.
3. For a **snack** **Cliff** had **crunchy** **crisps**, **cake** with **creamy** custard and a **cup** of **milky** coffee.
4. **Charismatic** **Clara** was **keen** to wear **kinky** clothes.
5. **Constance** **collected** coins and costumes from **Canada** and **Cambodia**.

B34

Verses

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

There was a **crooked** man,
And he **walked** a **crooked** mile,
He found a **crooked** sixpence
Against a **crooked** stile;
He bought a **crooked** cat,
Which **caught** a **crooked** mouse,
And they all lived together
In a little **crooked** house.



B35

 Repeat once from left to right:

g	g	g	g
gg	gg	gg	g
ggg	ggg	ggg	g
gggg	gggg	gggg	g

B36

 **Words: voiced [g] 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 [q] sound

Highlighted bold letters pronounced as [q]

g guessed, guard, ghost, plague, glue, struggle,
angle, single, signal, language
x-[gz] exact, examination, exaggerate, exert,
exasperate, existing

B37

🎧 Comparison: [k] and [g]

[k]
creasy
request
climax
coast
con

[g]
graze
rugby
glass
ghost
gone

B38

 **Sentences: voiced [g] 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. Gladys glanced at Graham and gave him a vague giggle.
2. Grace struggled with her Greek grammar exam and was glad to get a great grade.
3. Gilbert Green is no longer a single guy.
4. Gracious Gloria gazed at the exaggerated gleaming globe.

5. "Good **g**racious," the **g**rey **g**host said, "the fog is **g**etting thicker."

B39

 Tongue-twister

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

Three grey geese in a green field
grazing,
Green were the geese and green
was the grazing.



B40

Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

pt	pt	pt	pt
kt	kt	kt	kt
ptkt	ptkt	ptkt	ptkt
bd	bd	bd	bd
gd	gd	gd	gd
bdgd	bdgd	bdgd	bdgd

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. _____