

# **Pronunciation Tutor Project**

**English Pronunciation**

**Hyojin, Jeong, 1440406**

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## 1. Introduction

Native-like accent is one of the main goals of learning English in Korea. Most learners are eager for the native-like accent to communicate with native speakers of English. I think that pronunciation is one of the leading causes for Korean learners' lack of confidence in English speaking.

However, the role of English has changed to a Lingua Franca (ELF). With this new role of English, there are needs for a new approach to teach English pronunciation. Based on the ELF approach, the goal of teaching English pronunciation should focus on intelligibility and identity.

This project will give us the chance to deal with pronunciation in the real world and make effective use of knowledge learned in this course. According to the plan, we have to undergo these six stages in order to complete the project.

Stage 1 (Week 3) - Find/select subjects/ tutees

Stage 2 (Week 5) - Interview subjects and give diagnostic test

Stage 3 (Week 7) - Analyze the results of test, devise an action plan

Stage 4 (Week 9-13) - Meet the tutees and teach prepared materials

Stage 5 (Week 14) - Create achievement test, Assess progress

Stage 6 (due June 14) - Write up the final report

## 2. Participants

### 2.1 Tutee profiles



Tutee: Youngkeun, Seo

Occupation: HRD consultant

Education: Master's degree in psychology

First language: Korean

Other language spoken: English, Japanese

Frequency of use of English: 0-20%

He has been learning English since he was a middle school student. In his twenties, he used to study English from native speakers over the phone. Also he stayed in Canada for 6 months for improving his English. He thinks his reading level is considerably high but listening and speaking proficiency is relatively limited. When he travels abroad, he hesitates before speaking in English. He is sometimes embarrassed when others cannot understand his pronunciation. He also feels a little envious of native speakers. Sometimes he needs English for his job. These days, he is listening to the American radio using i-phone applications.

He is a little familiar with the International Phonetic Alphabet (IPA) and finds the IPA helpful in distinguishing pronunciation of English words. He prefers standard NAE pronunciation and he states he is unsure about stress and intonation in spoken English. He hopes to eliminate wrong Korean-style accent and improve his pronunciation.

## 2.2 Tutor profile



Tutor: Hyojin, Jeong

Experience of teaching

: Private English Tutor for 8 years

: English Instructor for TOEIC

She is a new student in the MA Tesol program at Sookmyung University. She graduated Bachelor of Arts in English Literature & Language, Psychology (Dual Degree) Yonsei University, Seoul in South Korea. She worked as a private English teacher for middle and high school students over 8 years and English Instructor for TOEIC.

She feels that teaching for reading and listening comprehension is pleasant and successful but teaching for pronunciation is burdensome and challenging work. Because her teaching experience is only limited on grammar and reading comprehension part. In English education system in Korea, it is common situation for Korean-English teachers. Also, in her English learning experience, she did not have opportunities to take pronunciation lesson properly in Korea. When she was in University, she stayed London for 9 month to study English. After graduating university, she took courses in British Council in Korea. Nevertheless she did, pronunciation is still one of her weakness in English. However, she truly understands that the pronunciation is important for effective communication and interaction with other people. She believes that intercultural communicative competence should be an ultimate goal for language learning. She also understands the importance role of English as a Lingua Franca.

Regarding goals and objectives for this Pronunciation Tutor Project, hyojin is both excited and nervous. She hopes to help her tutee by providing various materials and activities and increase his confidence in speaking. Also with knowledge acquired from MA Tesol course, she will introduce various concepts and features in English to her tutee and guide him to set realistic goals for English. In addition to it, it is and new challenge for her teaching experience. Through this project, she will develop the way to deliver the pronunciation lesson appropriately.

### **3. Diagnostics**

#### 3.1 Needs analysis questionnaire

Needs analysis is an important step to understand learners. It was designed to gather information on the subject's general background, English study, the knowledge of English pronunciation and, know about their needs in pronunciation learning. The needs analysis questionnaire used is modified from „Team EFL Pronunciation, Speaking and Listening Needs Analysis Questionnaire“ available online. Tutors can identify areas are related with student's needs, motivations and requirements. It also provides learners a chance to discover their preferences of learning strategies and perceived needs. However it is not granted that learner's perceived needs match their actual needs.

#### 3.2 Diagnostic test

This diagnostic test is designed to diagnose the segmental aspects and suprasegmental features of English. It was designed to test the tutee's recognition and production skills regarding English pronunciation. It is divided into three parts; each of them has different purpose. The first part is to check out how tutees recognize and produced -ed ending words. The second section of the diagnostic test is a word stress test and the tutee is asked to distinguish the stress patterns. The last section of the diagnostic test is a read-aloud test in order to collect speech samples of the subject.

## <Needs analysis questionnaire>

### A. General Background

1. What is your name: \_\_\_\_\_
2. What is your major and level in school? \_\_\_\_\_
3. Have you ever studied English abroad? If yes, where? \_\_\_\_\_
4. Have you ever studied English conversation with a live tutor? If yes, for how long?  
\_\_\_\_\_
5. Approximately what percentage of time do you speak English each day (as opposed to Korean)? Choose one:  
\_\_\_\_\_ 0-20% \_\_\_\_\_ 20-40% \_\_\_\_\_ 40-60% \_\_\_\_\_ 60-80% \_\_\_\_\_ 80-100%
6. In what type of setting are you currently speaking English? Please check:  
\_\_\_\_\_ Internet \_\_\_\_\_ School \_\_\_\_\_ Institute \_\_\_\_\_ Others: \_\_\_\_\_

### B. English Study Background

7. Please describe your experience in learning English.
  - a. How long have you studied English? \_\_\_\_\_
  - b. Where have you studied English? \_\_\_\_\_
  - c. What kind of English courses have you taken? \_\_\_\_\_
  - d. What kind of English teachers have you had, i.e. native speakers and/or non-native speakers?  
\_\_\_\_\_
  - e. Have you had exposure to native speakers in Korea and/or in your travel/study experiences abroad? How?  
\_\_\_\_\_  
\_\_\_\_\_
  - f. Do you consider your experience learning English pleasant or successful so far? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
8. Which English have you had more experience with, American, British or any other? Please explain.  
\_\_\_\_\_

### C. Knowledge of English Pronunciation and Intonation

9. Do you ever use the pronunciation key or guide in your dictionary to get an idea of how a word is pronounced? \_\_\_\_\_

10. Are you familiar with the phonemic alphabet or any phonetic/phonemic symbols? If yes, please give examples. \_\_\_\_\_

11. Have any of your previous teachers taught you about pronunciation? If yes, please give some details.

\_\_\_\_\_

\_\_\_\_\_

12. Pls. check if you're familiar with the following:

\_\_\_\_\_ Consonant System \_\_\_\_\_ Vowel System

\_\_\_\_\_ Intonation Patterns \_\_\_\_\_ Rising and Falling Intonation

\_\_\_\_\_ Reduced Speech Forms \_\_\_\_\_ Thought group/Phrasal Rhythmic Patterns

### D. Self-Awareness

13. Please describe any situations in which you feel that English speaking foreigners have misunderstood you because of your pronunciation. \_\_\_\_\_

\_\_\_\_\_

14. Is there a particular situation that you felt anxious about your pronunciation? Please describe.

\_\_\_\_\_

\_\_\_\_\_

15. In what situation do you feel the most comfortable speaking English? \_\_\_\_\_

\_\_\_\_\_

16. What area of pronunciation do you like to work on most? Please rank the following according to your priority?

\_\_\_\_\_ Consonant System: Pls. specify which sounds: \_\_\_\_\_

\_\_\_\_\_ Vowel System: Pl. specify which sounds: \_\_\_\_\_

\_\_\_\_\_ Connected Speech

\_\_\_\_\_ Stress

\_\_\_\_\_ Rhythm

\_\_\_\_\_ Intonation

\_\_\_\_\_ Speech Rate

< Diagnostic test >

**1. *Read aloud the following passage.***

When Bond arrived at the renovated Château, darkness had descended. He examined the shadowy building. Its ground-floor windows were closed and shuttered. He glanced at his watch. He concluded that there was no time to lose and decided to enter. He tried the gold-leafed front door but it was locked, barred and bolted. He realized he needed a ladder. He looked around and noticed one on the grass. Noiselessly, he propped it up against the freshly-painted balcony and started to climb. He had nearly reached the top when he spotted headlights approaching. A large car pulled in through the gate. By the time it arrived at the door, Bond had already jumped through the balcony window and discovered the cause of his anxiety.

## 2. Word Stress

Put the words into the correct columns. Look at the examples first.

*Argentina   apparently   available   community   definition   development*  
*Immigration   infinitive   publicity   punctuation   responsible   situation*

Column 1	Column 2
□□□□	□□□□
<i>available</i>	<i>Argentina</i>



3. Read aloud the first two paragraphs.

### COMMA GETS A CURE

Well, here's a story for you: Sarah Perry was a veterinary nurse who had been working daily at an old zoo in a deserted district of the territory, so she was very happy to start a new job at a superb private practice in North Square near the Duke Street Tower. That area was much nearer for her and more to her liking. Even so, on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the mirror and washed her face in a hurry. Then she put on a plain yellow dress and a fleece jacket, picked up her kit and headed for work.

When she got there, there was a woman with a goose waiting for her. The woman gave Sarah an official letter from the vet. The letter implied that the animal could be suffering from a rare form of foot and mouth disease, which was surprising, because normally you would only expect to see it in a dog or a goat. Sarah was sentimental, so this made her feel sorry for the beautiful bird.

Before long, that itchy goose began to strut around the office like a lunatic, which made an unsanitary mess. The goose's owner, Mary Harrison, kept calling, "Comma, Comma," which Sarah thought was an odd choice for a name. Comma was strong and huge, so it would take some force to trap her, but Sarah had a different idea. First she tried gently stroking the goose's lower back with her palm, then singing a tune to her. Finally, she administered ether. Her efforts were not futile. In no time, the goose began to tire, so Sarah was able to hold onto Comma and give her a relaxing bath.

Once Sarah had managed to bathe the goose, she wiped her off with a cloth and laid her on her right side. Then Sarah confirmed the vet's diagnosis. Almost immediately, she remembered an effective treatment that required her to measure out a lot of medicine. Sarah warned that this course of treatment might be expensive—either five or six times the cost of penicillin. I can't imagine paying so much, but Mrs. Harrison—a millionaire lawyer—thought it was a fair price for a cure.

*Comma Gets a Cure* and derivative works may be used freely for any purpose without special permission, provided the present sentence and the following copyright notification accompany the passage in print, if reproduced in print, and in audio format in the case of a sound recording: Copyright 2000 Douglas N. Honorof, Jill McCullough & Barbara Somerville. All rights reserved.

### 3. Diagnostic test

#### 3.1 Background information

##### A. General Background

1. What is your name: Seo, Young Keun
2. What is your major and level in school? Business Administration
3. Have you ever studied English abroad? If yes, where? Canada
4. Have you ever studied English conversation with a live tutor? If yes, for how long?  
6 months
5. Approximately what percentage of time do you speak English each day (as opposed to Korean)? Choose one:  
 0-20%  20-40%  40-60%  60-80%  80-100%
6. In what type of setting are you currently speaking English? Please check:  
 Internet  School  Institute  Others:

##### B. English Study Background

7. Please describe your experience in learning English.
  - a. How long have you studied English? 10 years.
  - b. Where have you studied English? School
  - c. What kind of English courses have you taken? Do not remember.
  - d. What kind of English teachers have you had, i.e. native speakers and/or non-native speakers?  
Native speakers and non-native speakers
  - e. Have you had exposure to native speakers in Korea and/or in your travel/study experiences abroad? How?  
Korea and abroad.  
Study experiences in Canada.
  - f. Do you consider your experience learning English pleasant or successful so far? Why or why not?  
Pleasant because I have a difficult to converse with  
in English
8. Which English have you had more experience with, American, British or any other? Please explain.  
American. I have been exposure to AFKN.

### C. Knowledge of English Pronunciation and Intonation

9. Do you ever use the pronunciation key or guide in your dictionary to get an idea of how a word is pronounced? Yes.

10. Are you familiar with the phonemic alphabet or any phonetic/phonemic symbols? If yes, please give examples. ɔ:

11. Have any of your previous teachers taught you about pronunciation? If yes, please give some details.

'purpose' At first, I pronounced "pʌppɔ:z"  
My teacher taught me "pɜ:pəs"

12. Pls. check if you're familiar with the following:

Consonant System  Vowel System

Intonation Patterns  Rising and Falling Intonation

Reduced Speech Forms  Thought group/Phrasal Rhythmic Patterns

### D. Self-Awareness

13. Please describe any situations in which you feel that English speaking foreigners have misunderstood you because of your pronunciation. Travel

14. Is there a particular situation that you felt anxious about your pronunciation? Please describe.

Order.

15. In what situation do you feel the most comfortable speaking English? \_\_\_\_\_

16. What area of pronunciation do you like to work on most? Please rank the following according to your priority?

2 Consonant System: Pls. specify which sounds: ✓

3 Vowel System: Pl. specify which sounds: æ

5 Connected Speech

1 Stress

6 Rhythm

4 Intonation

7 Speech Rate

## 4. Analysis of the test results

### 4.1 Analysis

The test results were analyzed using two categories: English segmental system and suprasegmental system. In the Background information questionnaire which is the first part of the diagnostic test, tutee answered 16 items. Even though he knows what and how they sound, he rarely distinguish /f/, /p/ and /v/, /r/ and /l/, sounds as he mentioned in the questionnaire.

According to the test, It is identified that consonant sounds mainly cause difficulties for him in spoken English. The problematic consonant sounds are /r/ and /l/, /p/ and /f/, and /v/ and /b/. There are many times when /f/ was pronounced as /p/ (Ex. feel, for, first). When speaker pronounces these sounds, listener may misunderstand the meanings. Like consonant /f/, /v/ is not pronounced properly. He constantly substitutes /b/ for /v/ (e.g. veterinary, very). He de-voices it when it falls in the end of the word.

He also has trouble with the use of vowel reduction, such as the “schwa, in unstressed syllables. He tends to pronounce every word. In ‘Pronouncing -ed’ diagnostic test, he sometimes omit the ending altogether; e.g. the past tense ending of regular verbs. When the verb ends in /t/ or /d/, we add an extra syllable: /Id/.

In terms of suprasegmental features, it was founded that he need extra practice with word stress, sentence stress, and thought groups. Especially apparent in the controlled reading passage, it sound monotone because intonation were rarely used. Similar problems- distinguish consonant, stress and intonation-were also found in free-speech.

## 4.2 Rubrics

### A. Elements of speech Feedback Sheet

Elements of Speech	Examples	Frequently	Sometimes	Rarely
<b>Consonants</b>	<i>Does the speaker have clear distinction between consonants or clusters?</i>		✓	
<b>Vowels</b>	<i>Do vowel sounds affect intelligibility?</i>	✓		
<b>Syllables and/or grammatical endings</b>	<i>-s endings (Americans, relationships) -d endings (considered, appreciated)</i>		✓	
<b>Word stress</b>	<i>Does stress fall on the appropriate syllable?</i>			✓
<b>Rhythm in sentences</b>	<i>Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?</i>			✓
<b>Focus and special emphasis (Prominence)</b>	<i>Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?</i>			✓
<b>Intonation/Pitch</b>	<i>Does tone rise and fall in the appropriate places? Or, does it sound monotone?</i>		✓	
<b>Thought groups and linking</b>	<i>Does the speaker pause at commas and other appropriate places?</i>			✓

B. Detailed assessment of pronunciation (Segmentals)

<b>Consonants</b>	substitution	omission	articulation
plosives			
fricatives	/p/		/f/
affricates			/ts/, /dg/
approximants			/r/, /l/, /w/
laterals			/l/
clusters			

Vowels	articulation	length	substitution
Short vowels			
Long vowels			
diphthongs			
reduction	schwa		

## 5. Goals and objectives

By the questionnaire and diagnostic test, it was found out that the tutee has weaknesses which concern some specific consonant and suprasegmental features. Since his overall proficiency level is intermediate-low to mid, several segmental and suprasegmental features will be dealt with in this project.

By the end of this Pronunciation Tutor Project, Tutee will be able to:

1. Compare and contrast various consonant sounds in English pronunciation.
2. Acquire fluency in speaking through proper stress placement, thought-grouping and pausing

As for the tutor, I should be able to design and apply an English pronunciation tutoring by providing various activities to meet tutee's needs. The corresponding activity types also will promote learner's ELF intelligibility. Furthermore, I will be able to create forms of assessment and evaluate aspects of English pronunciation.

## 6. The action plan

Session	Plan	Materials
Session 1	The consonant sounds /p/,/f/ and /v/, /b/.	Book 'English Pronunciation in Use Intermediate' Minimal pair, Tongue twisters.
Session 2	The consonant sounds /l/ and /r/	Pronunciation Book, Video, Minimal pair, Information Gap Exercise
Session 3	Words with <i>-ed</i> endings	Pronunciation Book, Video, Picture
Session 4	Word stress	Pronunciation Book, Activity worksheets
Session 5	Sentence stress, Thought groups.	Pronunciation Book, Video

## **7. Description of and reflection on all meetings**

### 7.1 Reflection on the first meeting

The tutee and the tutor were able to coordinate schedules easily because we live together. On the other hand, for the same reason, I felt we need to make sure a formal schedule for efficiency.

By this time, the tutor and the tutee had formal meeting twice. Our first introductory meeting took place on Sunday, 6 April. We talked freely about English and pronunciation problems. In the first meeting, the tutor prepared the background information questionnaire and several forms of diagnostic test. The questionnaire was completed while we were together and was done in English. In addition to this, the tutee was asked to record the reading diagnostic test and send the file by using the smart phone after the meeting. At the end of this meeting, we agreed to have meetings every Sunday for the duration of the pronunciation tutor project.

### 7.2 Reflection on the second meeting

The second meeting was held on April 13<sup>th</sup>. In addition to the original diagnostic test, a short free-speech was also asked to record using the same tool. The topic of the free-speech for this diagnostic test was selected by the tutee. It is about one of the most impressive memory in his life. After the tutee completed the Needs Analysis Survey, I was able to see what he hopes to improve through this project. Furthermore, using both the recorded free talk and a controlled reading, I was able to make an initial analysis of both the segmental and suprasegmental features of pronunciation. I analyzed and the results to see what areas of English pronunciation need to develop the most. The tutee and I shared the own idea for the further tutoring. He asked me if it is possible to use one book mainly during the whole sessions. The reason is that he wanted to keep studying pronunciation after completing this project. Before starting the whole sessions, I selected one book as a main book, which is 'English Pronunciation in Use Intermediate' from Cambridge university press. I knew that he used to study English grammar books

from Cambridge university press, so he was familiar this kind of format. This familiarity could reduce the tension about pronunciation tutoring, on the other hand, it could reduce tutee's interests. Therefore, I planned to use different kinds of materials and introduce useful video from the internet.

27, April	<b>Session 1</b>	
<b>Objective</b>	Tutee will be able to distinguish the sounds /p/and /f/, /v/ and /b/ and to articulate them appropriately in spoken discourse.	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Book: Listen to the sounds /p/and /f/, /v/ and /b/. Notice that in the sound /p/ and /f/, there is no voice from the throat. In /b/ and /v/, there is voice from the throat. And apply what he learned through the exercises.</li> </ul>	40"
	<ul style="list-style-type: none"> <li>• Minimal pair: Giving a chance to practice different sounds in sentences</li> </ul>	10"
	<ul style="list-style-type: none"> <li>• Tongue twisters: Referring to a few problematic consonants, including /p/and /f/, /v/ and /b/, tutee is going to practice these sounds to develop their intelligible pronunciation.</li> </ul>	10"
	Unit 3, 8 in the book.  Minimal pair vocabulary, tongue twisters.	
<b>Homework</b>	Exercises in unit 3, 8.	

## Session 1

I think the first meeting proceeded a bit slow. Tutee was quite unfamiliar with this pronunciation tutor project. I was also a bit nervous with my role as a tutor for pronunciation. Meeting in Toz (Space for meeting), not in home, helped set a more formal mode of the tutoring sessions.

The objective of the class was the consonant sounds /f/ and /v/. Tutee saw the mouth shape of the tutor when she pronounced example words including /f/ and /v/ sound. The first activity is listening discrimination exercise with minimal-pair words. Word lists were provided and I had tutee listen and repeat them. He needed to distinguish /f/ and /v/ sounds when listening and speaking. It was effective to raise the awareness of those sounds. After that, we used the book 'English Pronunciation in Use Intermediate'. Unit 3 is for the consonant sounds /b/ and /p/ and Unit 8 is for the consonant sounds /f/ and /v/. Lastly, he had tongue twister activity. The tongue twister activity contains similar sounding words with different meanings. It gave him a chance to practice different sounds in sentences. Then, I assigned the undone exercises for homework.

At the beginning of this session, tutee couldn't easily pronounce unconsciously even though he knew there was a definite difference between /f / and /v/. Especially they had a little difficulty pronouncing 'surf', and 'prove'. As tutoring progressed, he began to understand the way he pronounces two sounds. In addition to this, he was able to distinguish 4 sounds, /f/, /p/, /v/, and /b/. In this session, tutee seemed to enjoy the tutoring time because the topic-/f/ and /v/- was quite easy task to practice. Also I tried to use different kinds of activities and he said it was helpful to understand the differences between two sounds.

# 3

## Back, pack The consonant sounds /b/ and /p/

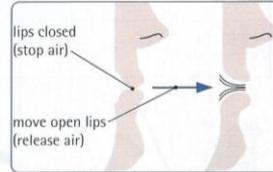
**A**

**A7** When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/. In words, they have the consonant sounds /b/ and /p/.

Look at the mouth diagram to see how to make these sounds. Listen to the sounds /b/ and /p/.

The mouth is in the same position for both sounds, but:

- in /b/ there is voice from the throat, whereas in /p/ there is no voice from the throat
- when /p/ is at the start of a word, there is a small explosion of air when the lips open. With /b/ this does not happen.



**B**

**A8** Now listen to the sound /b/ on its own.

Listen to the target sound /b/ in the words below and compare it with the words on each side.

	target /b/	
pack	<b>back</b>	pack
cap	<b>cab</b>	cap
very	<b>berry</b>	very
covered	<b>cupboard</b>	covered



The boy bought a blue bike but his new blue bike broke.

Listen and repeat these examples of the target sound.

bought	bike	broke
rubber	about	able
job	web	tube

**C**

**A9** Listen to the sound /p/ on its own.

Listen to the target sound /p/ in the words below and compare it with the words on each side.

	target /p/	
bay	<b>pay</b>	bay
lab	<b>lap</b>	lab
full	<b>pull</b>	full
coffee	<b>copy</b>	coffee



Penny went to post a parcel and paid a pound to park.

Listen and repeat these examples of the target sound.

post	park	price
open	happen	spring
shop	help	jump

**D**

### Spelling

	frequently	notes
/b/	B ( <i>job</i> ), BB ( <i>rubber</i> )	B is sometimes silent ( <i>comb</i> ).
/p/	P ( <i>open</i> ), PP ( <i>happen</i> )	PH is pronounced /f/ ( <i>phone</i> ). P is sometimes silent ( <i>psychology</i> ).

## Exercises

- 3.1 **A10** Listen and read this dialogue. What are the three misunderstandings? Complete the table.

Mel: Oh, hello, Stef – back from the shops already? Is it still raining?  
 Stef: Yeah, it's pouring!  
 Mel: Boring? If you're bored, get yourself a hobby!  
 Stef: No, I said pouring, with a P.  
 Mel: Oh, I see, pouring, right. Was there anything in the post box today?  
 Stef: Nothing interesting, just some bills.  
 Mel: Oh? I wonder who put pills in the post box!  
 Did you remember to buy a gift for Tom's birthday?  
 Stef: Yes. Now I just need to wrap it.  
 Mel: Rabbit? What do you need a rabbit for?



Stef says:	Mel hears:
1 pouring.....	boring.....
2 .....	.....
3 .....	.....

**Follow-up:** Play the recording again. Pause and repeat after each line.

- 3.2 **A11** Read the joke and write the letter *b* or *p* in each gap. Listen and check your answers. Then practise saying the joke.

A baboon goes into a pet shop to buy peanuts and ..b..ananas.  
 'Sorry,' says the sho..p..keeper, 'This is a pet shop – we only sell food for .....ets.'  
 'OK,' says the baboon, 'I'd like to .....y food for my pet rabbit.'  
 'What does your pet rabbit eat?' asks the shopkeeper.  
 '.....eanuts and bananas,' re.....lies the .....aboon.



- 3.3 **A12** Listen. In one word in each group, the B or P is not pronounced. Underline the word.

EXAMPLE	double	<u>double</u>	Dublin
1	lamb	label	lab
2	crab	robbed	climb
3	cup	cupboard	copy
4	photo	potato	paper
5	recipe	repeat	receipt
6	possibly	psychology	special
7	Cambridge	combine	combing

- 3.4 **A13** Listen and tick (✓) the sentence you hear, A or B. If you find any of these difficult, go to Section E4 *Sound pairs* for further practice.

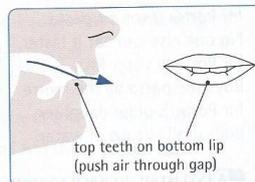
A	B	
1 There's a bear in that tree.	There's a pear in that tree.	(⇒ Sound pair 28)
2 He had the beach to himself.	He had the peach to himself.	(⇒ Sound pair 28)
3 They burned it.	They've earned it.	(⇒ Sound pair 29)
4 Say 'boil'.	Save oil.	(⇒ Sound pair 29)
5 This is a nicer pear.	This is a nice affair.	(⇒ Sound pair 30)
6 Would you like a copy?	Would you like a coffee?	(⇒ Sound pair 30)

**Follow-up:** Record yourself saying the sentences in 3.4, choosing sentence A or B. Make a note of which sentence you say. Then listen to your recording in about two weeks. Is it clear which sentences you said?

# 8

## Few, view The consonant sounds /f/ and /v/

**A** **A39** Listen to the two sounds /f/ and /v/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /f/, there is no voice from the throat, and when you say this sound, you can feel the air on your hand when you put it in front of your mouth. In /v/, there is voice from the throat.

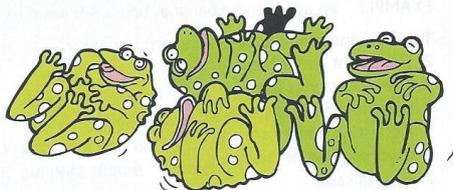


**B** **A40** Now listen to the sound /f/ on its own.

Listen to the target sound /f/ in the words below and compare it with the words on each side.

target /f/

view	<b>few</b>	view
leave	<b>leaf</b>	leave
pound	<b>found</b>	pound
copy	<b>coffee</b>	copy



Freda found four frogs laughing on the floor.

Listen and repeat these examples of the target sound.

photo four floor frog  
offer safer selfish gift  
knife stuff laugh



**Note:** The vowel sound is shorter before /f/ than /v/, for example in *leaf* and *leave*. If you have difficulty making the difference, exaggerate the length of the vowel in *leave*.

**C** **A41** Listen to the sound /v/ on its own.

Listen to the target sound /v/ in the words below and compare it with the words on each side.

target /v/

ferry	<b>very</b>	ferry
safe	<b>save</b>	safe
wet	<b>vet</b>	wet
ban	<b>van</b>	ban



Clever Trevor drove a van to Venice.

Listen and repeat these examples of the target sound.

visa vote Venice  
clever wives loved  
drove twelve of

### D Spelling

	frequently	sometimes
/f/	F ( <i>fell</i> ), FF ( <i>offer</i> ), PH ( <i>photo</i> ), GH ( <i>laugh</i> )	
/v/	V ( <i>never</i> )	F ( <i>of</i> )

## Exercises

8.1 How many /f/ and /v/ sounds are there when you say these numbers? Write the number of sounds.

EXAMPLE 55 .....4.....

1 512 ..... 2 745 ..... 3 5½ ..... 4 11.75 ..... 5 7,474 .....

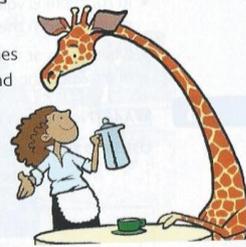
8.2 A42 Write *f* or *v* in each gap in this joke. Then listen and check your answers and practise saying the joke.

A giraffe goes into a ca.f.é and asks for a coffee. The girl who is ser.....ing fetches the coffee and lea.....es the bill on the table. The giraffe .....inishes the coffee and looks at the bill – .....ery expensi.....e, at .....our pounds se.....enty-five.

He gi.....es the girl a fiver to cover the bill and turns to lea.....e. The girl says, 'You know, it's strange, but I'.....e ne.....er seen a giraffe in here be.....ore.'

'That's not so strange,' says the giraffe, 'if you charge nearly .....ive pounds for a coffee!'

fiver = five pounds



8.3 A43 Listen and underline the word you hear. Practise saying the words, making the difference clear.

singular + 's (contains /f/)	1 leaf's	2 knife's	3 thief's	4 half's	5 wife's	6 life's	7 loaf's
plural (contains /v/)	1 <u>leaves</u>	2 knives	3 thieves	4 halves	5 wives	6 lives	7 loaves

8.4 A44 You will hear the sentence beginnings below. Listen and complete the words. Then underline the correct option in the sentence endings. Practise saying the full sentences. Pronounce the /f/ and /v/ sounds carefully.

sentence beginnings	sentence endings
EXAMPLE The kni...yes.....	not / <u>aren't</u> sharp enough.
1 The last loa.....	been / have been sold already.
2 The footballer's wi.....	- / are in the VIP seating area.
3 It's autumn and the first lea.....	already / have already fallen.
4 Be careful, your li.....	- / are in danger!
5 In most matches, the second hal.....	usually / are usually more exciting.

8.5 A44 (cont.) Listen and underline the word you hear. If you find any of these difficult, go to Section E4 Sound pairs for further practice.

1 Thief's or thieves'?	These are the <i>thief's</i> / <i>thieves'</i> fingerprints.	(⇒ Sound pair 37)
2 Few or view?	She's painted a <i>few</i> / <i>view</i> .	(⇒ Sound pair 37)
3 Copy or coffee?	Do you want a <i>copy</i> / <i>coffee</i> ?	(⇒ Sound pair 30)
4 Boat or vote?	What are you going to do with your <i>boat</i> / <i>vote</i> ?	(⇒ Sound pair 29)
5 Worse or verse?	I don't know which is <i>worse</i> / <i>verse</i> .	(⇒ Sound pair 38)
6 Free or three?	We got <i>free</i> / <i>three</i> tickets!	(⇒ Sound pairs 39)

**Follow-up:** Record yourself saying the sentences in 8.5, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

<b>fast</b> ↵	vast↵
<b>fail</b> ↵	veil↵
<b>surf</b> ↵	serve↵
<b>belief</b> ↵	believe↵
<b>proof</b> ↵	prove↵
<b>calf</b> ↵	carve↵
<b>waif</b> ↵	waive↵

6, May	<b>Session 2</b>	
<b>Objective</b>	Tutee will be able to distinguish the pair /l/ and /r/ and to articulate them appropriately in spoken discourse.	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Video clip: Watch the video for warm-up mouth exercises( from 1:40") <a href="http://youtu.be/YDinQsEgR4I">http://youtu.be/YDinQsEgR4I</a></li> </ul>	15"
	<ul style="list-style-type: none"> <li>• Book: Listen to the two sounds /l/and /r/. Look at the mouth diagram in the book to see how to make sound. And apply what he learned through the exercises.</li> </ul>	30"
	<ul style="list-style-type: none"> <li>• Tongue twisters: Giving a chance to practice two different sounds in sentences.</li> </ul>	5"
	<ul style="list-style-type: none"> <li>• Information Gap Exercise: Referring to a few problematic consonants, /l/ and /r/, tutor and tutee is going to play a game.</li> </ul>	10"
	Video Clip, Mirror, Unit 13, 14 in the book. minimal pair vocabulary, tongue twisters, Information Gap Exercise	
<b>Homework</b>	Exercises in unit 13, 14	

## Session 2

The second meeting was supposed to be held on 4<sup>th</sup>, May. However there were 3 more holidays in this week, my tutee visited his hometown, Ulsan, with his son during the weekend. For that reason, we could have a second session on Tuesday (a national holiday) at home.

First, the class started with video clip on the Youtube.com. From the video, a teacher explains that pronunciation is physical act and shows the mouth activity with mirror. We followed her instruction, so took a look at own mouth and made several sounds. Also made funny face and the tutee really enjoyed this activity. I think this lesson went better than the previous lesson. We felt more relaxed after warming up exercises using the video.

Secondly, we looked through the related units in the book and listened to CD for that. I had the tutee solve some exercises in units. When he completed it, we checked the answers together. He seemed to complete this task with little difficulty.

For this session, I prepared Information Gap Exercise Game. I thought it would be useful to draw the tutee's attention. However, I found that doing game activity with only one tutee was not a good idea. Between tutee's interactions would be much better for revealing real pronunciation without conscious effort. In case of that, I could give feedback more deeply.

# 13 Lent, rent

## The consonant sounds /l/ and /r/

A

**A66** Listen to the sound /l/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat.

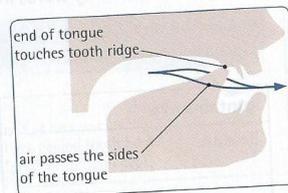
Listen to the target sound /l/ in the words below and compare it with the words on each side.

target /l/

rent	<b>lent</b>	rent
correct	<b>collect</b>	correct
fries	<b>flies</b>	fries
code	<b>cold</b>	code

Listen and repeat these examples of the target sound.

leave	lots	little
caller	help	slow
fill	final	mobile



Lola leaves lots of silly little messages on Alan's mobile.

B

**A67** Listen to the sound /r/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat. But when you finish the sound, the jaw opens a little and the tongue goes straight again.

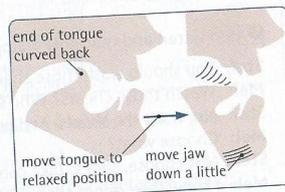
Listen to the target sound /r/ in the words below and compare it with the words on each side.

target /r/

late	<b>rate</b>	late
play	<b>pray</b>	play
chain	<b>train</b>	chain
jaw	<b>draw</b>	jaw

Listen and repeat these examples of the target sound.

rude	wrote	rhyme
very	sorry	address



Terry wrote a rude email to the wrong address and was very sorry.



**Note:** In many accents, including the model accent in this book, R is not pronounced unless it is followed by a vowel sound. For more on this, see Unit 56. L may also be silent in some words.

C

### Spelling

	frequently	sometimes	notes
/l/	L ( <i>leave</i> ), LL ( <i>call</i> )		L can be silent, e.g. <i>half, calm, talk, could</i> .
/r/	R ( <i>rude</i> ), RR ( <i>sorry</i> )	WR ( <i>wrong</i> ), RH ( <i>rhyme</i> )	

# 14

## Car, care

### The vowel sounds /ɑ:(r)/ and /eə(r)/

A

**A71** In many accents in England, the letter R is not pronounced after a vowel. In other places, the R is pronounced, for example in most parts of North America. But in both cases, the letter R makes the vowel before it sound different. If the vowel is A, we usually get the vowel sounds in *car* /ɑ:/ or *care* /eə/.

Listen to the sound /ɑ:/. Look at the mouth diagram to see how to make this long vowel sound.

Listen to the target sound /ɑ:/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.

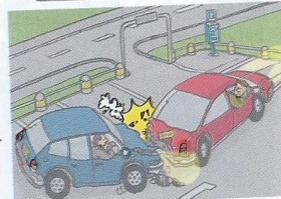
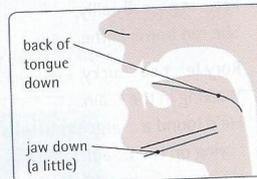
target /ɑ:/

fur	<b>far</b>	four
bore	<b>bar</b>	bear
hurt	<b>heart</b>	hate
much	<b>march</b>	match

#### Examples

calm	card	cart
car	stars	park
ham	hard	half

longer ← → shorter



It's hard to park a car in a dark car park.



**Note:** Sometimes we get the sound /ɑ:/ before L too (e.g. *calm*).

Accent variation **SE** / **Am**: R after a vowel ⇒ Unit 56.  
 Accent variation **SE** / **NE**: /ɑ:/ /æ/ ⇒ Unit 57.

B

**A72** Listen to the sound /eə/. Look at the mouth diagram to see how to make this sound.

Listen to the target sound /eə/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.

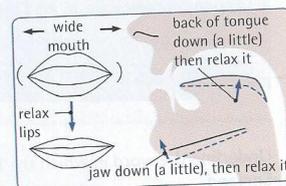
target /eə/

far	<b>fair</b>	fear
why	<b>wear</b>	wore
dead	<b>dared</b>	died
stars	<b>stairs</b>	stays

#### Examples

share	shared
fair hair	fair-haired
pear	pears
where	where's

longer ← → shorter



Sarah and Mary share their pears fairly.

C

### Spelling

	frequently	other
/ɑ:/	AR ( <i>car</i> ), AL ( <i>half</i> )	EAR ( <i>heart</i> ) A ( <i>ask, path, aunt</i> ): Southern English accent
/eə/	ARE ( <i>care</i> ), AIR ( <i>fair</i> ), EAR ( <i>bear</i> ), ERE ( <i>where</i> )	EIR ( <i>their</i> )

limb <sub>ə</sub>	rim <sub>ə</sub>
light <sub>ə</sub>	right
bowling <sub>ə</sub>	boring <sub>ə</sub>
free <sub>ə</sub>	flee <sub>ə</sub>
berry <sub>ə</sub>	belly <sub>ə</sub>
raw <sub>ə</sub>	law <sub>ə</sub>
clime <sub>ə</sub>	crime <sub>ə</sub>

<It is made by the tutor.>

## Tongue Twisters

Say the following sentences aloud, concentrating on the sounds L and R.

1. Laura and Larry rarely lull their rural roosters to sleep.

*/ləʳə ən ləri rɛrli ləl ðɛr rurəl ru<sup>w</sup>stərz tə sliɪp/*

2. Sri Lankans are really leery of Landry's rules.

*/sri lænkənz ɑr ri:li liəri ʌv lændri:z ruəlz/*

3. Climbing crimes are lures for crowded clowns.

*/klaɪmɪŋ kraymz ɑr luərz fɔr kra<sup>w</sup>dəd kləʊnz/*

4. There are free fleas for all the loyal royalty.

*/ðɛr ɑr fri: fli:z fɔr ɔl ðə lo:əl rɔ:əlti:/*

5. It's the right light with the glimmer in the mirror.

*/ɪts ðə raɪt laɪt wɪθ ðə glɪmə ɪn ðə mɪrər/*

6. Collecting the corrections is the role of the elderly.

*/kəlektɪŋ ðə kɔrɛkʃənz ɪz ðə rɔ<sup>w</sup>l ʌv ðə ɛldərli:/*

Source from <http://international.ouc.bc.ca/pronunciation/eslp025unit03.pdf>

### Unit Three: Information Gap Exercise

A

In this exercise, sit opposite your partner. Your partner will ask you which word goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

#### Possible questions:

"Can you tell me the word which is in D-2?"

"Could you repeat that, please?"

<b>A1</b> rarely	<b>B1</b>	<b>C1</b> Larry	<b>D1</b> rally
<b>A2</b>	<b>B2</b>	<b>C2</b> rural	<b>D2</b>
<b>A3</b> mirror	<b>B3</b>	<b>C3</b> Laurie	<b>D3</b>
<b>A4</b>	<b>B4</b> Laura	<b>C4</b>	<b>D4</b> Arnold

Source from <http://international.ouc.bc.ca/pronunciation/eslp025unit03.pdf>

### Unit Three: Information Gap Exercise

B

In this exercise, sit opposite your partner. Your partner will ask you which word goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

#### Possible questions:

"Can you tell me the word which is in D-2?"

"Could you repeat that, please?"

<b>A1</b>	<b>B1</b> rarely	<b>C1</b>	<b>D1</b>
<b>A2</b> leery	<b>B2</b> really	<b>C2</b>	<b>D2</b> rule
<b>A3</b>	<b>B3</b> lures	<b>C3</b>	<b>D3</b> correct
<b>A4</b> linger	<b>B4</b>	<b>C4</b> collect	<b>D4</b>

Source from <http://international.ouc.bc.ca/pronunciation/eslp025unit03.pdf>

11, May	<b>Session 3</b>	
<b>Objective</b>	Tutee will be able to pronounce <i>-ed</i> endings properly in three different ways	
<b>Materials</b>	<ul style="list-style-type: none"> <li>● Video clip: Watching the video and sing along for reviewing session 2. <a href="http://youtu.be/k7jKnYHcR_c">http://youtu.be/k7jKnYHcR_c</a></li> </ul>	10'
	<ul style="list-style-type: none"> <li>● Book: Listen to the past tense verbs, which are pronounced /d/, /t/, and /id/. And apply what he learned through the exercises.</li> </ul>	20'
	<ul style="list-style-type: none"> <li>● Read aloud: The tutee will read aloud the paragraph used in Diagnostic test. The reading will be recording for comparing with diagnostic test recording.</li> </ul>	15"
	<p>Description: In this activity, the tutee will describe about topic using past tense. The tutee will get opportunities to practice <i>-ed</i> endings.</p>	15"
	Unit 24 in the book. Paragraph for reading Description worksheet	
<b>Homework</b>	Exercises in unit 24, Recording: Tutee is required to record the sentences presented in the Exercises to practice <i>-ed</i> endings.	

### Session 3

The objective of the class was Words with -ed endings. This is one of the weakest features in the diagnostic test.

The class started with video clip on the Youtube.com. From the video, a teacher sings 'OPEN SHUT THEM' which is a finger game song to enjoy. This video really sounds like children's song, probably it is, but I chose this video for two reasons. It was good to offer relaxed and informal atmosphere and also to encourage the tutee to practice consonant sounds /l/ and /r/ as a review the previous session. At the beginning, he refused to follow the mouth motion, but I encouraged him. Also his son modeled for him, really better than me.

For the second part, similar as the last session, we looked through the related unit in the book and listened to CD for that. Until now, I usually explained how to pronounce the target sounds and modeled first to raise the tutee's awareness. However, I felt it was little boring whenever the explanation part comes. Next time, I'll try to change the sequence for the session.

Third part of the session is Picture description. The task given to the tutee was describing pictures using past tense verbs. For the first picture, I gave him 5 minutes to prepare before he describes picture. Then, I had him describe second picture without preparation. After the task, I gave them feedback on the target items as listening his recordings together.

# 24

## Rested, played, watched

### Words with -ed endings

**A** The past tense ending -ed is pronounced in three different ways.

/ɪd/	/d/	/t/
rested /ˈrestɪd/	played /pleɪd/	watched /wɒtʃt/

**B** **B23** Listen to the sentences below, first in the present and then in the past tense. Notice how the -ed ending is an extra syllable.

I wait(ed) and count(ed) to ten.  
 The games start(ed) early and end(ed) late.  
 They heat(ed) the coffee and add(ed) milk.  
 We want(ed) to pay but we need(ed) more money.

Notice that we pronounce -ed endings as /ɪd/ when the original verb ends with /d/ or /t/. When we add /ɪd/ to a verb like this, it is an extra syllable. So, for example, *wait* has the stress pattern ● and *waited* has the stress pattern ●●.

**C** **B24** Listen to the past tense verbs in the rhyme below. Notice how the words in blue rhyme, even though the endings are spelt quite differently. This is clear if you look at the phonemic spellings.

He looked round first, /fɜːst/  
 And then reversed. /rɪˈvɜːst/  
 The car that passed /pɑːst/  
 Was going fast. /fɑːst/  
 It hit the side, /saɪd/  
 The driver cried. /kraɪd/  
 He never guessed /gest/  
 He'd pass the test. /test/



All other -ed endings, other than those mentioned in B above, are pronounced /d/ or /t/. If the original word ends with one of the consonant sounds /f, k, p, s, ʃ, tʃ, θ/, the -ed ending is pronounced /t/. Otherwise, it is pronounced /d/. When -ed is pronounced /d/ or /t/, it is not an extra syllable. For example, *guess* /ges/ has one syllable and the past tense *guessed* /gest/ also has only one syllable; the letter E is silent. So *guessed* rhymes with *test*.

**D** **B25** Make sure you pronounce the -ed ending. It is important to the meaning because it shows that the action is in the past. Listen to the differences in these pairs of sentences.

<b>Present</b>	<b>Past</b>
You never cook a meal.	You never cooked a meal.
I sometimes watch a movie.	I sometimes watched a movie.
We often phone our parents.	We often phoned our parents.

**⚠ Note:** If it is difficult to say the -ed ending in words like *cooked*, imagine that the -ed is joined to the word after it. For example, say *cooked all the food* like this: *cook tall the food*.

**⚠ Note:** If the word after the past tense verb begins with a consonant, you may not hear the -ed, e.g. *cooked dinner*, *walked through*.

## Exercises

- 24.1 **B26** Write the past tense of the verbs from the box in the correct part of the table. Then listen, check and repeat.

hate walk need wash wait waste help taste phone dance end ask

1 syllable ●	walked
-ed = extra syllable ●●	hated

- 24.2 **B26 (cont.)** Complete each sentence with the past tense of a verb from the box. In each sentence, the first sound of the verb is the same as the first sound in the person's name.

play watch add phone count mix cook start shout paint

●●●	●●●●● (-ed = extra syllable)
Paul ..... <u>played</u> ..... games.	Peter ..... <u>paint</u> ..... pictures.
Ken ..... lunch.	Karen ..... money.
Fred ..... friends.	Stella ..... singing.
Marge ..... drinks.	Alice ..... sugar.
Will ..... films.	Sheila ..... loudly.

Now listen, check and repeat. Notice the syllable patterns shown with ● and ●●; each word in the first column has one syllable, each word in the second column has two syllables.

- 24.3 **B27** Match the beginnings and endings of these rhymes. Then listen, check, pause after each sentence and repeat.

- |                         |                        |
|-------------------------|------------------------|
| 1 The people queued     | a was never found.     |
| 2 The thing you missed  | b are on the board.    |
| 3 The man controlled    | c and then she smiled. |
| 4 She saw the child     | d to build on sand.    |
| 5 The boat that crossed | e was on the list.     |
| 6 The man who drowned   | f until she coughed.   |
| 7 The snow we rolled    | g the nation's gold.   |
| 8 Her voice was soft    | h to buy the food.     |
| 9 The points we scored  | i was nearly lost.     |
| 10 We never planned     | j was hard and cold.   |



- 24.4 **B28** Listen and underline the verb form you hear: past or present.

- I always walk / walked away from fights.
- I think they want / wanted to talk.
- Me and my friends laugh / laughed a lot.
- On Saturdays, we dance / danced all night.
- I always hate / hated Sundays.
- You never help / helped Alice.
- They enjoy / enjoyed eating out.
- They save / saved about twenty pounds.

**Follow-up:** Record yourself saying the sentences in 24.4, choosing the present or past tense. Make a note of which tense you say. Then listen to your recording in about two weeks. Is it clear which tense you said?

**1. Read aloud the following passage.**<sup>41</sup>

When Bond arrived at the renovated Château, darkness had descended. He examined the shadowy building. Its ground-floor windows were closed and shuttered. He glanced at his watch. He concluded that there was no time to lose and decided to enter. He tried the gold-leafed front door but it was locked, barred and bolted. He realized he needed a ladder. He looked around and noticed one on the grass. Noiselessly, he propped it up against the freshly-painted balcony and started to climb. He had nearly reached the top when he spotted headlights approaching. A large car pulled in through the gate. By the time it arrived at the door, Bond had already jumped through the balcony window and discovered the cause of his anxiety.<sup>42</sup>

**Pronunciation check**

To form the past tense of regular verbs in English, we add **-ed** but the **-ed** forms are not always pronounced in the same way.

- 1 First, listen to the examples in the table and repeat them. Then listen to the short conversations below and decide which column the verbs belong in.

/ɪd/	/d/	/t/
attended	played	kept

**USEFUL RULES**

After d and t use /ɪd/.  
 After vowels and voiced consonants, e.g. v, use /d/.  
 After unvoiced consonants, e.g. p, f, s, use /t/.

I **expected** the repairs to take two days, but they **fixed** the car straight away.



Thank goodness! So you **arrived** in time for the wedding after all.

The waiter **bumped** into the table and then **spilled** the drinks all over one of the customers. It was hilarious!



And I suppose everybody in the restaurant **laughed**!

George **promised** me up on time, but usually, he **turns** up late.



But you **enjoyed** the evening, didn't you?

**Talking for one minute**

- 2 Select one of the following questions. Time yourself and see if you can talk to your partner about it for one minute.

- a Describe your old school uniform.
- b Describe a special ceremony that took place at your school.
- c Describe a school assignment that you once did.
- d Describe a student you remember well.
- e Describe the sports or social facilities at your school.
- f Describe a school trip that you went on.

- 3 Imagine that you have been given this topic:



Describe a school you once attended.  
 You should say:  
 - what the school classrooms looked like  
 - what the teachers were like  
 - how the subjects were taught  
 and explain whether or not you feel it was a good school.

Pictures from 'Step up to IELTS', Unit 5, Cambridge Books for Cambridge Exams

18, May	<b>Session 4</b>	
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Tutee will understand the basic characteristics of English word stress patterns.</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Heavy syllables activity, Raise awareness of word syllables.</li> </ul>	10"
	<ul style="list-style-type: none"> <li>• Book: Introduce word stress pattern with listening. And apply what he learned through the exercises.</li> </ul>	40'
	<ul style="list-style-type: none"> <li>• Syllable search activity, Raise awareness of word syllables.</li> </ul>	10"
	Unit 27-28, 30 in the book. Heavy syllables activity, Syllable search game.	
<b>Homework</b>	Exercises in unit 27-28, 30.	

## Session 4

As reflecting on the previous session, I started this session with the heavy syllable game before learning by the book. With this worksheet, the tutee could apply his word syllables knowledge and raise his awareness of word syllables. Actually, I rarely start a class with games. Games and activities are usually provided in the end of the class. By this time, I got to know that games and activities can work positively at the beginning, even for an adult learner! The overall mood of the session was quite nice and enjoyable.

After doing activity, word stress is introduced to raise awareness. I explained the variation of word stress using the main book unit 27, 28, and 30. There were many things to explain, but I tried to point out something that may be confused the tutee.

The tutee expressed that he used to study word stress using dictionary. However, he is recently less careful with word stress than before. In fact, it seemed like he already recognized the basic rules of word stress, but couldn't produce it properly. For example, some words are both nouns and verbs. *Produce* is a noun if stress is on the first syllable and a verb if stress is on the second syllable. However, he only put stress on the second syllable. It seems like it has grown into a habit with him. He asked me whether word stress is really important or not. As a suggestion, I mentioned that it may not be very important features for English as a Lingua Franca. I told him that different word stress can be acceptable or comprehensible. He said he did not know about ELF exactly, so I briefly introduced the concept of ELF. The tutee seemed like strongly agreeing with the concept. He said it is not fair to feel a sense of inferiority about English because of the pronunciation. I suggested that he could pay more attention to some aspects of pronunciation for ELF.

Actually, I planned to study with the main book for 30 minutes. However, the plan did not go ahead as original. We spent 10-15 minutes to talk about ELF, so half of exercises in unit 27, 27 were left for homework.

## Saturday September 13th

### Introducing word stress

A

We can divide a word into syllables. A syllable is a vowel sound (shown in blue below) and the consonant sounds that go with it. So, for example, if a word has three vowel sounds, it has three syllables.

day /deɪ/ = one syllable  
 Friday /'fraɪdeɪ/ = two syllables  
 Saturday /'sætədeɪ/ = three syllables

If a word has more than one syllable, you give stress to one of the syllables. To give it stress, do one or more of these to the syllable:

• Make it longer: **S**aturday

• Make it louder: **Sat**urday

• Make it higher: **Sat**urday



We can show stress with circles: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, *Saturday* is ●●●. In phonemic spelling, the stress is shown by the symbol ' at the start of the stressed syllable: /'sætədeɪ/.

B

**B38** Different words have different stress patterns (patterns of stressed and unstressed syllables).

Listen to these two- and three-syllable words.

●● April, <b>thirty</b> , morning, <b>Sunday</b>	●●● September, tomorrow, <b>eleventh</b>
●● July, <b>midday</b> , <b>thirteen</b> , today, <b>thirteenth</b>	●●● <b>afternoon</b> , <b>seventeen</b> , <b>twenty-one</b>
●●● Saturday, <b>thirtieth</b> , yesterday, <b>holiday</b> , <b>seventy</b>	



**Note:** The stress pattern of numbers with *-teen* is sometimes different when the word is in a sentence. For example, the normal stress pattern of *nineteen* is ●●●, but when it is followed by a noun, e.g. *the nineteen nineties*, *nineteen people*, the pattern is ●●.



**Note:** *January* and *February* may be pronounced with the stress patterns ●●● or ●●●●.

C

**B39** Stress patterns can help you to hear the difference between similar words, e.g. numbers ending in *-teen* or *-ty*.

Listen to these examples.

●● thirteen	●● thirty
●●● fourteen	●● forty
●●● sixteen	●● sixty
●●● eighteen	●● eighty
●●● nineteen	●● ninety

# 28

## Forest, forget Stress in two-syllable words

A

**B41** Listen to this description of a village in the north of England. All the blue nouns and adjectives have two syllables. Notice how they are pronounced.

Cartmel's a lovely **little** **village** in Cumbria. It's by a **river** and the **buildings** are all made of stone. There are lots of **gardens** with **flowers**, and the **people** are really **friendly**. It's in a **valley** with **forests** and you can see the **mountains** in the **distance**. It's **famous** for its old church, the horse races in **summer**, and the **superb** fishing.



Notice that:

- Most two-syllable nouns and adjectives have the pattern ●● (the stress is on the first syllable).
- There are some exceptions. For example, the adjective *superb* in the text has the pattern ●● (the stress is on the second syllable). Other examples with the pattern ●●: *asleep, mistake, machine, alone*.

B

**B42** Listen to this advice for a visitor to Rio de Janeiro, Brazil. All the blue verbs have two syllables. Notice how they are pronounced.

If you **decide** to go to Niteroi, take the ferry. It's the best way to **travel**. You can just **relax** and **enjoy** the view, and you **begin** the day feeling **refreshed**. Don't **forget** to **visit** Fort Santa Cruz if you can – ask someone to **explain** where the bus goes from. But make sure you **arrive** back at the ferry port before the last boat **returns** to Rio!



Notice that:

- The most common pattern for two-syllable verbs is ●● (the stress is on the second syllable).
- There are plenty of exceptions. For example, the verbs *travel* and *visit* in the text have the pattern ●● (the stress is on the first syllable). Here are more examples with the pattern ●●: *cancel, copy, answer, enter, offer, listen, happen, open*.
- Words which come directly from a verb usually keep the same stress pattern as the verb. For example, the adjective *refreshed* in the text comes from the verb *refresh* and has the same stress pattern: ●●.

C

**B43** Some words are both nouns and verbs. For example, *record* is a noun if you put stress on the first syllable, and a verb if you put stress on the second syllable. Listen to these examples. You will hear each word twice, first as a noun and then as a verb:

record contrast desert export object present produce protest rebel



**Note:** There is not always a change of stress in words that are both nouns and verbs. For example, *answer, picture, promise, reply, travel, visit* have stress on the same syllable whether they are verbs or nouns.



**Note:** The stress stays in the same place when we make longer words from these two-syllable nouns, adjectives and verbs. For example, in both *happy* (●●) and *unhappy* (●●●), the stress is on the syllable *happ*, and in both *depart* (●●) and *departure* (●●●), the stress is on the syllable *part*.

# 30

## Unforgettable Stress in longer words 1

**A**

We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress; it stays on the same syllable as in the original word. Look at this example.

	for	<b>get</b>		
	for	<b>get</b>	ful	
	for	<b>get</b>	ful	ness
	for	<b>gett</b>	a	ble
un	for	<b>gett</b>	a	ble



It was an unforgettable holiday.

Here is a list of beginnings and endings which do not change the stress of the shorter word:

-able ( <b>drinkable</b> )	-hood ( <b>childhood</b> )	-ish ( <b>childish</b> )	-ness ( <b>happiness</b> )
-al ( <b>musical</b> )	in- / im- ( <b>impossible</b> )	-less ( <b>childless</b> )	-ship ( <b>friendship</b> )
-er ( <b>player</b> )	-ing ( <b>boring</b> )	-ly ( <b>friendly</b> )	un- ( <b>unhappy</b> )
-ful ( <b>helpful</b> )	-ise / -ize ( <b>civilise / ize</b> )	-ment ( <b>employment</b> )	under- ( <b>underpay</b> )

**B**

**B52** Some endings *do* change the stress in the shorter word. Listen and look at how the ending *-ion* changes the stress in the word *educate*.

ed	u	cate	
ed	u	ca	tion

When we add the endings *-ion* or *-ian*, the stress always moves to the syllable *before* these endings. Here are some more examples.

e	lec	tric	
e	lec	tri	cian

dec	o	rate	
dec	o	ra	tion

mu	sic	
mu	si	cian

co	mmu	ni	cate	
co	mmu	ni	ca	tion

**Note:** *-tion* and *-cian* are pronounced /ʃən/.

**C**

**B53** The ending *-ic* also moves the stress to the syllable before it.

Listen to these examples.

scientist	scientific
economy	economic
atom	atomic
artist	artistic



**Note:** When a syllable changes from unstressed to stressed, or stressed to unstressed, the vowel sound often changes. For example, the letter *O* in *atom* is pronounced /ə/, but in *atomic*, it is pronounced /ʌ/.

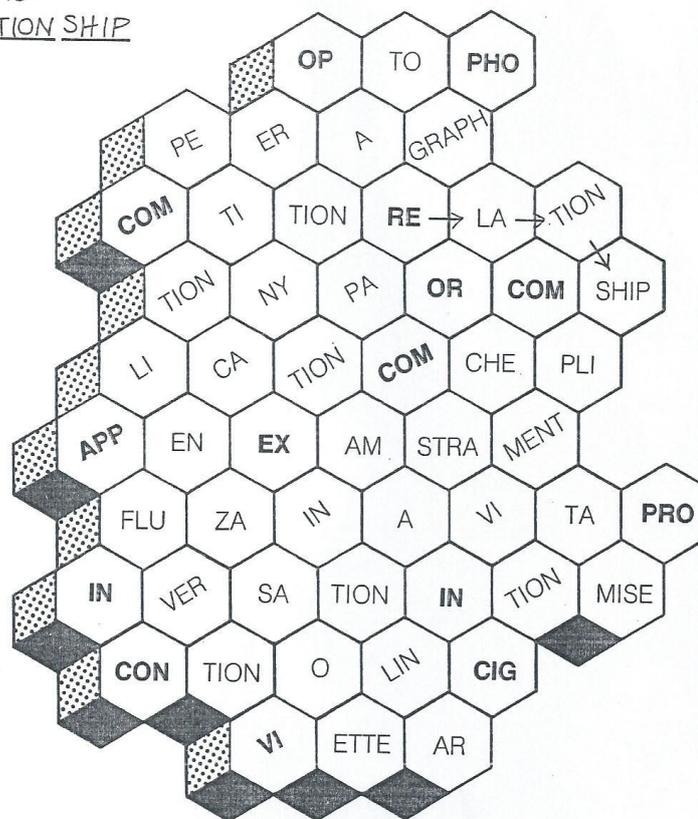


**Note:** The ending *-al* does not change the stress of the word (see Section A above), so, for example, the stress is on the same syllable in these two words: *economic*, *economical*.

# Sy-lla-ble search

There are 15 nouns in this honeycomb, divided into syllables. Join the syllables by tracing through them to find the answers to the questions. The first syllable of each word is marked in **bold**.

For example:  
1 = RE LATION SHIP



- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 What can you establish and break off?</li> <li>2 What can you light and put out?</li> <li>3 What can you sit and get through?</li> <li>4 What can you pay or accept?</li> <li>5 What can you perform or recover from?</li> <li>6 What can you enter and win?</li> <li>7 What can you accept or turn down?</li> </ol> | <ol style="list-style-type: none"> <li>8 What can you make or break?</li> <li>9 What can you take and develop?</li> <li>10 What can you conduct and play in?</li> <li>11 What can you put in and have rejected?</li> <li>12 What can you catch and get over?</li> <li>13 What can you hold or interrupt?</li> <li>14 What can you practise and tune?</li> <li>15 What can you set up or take over?</li> </ol> |
|---|---|

# Heavy syllables

Read these words aloud:

MONUMENT

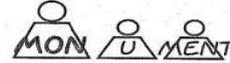


CATHEDRAL



Both words have three syllables (MON/U/MENT, CAT/HE/DRAL), but the *stress* is different.

In MONUMENT, the stress is on the first syllable: the first syllable is 'heavier' than the other two.

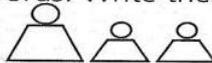


In CATHEDRAL, the stress is on the second syllable: the second syllable is 'heavier' than the other two.



Here are sixteen more words. Write them on the correct groups of weights.

There are eight like this:



and eight like this:



ARENA	ATHLETICS	BALCONY
BASKETBALL	COMPUTER	EQUIPMENT
EXERCISE	FURNITURE	INDUSTRY
MOTORBIKE	MUSEUM	ORCHESTRA
PHOTOGRAPH	POLICE MAN	POTATO
	UMBRELLA	

			A	RE	NA

25, May	<b>Session 5</b>	
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Tutee will learn about the basic rules of sentence stress.</li> <li>• Tutor will develop tutee’s awareness of the natural pausing by grouping words into thoughts.</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Book: Learn about the basic rules of sentence stress with listening. And apply what he learned through the exercises.</li> </ul>	35”
	<ul style="list-style-type: none"> <li>• Video clip: Introduce thought groups.</li> <li>• <a href="http://youtu.be/dHZIA0-G1sc">http://youtu.be/dHZIA0-G1sc</a></li> </ul>	20”
	<ul style="list-style-type: none"> <li>• Shadowing: Practice sentence stress and thought group</li> </ul>	10”
	Unit 32, 35 in the book. minimal pair vocabulary, tongue twisters	
<b>Homework</b>	Exercises in unit 32, 35, Recording: Tutee is required to record the sentences presented in the Exercise 32.4, 35.2, and 38.3 to practice sentence stress and thought group.	

## Session 5

The objective of Class 5 was about the basic rules of sentence stress and thought groups. I planned to deal with two features in one session because it is strongly related in spoken discourse.

I explained that the sentence stress is quite important because of its impact on intelligibility. We looked through the unit 32 and 35, with listening to CD for that. I had him read aloud some sentences from the book to practice the sentence stress. I assigned him homework and ask to record the sentences. I will use the recordings for giving him feedback. In this part, I mainly used the book because there were too many things I should deal with. However, having controlled exercises mostly made the session a bit boring. I should have provided less-controlled activities in meaningful tasks.

Secondly, I showed the video from YouTube to briefly introduce the thought group. During the watching, I sometimes stop playing and had the tutee repeat the sentences expressing thought group.

Lastly, I prepared one listening from IELTS 7 book from Cambridge university press. It is a part of lecture about MSG. I chose this listening because it was interesting topic. It is broadly known that MSG is not good for health. I never use MSG at home but I don't know exactly what MSG is. When we eat out, MSG is one of the main topics we talk about. I thought that the tutee would be interesting, too. After listening one time, I had him do shadowing without script. He expressed it was not easy but much better to feel sentence stress and thought group. He was also interested in the content of the listening. After doing shadowing twice, I gave him the script and ask to divide sentences with thought groups. Then, we listened one more time to compare it with recording. He was mostly correct.

Thought group and sentence stress were what the tutee wanted to get to know more. To develop these features, we need to be more exposed to meaningful English context. Using internet is one good way to practice more about thought group and sentence stress.

# 32

## Tea for two Introducing stress patterns

A

**B59** Many words in English are unstressed when they are in sentences. For example, when you say the words *to* or *for* on their own, they sound like the numbers *two* and *four*. However, normally when they are in the middle of sentences, *to* and *for* don't sound like numbers because they are unstressed.

Listen and compare the different stress patterns.

● = stressed word; ● = unstressed word.

● ● ●

121

123

T42

Wait four hours.

● ● ●

One to one.

One to three.

Tea for two.

Wait for hours.



B

Words which are usually unstressed in the middle of a sentence are called *function words*. Words which are stressed are called *content words*. Here's a list:

function words (unstressed)	content words (stressed)
prepositions (e.g. <i>to, for</i> )	nouns (e.g. <i>hour, tea</i> )
the verb <i>be</i> (e.g. <i>is, are, was</i> )	main verbs (e.g. <i>play, wait</i> )
auxiliary verbs (e.g. <i>can, does</i> )	adjectives and adverbs (e.g. <i>good, quickly</i> )
articles (e.g. <i>the, an</i> )	question words (e.g. <i>who, what</i> )
conjunctions (e.g. <i>and, or</i> )	contractions with <i>not</i> (e.g. <i>can't, isn't</i> )
personal pronouns (e.g. <i>you, her</i> )	

The symbol ● represents unstressed syllables. These may be whole words or syllables of a longer word. For example, the phrase *middle of the night* has the stress pattern ●●●●●. The three ●●● in this pattern are the second syllable of *middle* and the unstressed words *of* and *the*.



**Note:**

- Speakers may choose to stress function words to create a special meaning. For example, the normal pattern for *What do you want?* is ●●●●. However, you can choose to stress the pronoun *you* if you want to contrast it with another pronoun:  
(*I know what he wants, but*) *what do YOU want?* (See Units 40–44.)
- In this book, we only use the ● and ● symbols for normal patterns, not for special meanings.
- If you stress function words by mistake, it may cause a misunderstanding because your listener may look for a special meaning.
- Function words are sometimes stressed at the end of a sentence. For example, the sentence *Yes, I do* has the pattern ●●●.

C

**B60** When you hear sentences in English, you can hear the combination of stressed and unstressed words and syllables as a stress pattern. If this pattern is regular, you can hear it as a regular rhythm.

Listen to the poem below, which has a rhythm of four stressed syllables in each line, each one separated by two unstressed syllables: (●)●●●●●●●●

Leaves on the trees and the sun in the sky;  
The breeze is so fresh and the grass is so high.  
Gone is the autumn of yellow and gold.  
Gone are the nights of the winter so cold.  
Wake in the morning to blackbirds that sing.  
These are the things that I love about spring.



# 35

## What do you think? Auxiliary verbs in stress patterns

**A** **B74** Listen to the rhyme below. Notice the pronunciation of the auxiliary verbs in blue.

### The Spies

Where did they **meet**?  
What did they **say**?  
What did they **eat**?  
How did they **pay**?

Who did he **ring**?  
What will they **drink**?  
What will he **bring**?  
What do you **think**?

Where have they **been**?  
Where did they **go**?  
What does it **mean**?  
What do you **know**?



Notice that:

- Auxiliary verbs and pronouns are usually unstressed, so Wh-questions often have the stress pattern ●●●●:

●	●	●	●
Wh-word	auxiliary verb	pronoun	main verb
What	do	you	do?

- Other stress patterns occur when the sentence contains other unstressed syllables, e.g., *Where do you come from* = ●●●●●.
- *Do* as a main verb is pronounced /du:/ (rhymes with *two*), but as an unstressed auxiliary verb it is pronounced /də/. So the two examples of *do* in the sentence *What do you do?* are pronounced differently.

**B** **B75** Auxiliary verbs are stressed in negative contractions and at the end of sentences. Listen to these examples.

Yes, I **do**.  
I **don't know**.  
Yes, I **will**.  
He **won't say**.  
Yes, I **have**.  
I **haven't done** it.  
Yes, I **can**.  
I **can't help**.



**Note:** Auxiliary verbs can also be stressed for emphasis or contrast, e.g.

A: I don't eat meat, cheese or vegetables.

B: Oh. What **do** you eat?

For more on this, see Unit 40.

**C** **B76** In very fast speech, many of these kinds of questions may be pronounced with only three syllables. Listen.

●●●

What do you **want**? /'wɒt dʒə 'wɒnt/  
What does he **do**? /'wɒt si: 'du:/  
Where have you **been**? /'weə vjə 'bi:n/  
Where did he **go**? /'weə di: 'gəʊ/

## Exercises

### 35.1 B77 Listen and complete the questions.

EXAMPLE What ..... did he ..... do?

- |                     |                     |
|---------------------|---------------------|
| 1 Where ..... live? | 6 Who ..... meet?   |
| 2 What ..... say?   | 7 Where ..... sit?  |
| 3 Where ..... work? | 8 When ..... end?   |
| 4 What ..... see?   | 9 Where ..... been? |
| 5 Where ..... gone? | 10 Who ..... asked? |

### 35.2 B78 Write the missing questions in this dialogue and give the stress patterns. Then listen, check, pause and repeat the questions.

EXAMPLE A: *What do you do ...?* ●●●●

B: I'm a doctor.

1 A: .....?

B: I live in Kingston, Jamaica.

2 A: .....?

B: I work in the University Hospital.

3 A: .....?

B: Yes, I'm married. My husband is a teacher.

4 A: .....?

B: He teaches History and Geography.

5 A: .....?

B: At the Grove Road Secondary School.

6 A: .....?

B: I met him when I was on holiday in Florida.

7 A: .....?

B: We got married in 1999.



### 35.3 B79 Listen and write the sentences. The phonemic symbols will help you.

EXAMPLE /'wɒt dʒə 'mi:n / *What do you mean?* .....

- 1 /'hu: vjə 'təʊld/ .....
- 2 /'wɒt di: 'seɪ/ .....
- 3 /'wen dʒə 'stɑ:t/ .....
- 4 /'weə zi: 'gɒn/ .....
- 5 /'hau dʒə 'du:/ .....

## **8. Achievement test**

### 8.1 Rationale

An achievement test is made directly to be related to whole sessions' curriculum. The achievement test is comprised of five parts. The first part is listening and reading tasks. The consonant sounds /p/, /f/, /b/, /v/, /l/, and /r/ will be measured. The second part is for testing production of -ed word endings, which was handled in session 3. In part 3, the word stress test will be taken with the same way in diagnostic test. The last two parts were created to check whether the content words are stressed. Part D is related to both reading and speaking test and part F is only speaking. The six different pictures are taken from '*Step up to IELTS*' to give options to the tutee. The second part involves spontaneous speaking of the tutees. From this, we can compare how they articulate words when reading and speaking. Both the speaking sections are constructed to assess the suprasegmental features of pronunciation. I used revised version of rubric as diagnostic test.

## <Pronunciation Achievement Test>

### A. Sound pair: Consonant sounds

Listen to the words in the box.

robe - rope	half - halve
safer - saver	ferry - very
alive - arrive	flight - fright

- Listen. The speaker will say two words from the box.  
If you hear the same word twice, write S (same).  
If you hear two different word, write D (different).

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

- Read aloud the following words/sentences.

1. that sofa / that's over
2. This is where we lift / This is where we lived.
3. That's quite a few! / That's quite a view!
4. Ask your wife's. / Ask your wives' friends.
5. A current affair / A current of air

### B. -ed word endings

- Read aloud the following sentences.

1. I always walked away from flights.
2. I think they wanted to talk.
3. M and my friends laughed a lot.
4. On Saturdays, we danced all night.
5. I always hated Sundays.
6. You never helped Alice.
7. They enjoyed eating out.
8. They saved about twenty pounds.

## <Pronunciation Achievement Test>

### C. Word stress

- Write the words from the box in the correct column according to their stress pattern.

physics   chemistry   geography   democrat  
 Geology   photograph   photographic   nation

● ●	● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ●

### D. Sentence stress / Thought group

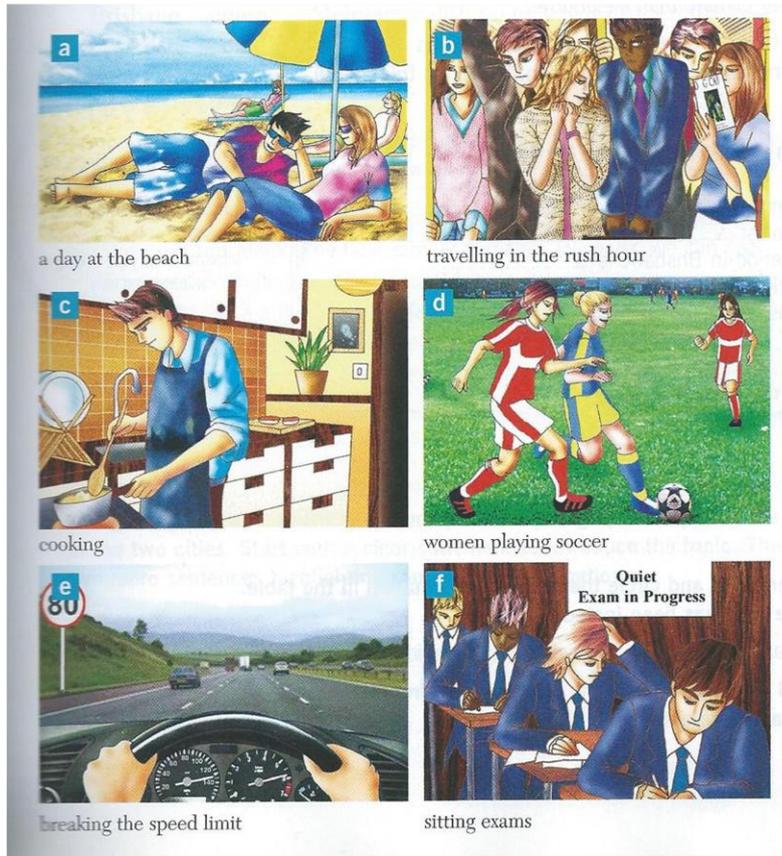
- Read aloud this story. Show where you could divide it into speech units using.

Sheila went to the doctor to complain about pains in her hand. The doctor suggested that she should have an operation. Sheila said, 'If I have the operation, will I be able to type with all my fingers?' 'Yes, of course,' replied the doctor. 'Great,' said Sheila. 'I've never been able to do that before.'

*Edited from 'English Pronunciation in Use Intermediate with Answers'*

## F. Picture Description

- Think about how you feel what is shown in the pictures below and then talk about it for 3 minutes. Use word stress, sentence stress with thought group to help you communicate.



*Pictures from 'Step up to IELTS' unit 5, Cambridge Books for Cambridge Exams*

Pictures from 'Step up to IELTS', Cambridge Books for Cambridge Exams

## 8.2 Rubrics

### A. Elements of speech Feedback Sheet

<b>Suprasegmentals</b>	1	2	3	4	5	6
Word stress			✓			
Nuclear stress placement					✓	
Thought group division				✓		
Rhythm in sentences			✓			
Linking		✓				
Intonation		✓				

(1= very weak, 6= very strong)

### B. Detailed assessment of pronunciation (Segmentals)

<b>Consonant sounds</b>	1	2	3	4	5	6
/b/, /p/						✓
/f/, /v/				✓		
/l/, /r/			✓			
-ed endings				✓		

(1= very weak, 6= very strong)

Comments	
----------	--

### 8.3 Analysis

According to the achievement test, It is identified that consonant sounds are mainly improved him in spoken English. The problematic consonant sounds are /r/ and /l/, /p/ and /f/, and /v/ and /b/. There were many times that /f/or /v/ sounds were not pronounced properly in diagnostic test.

He also had trouble with the words with -ed ending in diagnostic test. He still omit the ending altogether without consciousness, but he did little better in the achievement test. When the verb ends in /t/ or /d/, he added an extra syllable /Id/ naturally.

In terms of suprasegmental features, it was founded that he is getting better with word stress, sentence stress, and thought groups. Especially in the controlled reading passage, he could divide sentences in thought group. However, there is still room for extra practice with word stress.

## 9. Conclusion

I was a bit nervous when I heard about this project. I thought my pronunciation is not as perfect as native speaker of English. I could not be certificated to teach pronunciation. However, this class and project help to change my view. I realized that I could guide learners to find proper ways for studying English pronunciation. Changing attitude for teaching English and setting realistic goals may be the biggest things I've earned from this semester. Also I really appreciate that I had great opportunities that could get useful materials and apply them in real teaching situation through this project. I will keep trying to develop my teaching ability.

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