

# Pronunciation workshop – revisiting key elements

## Questionnaire

1 What are 5 key elements of pronunciation?

2 What's a fricative? e.g?

3 A plosive? e.g?

4 Unvoiced/voiced phonemes? e.g?

5 A tone group, and the tonic?

6 Stress time vs. syllable time?

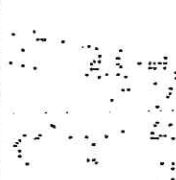
7 Weak form? e.g?

8 Linkage?

9 Vowel to vowel linkage? What are the rules for the two intermediate sounds used?

10 What are the most effective ways to get students to move “from page to stage” with pronunciation...? i.e. to get them *really doing it* “out there”?

# The Phonemic Chart

i:	I	U	u:	Iə	ei	
green	pink	wood	blue	clear	grey	
ɛ	ə	3:	ɔ:	ʊə	ɔɪ	ou
red	silver	purple	fawn	pure white	turquoise	yellow
æ	ʌ	ɑ:	ɒ	ɛə	aɪ	aʊ
black	rust	khaki	orange	fair	sky blue	brown
p	b	t	d	ts	dʒ	g
Poland	Burma	Thailand	Denmark	China	Germany	Greenland
f	v	θ	ð	s	z	ʒ
France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Malaysia
m	n	ŋ	h	l	r	j
Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Yugoslavia

D I P H T H O N G S

V O W E L S

C O N S O N A N T S

## Part Four: VCCC

65 kts kst kst

- A He's one of our most important contacts. But difficult. How did you do it, Samantha?
- B Oh, he mixed me a drink. We relaxed. And I coaxed him into agreeing to look at our products. I've fixed an appointment for the sixth. And if he reacts favourably...
- A Excellent.
- B He's sweet, by the way – as I've always said.
- A Him! That conflicts with John's view of him!
- B Well, John always contradicts my opinions.
- A And, of course, you differ in certain other important respects!



66 mpt mps mft mfs

- A His prompt action ultimately led to their arrest. Good triumphs over evil in the end, you know, Mrs Smith – as I've always said.
- B Mm. Of course, he got those *lumps* on his head when they jumped on him and dumped him down that well. And he still *limps*.
- A Yes, yes.
- B Anyway, I'm glad to know that good triumphed in the end.
- A Indeed.
- B What punishment will they get, by the way?

67 nbs nst

- A If only they could've waited! Even six *months*!
- B Or a couple of *months*, anyway.
- A We've nothing against him, of course.
- B Nothing at all.
- A They're so young and inexperienced!
- B Yes. But how experienced were we?
- A We courted for years before our engagement was announced!
- B Years, dear?
- A Well, if you're sure they'll be happy...
- B I'm convinced.

68 ntft nd3d

- A 'He *lunged* † at me with a knife. I *punched* him. He dropped it. He *cringed* † in the corner, teeth tightly *clenched*, eyes filled with hatred. "I'll be *revenge*d!" he snarled. I *punched* him again. Harder...'
- B ... Then I *lunched* with Jenny, as arranged.
- A Oh, hello!
- B Nearly finished your chapter?
- A † lunge: make a sudden forward movement  
† cringe: move back or down in fear



## Mrs Twit

Mrs Twit was no better than her husband.

She did not, of course, have a hairy face. It was a pity she didn't because that at any rate would have hidden some of her fearful ugliness.

Take a look at her.



Have you ever seen a woman with an uglier face than that? I doubt it.

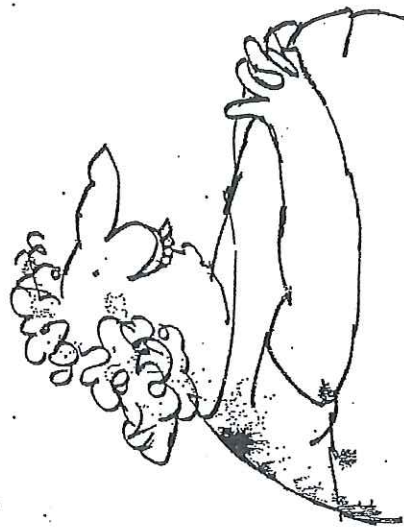
But the funny thing is that Mrs Twit wasn't born ugly. She'd had quite a nice face when she was young. The ugliness had grown upon her year by year as she got older.

Why would that happen? I'll tell you why.

If a person has ugly thoughts, it begins to show on the face. And when that person has ugly thoughts every day, every week, every year, the face gets uglier and uglier until it gets so ugly you can hardly bear to look at it.



A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.

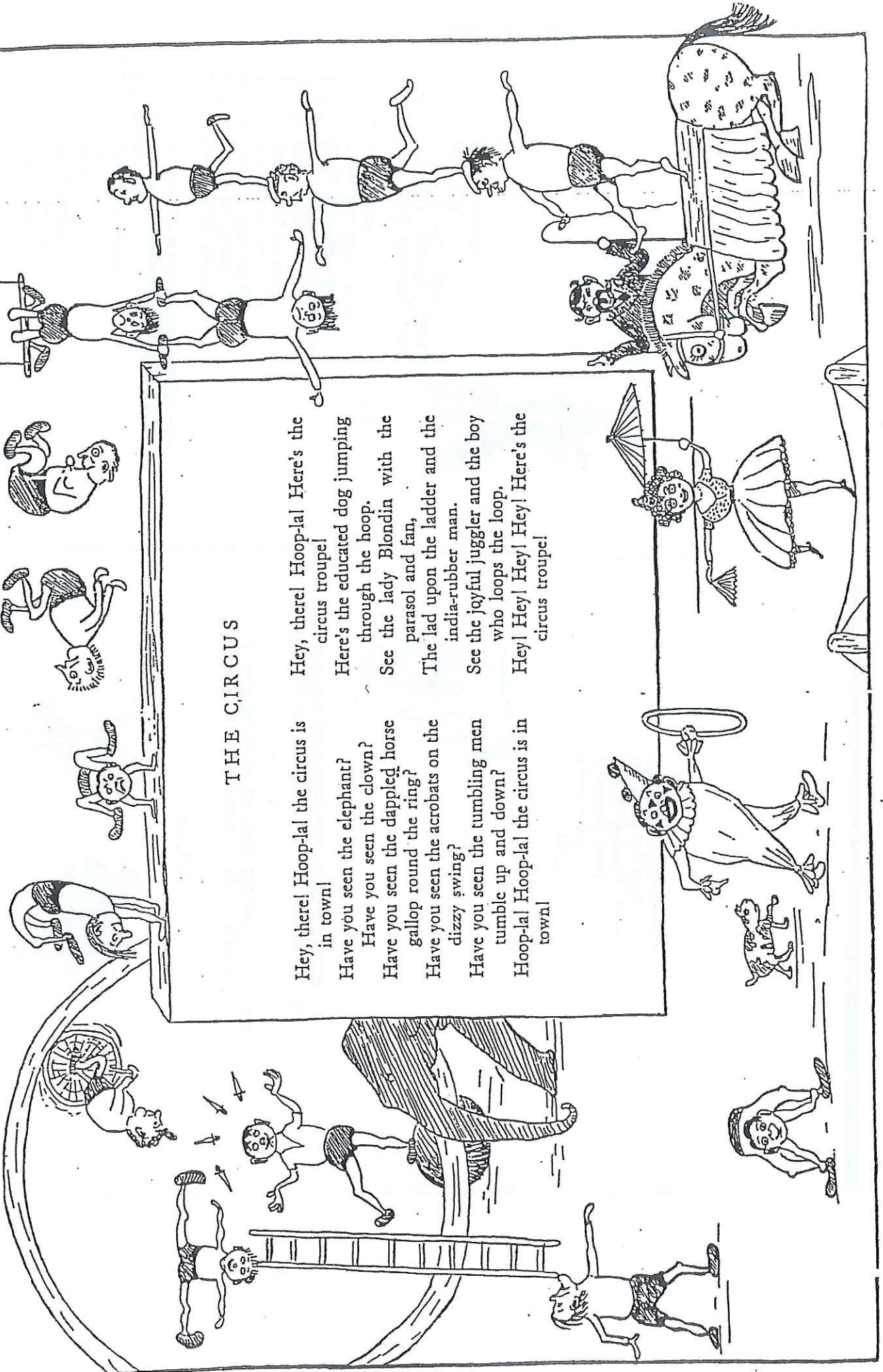


! e am are from for do but her a there  
 æ d d d c u v e i e3  
 the them am are from for do but her a there  
 and un an of was must some us  
 as can had has have than that

## THE CIRCUS

Hey, there! Hoop-lal the circus is  
in town!  
Have you seen the elephant?  
Have you seen the clown?  
Have you seen the dappled horse  
gallop round the ring?  
Have you seen the acrobats on the  
dizzy swing?  
Have you seen the tumbling men  
tumble up and down?  
Hoop-lal Hoop-lal the circus is in  
town!

Hey, there! Hoop-lal Here's the  
circus troupe!  
Here's the educated dog jumping  
through the hoop.  
See the lady Blondin with the  
parasol and fan,  
The lad upon the ladder and the  
india-rubber man.  
See the joyful juggler and the boy  
who loops the loop.  
Hey! Hey! Hey! Hey! Here's the  
circus troupe!

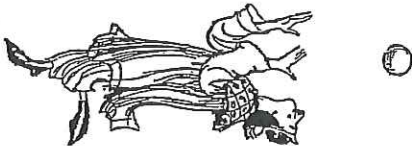




"I did want crackers,  
And I did want candy;  
I know a box of chocolates  
Would come in handy;  
I do love oranges,  
I did want nuts,  
I haven't got a pocket-knife—  
Not one that cuts.  
And, oh! if Father Christmas had loved me at all,  
He would have brought a big, red india-rubber ball!"

King John stood by the window,  
And frowned to see below  
The happy bands of boys and girls  
All playing in the snow,  
A while he stood there watching,  
And envying them all . . .  
When through the window big and red  
There hurtled by his royal head,  
And bounced and fell upon the bed,  
An india-rubber ball!

AND OH, FATHER CHRISTMAS,  
MY BLESSINGS ON YOU FALL,  
FOR BRINGING HIM  
A BIG, RED,  
INDIA-RUBBER  
BALL!



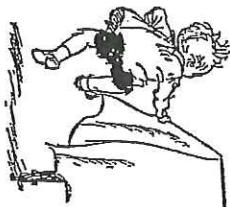
6



BUSY

I think I am a Muffin Man. I haven't got a bell.  
I haven't got the muffin things that muffin people sell.

Perhaps I am a Postman. No, I think I am a Tram.  
I'm feeling rather funny and I don't know *what* I am—



BUT  
Round about  
And round about  
And round about I go—  
All round the table,  
The table in the nursery—

7

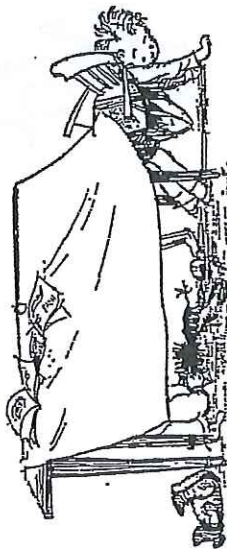




Round about  
And round about I go.  
I think I am a Traveller escaping from a Bear;



I think I am an Elephant,  
Behind another Elephant  
Behind another Elephant who isn't really there. . . .



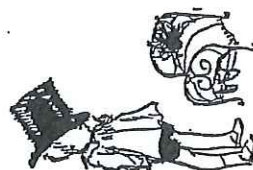
SO  
Round about  
And round about  
And round about and round about  
And round about  
And round about  
I go.



I think I am a Ticket Man who's selling tickets—please,



I think I am a Doctor who is visiting a Sneeze;



Perhaps I'm just a Nanny who is walking with a pram  
I'm feeling rather funny and I don't know *what* I am—

BUT

Round about:  
And *round* about  
And *round* about I go—  
All round the table,  
The table in the nursery—  
Round about  
And *round* about  
And *round* about I go:



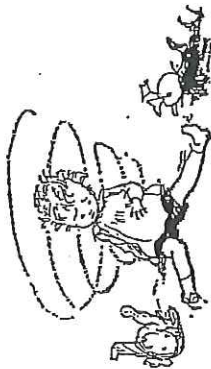
I think I am a Puppy, so I'm hanging out my tongue;



I think I am a Camel who  
Is looking for a Camel who  
Is looking for a Camel who is looking for its Young, . . .

10

SO  
Round about  
And *round* about  
And *round* about and *round* about  
And *round* about  
And *round* about  
I go.



11

## Linking

One of the reasons non-native speakers have problems understanding and pronouncing English is because of **linking**. Linking occurs when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel when it is pronounced. For example in the phrase 'that's enough'- the 's' in that's is linked to the 'e' in enough, and sounds like thats senough. Look and listen to the examples below. The linked letters are in bold and underlined. The first sentence will be with proper enunciation, and the second with linked enunciation.

● That's enough.  
(That's senough)

● Sit on an orange crate.  
(Sit ton nan norange crate.)

● Bring an apple and a book.  
(Bring gan napple and da book.)

● Now is a time for all of us to pack it in.  
(Now wis sa time for rall lof vus to pack kit tin)

● Lemons and oranges are not available in Autumn.  
(Lemons sand doranges are not tavailable in nauturnn)

● A car is only as good as its engine.  
(A car ris sonly yas good das sits' engine)

## Understanding Vowels & Consonants for Linking (EnglishClub.com)

To understand linking, it is important to know the difference between vowel sounds and consonant sounds. Here is a table of English vowels and consonants:

vowels	a		e		i		o		u												
consonants	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z

The table shows the letters that are vowels and consonants. But the important thing in linking is the **sound**, not the letter. Often the letter and the sound are the same, but not always.

For example, the word "pay" ends with:

- the consonant letter "y"
- the vowel sound "a"

Here are some more examples:

	though	know
ends with the letter	h	w
ends with the sound	o	o

	uniform	honest
begins with the letter	u	h
begins with the sound	y	o

## Linking Consonant to Vowel (EnglishClub.com)

When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

For example, in the phrase "turn off":

We write it like this:	turn	off
We say it like this:	tur	noff

Remember that it's the **sound** that matters. In the next example, "have" ends with:

- the letter "e" (vowel)
- the sound "v" (consonant)

So we link "have" to the next word "a" which begins with a vowel sound:

We write it like this:	Can I have a bit of egg?
We say it like this:	Ca-nI-ha-va-bi-to-fegg?

## Linking Vowel to Vowel (EnglishClub.com)

When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a sort of W or Y sound.

If our lips are **round** at the end of the first word, we insert a W sound:

oo	We write it like this:	too often	who is	so I	do all
o	We say it like this:	tooWoften	whoWis	soWI	doWall

If our lips are **wide** at the end of the first word, we insert a Y sound:

oo	We write it like this:	Kay is	I am	the end	she asked
—	We say it like this:	KayYis	IYam	theYend	sheYasked



## Linking

One of the reasons non-native speakers have problems understanding and pronouncing English is because of **linking**. Linking occurs when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel when it is pronounced. For example in the phrase 'that's enough' - the 's' in that's is linked to the 'e' in enough, and sounds like that's enough. Look and listen to the examples below. The linked letters are in bold and underlined. The first sentence will be with proper enunciation, and the second with linked enunciation.

That's enough.  
(That's senough)

Sit on an orange crate.  
(Sit ton nan norange crate.)

Bring an apple and a book.  
(Bring gan napple and da book.)

Now is a time for all of us to pack it in.  
(Now wis sa time for rall lof vus to pack kit tin)

Lemons and oranges are not available in Autumn.  
(Lemons sand doranges are not tavailable in nautumn)

A car is only as good as its engine.  
(A car ris sonly yas good das sits' sengine)

## Understanding Vowels & Consonants for Linking (EnglishClub.com)

To understand linking, it is important to know the difference between vowel sounds and consonant sounds. Here is a table of English vowels and consonants:

vowels	a		e		i		o		u																
consonants	b	c	d		f	g	h		j	k	l	m	n		p	q	r	s	t		v	w	x	y	z

The table shows the letters that are vowels and consonants. But the important thing in linking is the **sound**, not the letter. Often the letter and the sound are the same, but not always.

For example, the word "pay" ends with:

- the consonant letter "y"
- the vowel sound "a"

Here are some more examples:

	though	know
ends with the letter	h	w
ends with the sound	o	o

	uniform	honest
begins with the letter	u	h
begins with the sound	y	o

## Linking Consonant to Vowel (EnglishClub.com)

When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

For example, in the phrase "turn off":

We write it like this:	turn	off
We say it like this:	tur	noff

Remember that it's the **sound** that matters. In the next example, "have" ends with:

- the **letter** "e" (vowel)
- the **sound** "v" (consonant)

So we link "have" to the next word "a" which begins with a vowel sound:

We write it like this:	Can I have a bit of egg?
We say it like this:	Ca-nI-ha-va-bi-to-fegg?

## Linking Vowel to Vowel (EnglishClub.com)

When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a sort of **W** or **Y** sound.

If our lips are **round** at the end of the first word, we insert a **W** sound:

oo	We write it like this:	too often	who is	so I	do all
o	We say it like this:	tooWoften	whoWis	soWI	doWall

If our lips are **wide** at the end of the first word, we insert a **Y** sound:

oo	We write it like this:	Kay is	I am	the end	she asked
—	We say it like this:	KayYis	IYam	theYend	sheYasked