



**Berlitz**

**English**  
Pronunciation Program



*Passionate about Language*

- Improve your American English pronunciation
- For speakers of any language
- One audio CD & guidebook

## English Pronunciation Programme

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# INTRODUCTION

Welcome to the *English Pronunciation Programme*. This programme will introduce you to the sounds, and stress, rhythm, and intonation patterns of British English. It contains the following sections:

## **How to Pronounce the Sound**

This section gives you a simple explanation of how to move your lips, tongue, jaw, etc. in order to pronounce the sound.

## **Typical Spellings for the Sound**

Many pronunciation problems arise out of inconsistent and irregular English spelling patterns. This section shows you the relationship between English pronunciation and its spelling.

The third section gives you practice pronouncing the sound in the initial, medial and final position of words. The last section gives you practice pronouncing the sound in the context of sentences.

## **Using the English Pronunciation Programme**

You'll need a CD player. We also recommend a mirror to help you position your mouth and tongue to make the sound properly.

After you read the **How to Pronounce the Sound** and **Typical Spellings** sections, listen and then repeat the words and sentences while looking at the written text in the book. Work through each lesson until you feel you can say the words and sentences easily. Then do the lesson again without looking at the book.

## **Practising the Lessons**

In order to improve your pronunciation you will have to practise as much as possible. Practising every day is ideal. If this is not realistic for you, practise three to four times per week. Practice sessions of 20-30 minutes work very well. You can listen while preparing dinner or while driving. Practise when you are relaxed so that you will do your very best.

*Remember, the more you practise,  
the faster you will improve!*



**Pronouncing English Vowels**

English spelling patterns are extremely tricky and irregular. They are not a reliable guide to how a word is pronounced. For example, the letters *ew*, *o*, *u*, *oo*, and *ue* can all represent the /u/ sound. You can see this in the words *chew*, *do*, *moon*, *blue*, which are all pronounced with the same vowel sound.

This is very confusing, and that's why we use International Phonetic Alphabet (IPA) symbols in the *English Pronunciation Programme*. The IPA consists of a set of symbols in which one symbol always represents one sound.

Don't worry. You won't have to learn all of the symbols at once. Each sound will be explained individually. You will learn the symbols effortlessly as you practise each lesson.

Table 1 (Pronouncing Vowels) on the next page shows you the phonetic symbols and the typical spelling patterns for all the English vowels and diphthongs.

**TABLE 1 PRONOUNCING VOWELS**

Phonetic Symbol	Typical Spellings	Initial Position	Middle Position	Final Position
/i/	e, ee, ea, ie	<u>e</u> ven	te <u>a</u> m	se <u>e</u>
/ɪ/	i, ui, y	<u>i</u> t	qu <u>i</u> ck	-
/eɪ/	a, ay, ai	<u>a</u> ge	pa <u>i</u> d	awa <u>y</u>
/e/	e, ea	<u>e</u> gg	he <u>a</u> d	-
/æ/	a	<u>a</u> pple	h <u>a</u> t	-
/ɑ/	a	<u>a</u> lms	fa <u>t</u> her	-
/ɒ/	a, o	<u>o</u> pt	do <u>g</u>	-
/u/	u, oo, ew, u	<u>oo</u> ze	pl <u>u</u> me	che <u>w</u>
/ʊ/	u, ou	-	pu <u>t</u>	-
/ʌ/	u	<u>u</u> p	so <u>m</u> e	-
/əʊ/	o, oa, ough	<u>o</u> h	co <u>o</u> t	tho <u>u</u> gh
/ɔ/	a, al, aw	<u>a</u> ll	cr <u>a</u> wl	s <u>a</u> w
/ə/	a, e, i, o, u	<u>a</u> bove	beck <u>o</u> n	sod <u>a</u>
/ɜ/	ear, ir, or, ur	<u>e</u> arn	bir <u>d</u>	f <u>u</u> r
/aʊ/	ou, ow	<u>o</u> t	mo <u>u</u> se	no <u>w</u>
/aɪ/	i, igh, y	<u>i</u> cy	f <u>i</u> ve	sky
/ɔɪ/	oi, oy	<u>o</u> il	co <u>o</u> in	to <u>y</u>
/ɪə/	ear, eer, ere	<u>e</u> erie	me <u>r</u> ely	ne <u>a</u> r
/eə/	air	<u>a</u> ir	fa <u>i</u> rness	ha <u>i</u> r
/ʊə/	oor, ur	-	po <u>o</u> rly	ass <u>u</u> re



As you work your way through this section of the pronunciation programme, you will often notice the words *vowels*, *diphthongs*, *lips*, and *jaw*. Take a moment to read over the definitions of these terms.

**VOWEL**

A vowel is a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air coming from the mouth. The vowels in English are represented by the letters A E I O U Y.

**DIPHTHONG**

A diphthong is a combination of two vowel sounds. It begins as one vowel sound and ends as another. While you are pronouncing a diphthong, your lips and jaw start out in the position of the first vowel, and glide into the position of the second vowel sound. The most common diphthongs in English are /eɪ/, /oʊ/, /aʊ/, /aɪ/, and /ɔɪ/.

The various vowels and diphthongs are produced by changing the shape of your lips and raising or lowering your jaw.

The shape of your lips changes for each vowel sound. For example, the lips are very rounded and in a 'kissing' position for the vowel /u/ as in the words 'you' or 'soon'. They are spread wide into a 'smiling' position for the vowel /i/ as in the words 'cheese' or 'pizza'.

The size of your jaw opening also changes for each vowel sound. For example, the jaw is dropped the lowest and in a 'yawning' position for the vowel /a/ as in 'father'. It is raised high causing your mouth to be almost closed for the vowel /ɪ/ as in the words 'it' or 'little'.

**How to Pronounce /i/:** The lips are spread into a 'smile' position. The jaw is raised.

**Typical Spellings for /i/:** me, fee, sea

**Less Common Spellings for /i/:** piece, receive, key, police

**/i/ Words**

Be sure to keep your lips in a smile position as you say /i/.

Beginning	Middle	End
<u>e</u> ast	<u>f</u> ee	<u>m</u> e
<u>e</u> asy	<u>m</u> ean	<u>k</u> ey
<u>e</u> ach	<u>n</u> iece	<u>s</u> ee
<u>e</u> ven	<u>r</u> eceive	<u>a</u> gree

**/i/ Sentences**

He's teaching me.

Steve will leave the key.

We eat meat.

**Note:** in some dictionaries, /i/ is represented as /i:/.

**LESSON****2****/ɪ/ as in IT, BIG**

**How to Pronounce /ɪ/:** The lips are relaxed and barely parted. The jaw is just a bit lower than for /i/.

**Typical Spellings for /ɪ/:** is, gym, build

**Less Common Spellings for /ɪ/:** pretty, busy, women

**/ɪ/ Words**

Remember your lips should hardly move as you pronounce /ɪ/.

**Beginning**

if  
ill  
into  
infant

**Middle**

win  
tip  
gym  
quick

**/ɪ/ Sentences**

Pick up the tickets.  
Bill will visit the city.

**LESSON****3****/i/ and /ɪ/ Contrast****/i/ and /ɪ/ Word Pairs**

Remember to spread your lips into a smile for /i/ and relax them for /ɪ/.

/i/	/ɪ/
<u>e</u> at	<u>i</u> t
<u>f</u> eel	<u>f</u> ill
<u>s</u> eat	<u>s</u> it
<u>m</u> eat	<u>m</u> ill

**/i/ and /ɪ/ Sentence Pairs**

The outfit is neat.  
Don't sleep.  
The heels are high.

The outfit is knit.  
Don't slip.  
The hills are high.

LESSON

4

/eɪ/ as in AGE, WAIT, AWAY

**How to Pronounce /eɪ/:** /eɪ/ is a diphthong. The lips are spread and not round. The jaw rises with the tongue and closes slightly during the production of this sound.

**Typical Spellings for /eɪ/:** age, paid, day

**Less Common Spellings for /eɪ/:** eight, they, great

**/eɪ/ Words**

/eɪ/, like other diphthongs, is a long sound. It normally occurs in stressed syllables, like long vowels do.

Beginning	Middle	End
<u>a</u> pe	<u>r</u> ace	<u>d</u> ay
<u>a</u> im	<u>g</u> reat	<u>g</u> rey
<u>a</u> ble	<u>s</u> ame	<u>w</u> eigh
<u>a</u> geing	<u>m</u> ake	<u>a</u> way

**/eɪ/ Sentences**

Wait for the plane.  
The lake is a great place.

LESSON

5

/e/ as in EGG, HEAD

**How to Pronounce /e/:** The lips are spread slightly. The jaw is dropped slightly more than for /eɪ/.

**Typical Spellings for /e/:** test, bread

**Less Common Spellings for /e/:** said, many

**/e/ Words**

Open your mouth just a little wider than for /eɪ/.

Beginning	Middle
<u>e</u> gg	<u>w</u> est
<u>e</u> ver	<u>f</u> riend
<u>e</u> nter	<u>f</u> ence
<u>e</u> mpy	<u>l</u> eft

**/e/ Sentences**

Ben went to get eggs.  
The wedding is Wednesday.



LESSON

6

/æ/ as in APPLE, HAT

**How to Pronounce /æ/:** The lips are spread. The jaw is dropped slightly more than for /e/.

**Typical Spellings for /æ/:** at, have

/æ/ Words

Open your mouth just a bit wider than for /e/.

**Beginning**

act  
and  
apple  
ashes

**Middle**

tap  
back  
hand  
bash

/æ/ Sentences

Dan had a plan.  
Ann was acting.

LESSON

7

/ɑ/ as in ARM, FATHER

**How to Pronounce /ɑ/:** The mouth is wide open; the jaw is dropped and the tongue is pulled towards the back of the mouth.

**Typical Spellings for /ɑ/:** arm, card, father

/ɑ/ Words

Because the 'r' often following this sound is absorbed into it and not pronounced, be sure to give this vowel a long pronunciation.

**Beginning**

alms  
arm  
art  
aunt

**Middle**

farmer  
father  
hard  
tart

/ɑ/ Sentences

Farming is hard work.  
Father parked the car.

**Note:** in some dictionaries, /ɑ/ is represented as /ɑː/.

# LESSON

# 8

/ɒ/ as in OPERA, GOT

**How to Pronounce /ɒ/** The mouth is roundly open; the tongue is low in the mouth.

**Typical Spellings for /ɒ/:** watch, rock, dog

## /ɒ/ Words

Be sure that your tongue does not rise up at the front when you pronounce /ɒ/.

### Beginning

on  
off  
opera  
honest

### Middle

lock  
want  
body  
hog

## /ɒ/ Sentences

Stop watching the clock.  
Rob lost his socks.

# LESSON

# 9

/eɪ/, /e/, /æ/, /ɑ/ and  
/ɒ/ Contrast

## /eɪ/ and /e/ Word Pairs

/eɪ/ <u>m</u> ate <u>p</u> ain	/e/ <u>m</u> et <u>p</u> en
--------------------------------------	-----------------------------------

## Sentence Pairs

We're out of paper.

We're out of pepper.

## /e/ and /æ/ Word Pairs

/e/ <u>w</u> reck <u>n</u> et	/æ/ <u>r</u> ack <u>g</u> nat
-------------------------------------	-------------------------------------

## Sentence Pairs

Follow the men.

Follow the man.

## /æ/ and /ɑ/ Word Pairs

/æ/ <u>h</u> ad <u>p</u> ack	/ɑ/ <u>h</u> ard <u>p</u> ark
------------------------------------	-------------------------------------

## Sentence Pairs

There's a shack.

There's a shark.

## /ɑ/ and /ɒ/ Word Pairs

/ɑ/ <u>c</u> ard <u>l</u> ast	/ɒ/ <u>c</u> od <u>l</u> ost
-------------------------------------	------------------------------------

## Sentence Pairs

Some parts are missing.

Some pots are missing.

**How to Pronounce /u/:** The lips are rounded into a 'kissing' position. The jaw is raised. The tongue is further back in the mouth than for /i/.

**Typical Spellings for /u/:** pool, brew, blue

**Less Common Spellings for /u/:** two, group, fruit, shoe

### /u/ Words

Remember to keep your lips in a kissing position as you say /u/.

Middle	End
<u>tool</u>	<u>chew</u>
<u>moon</u>	<u>who</u>
<u>June</u>	<u>shoe</u>
<u>room</u>	<u>true</u>

### /u/ Sentences

Do you want juice?  
The pool was too cool.

**Note:** in some dictionaries, /u/ is represented as /ʊ/.

**How to Pronounce /ʊ/:** The lips are relaxed and barely parted. The jaw is lower than for /u/.

**Typical Spellings for /ʊ/:** bush, took, should

**Less Common Spelling for /ʊ/:** wolf

### /ʊ/ Words

Remember, your lips barely move when you say /ʊ/.

<u>push</u>	<u>sugar</u>
<u>look</u>	<u>could</u>
<u>full</u>	<u>cushion</u>
<u>wood</u>	<u>woman</u>

### /ʊ/ Sentences

The bushel was full.  
Pudding is good.

**/u/ and /ʊ/ Word Pairs**

Remember to round your lips for /u/ and relax them for /ʊ/.

/u/	/ʊ/
<u>s</u> uit	so <u>o</u> t
<u>f</u> ool	<u>f</u> ull
<u>p</u> ool	<u>p</u> ull

**/u/ and /ʊ/ Sentence Pairs**

We need a pool.  
Clean off the suit.

We need a pull.  
Clean off the soot.

**How to Pronounce /ʌ/:** The lips are relaxed and barely parted. The jaw is quite a bit lower than for /ʊ/.

**Typical Spellings for /ʌ/:** cut, won

**Less Common Spellings for /ʌ/:** trouble, blood

**/ʌ/ Words**

Your lips should hardly move as you pronounce /ʌ/.

**Beginning**

us  
under  
ugly  
onion

**Middle**

un  
love  
cover  
ton

**/ʌ/ Sentences**

Cover up in the sun.  
The colour was plum.

**How to Pronounce /əʊ/:** /əʊ/ is a diphthong. The lips start in an open position, then move to a rounded position. The jaw rises with the tongue and closes slightly during the production of this sound.

**Typical Spellings for /əʊ/:** cone, road, low

**Less Common Spellings for /əʊ/:** goes, though

#### /əʊ/ Words

/əʊ/ is a long sound. Be sure to prolong it.

Beginning	Middle	End
<u>o</u> ld	<u>bo</u> at	g <u>o</u>
<u>o</u> pen	r <u>o</u> se	l <u>o</u> w
<u>o</u> ver	m <u>o</u> st	t <u>o</u> e
<u>o</u> nly	ph <u>o</u> ne	th <u>o</u> ugh

#### /əʊ/ Sentences

The hotel is open.  
Joe wrote a note.

**How to Pronounce /ɔ:/:** The lips are strongly rounded. The tongue is in the back of the mouth.

**Typical Spellings for /ɔ:/:** fork, fall, awe, cause

**Less Common Spellings for /ɔ:/:** broad, caught

#### /ɔ:/ Words

Beginning	Middle	End
<u>a</u> ll	ca <u>ll</u>	po <u>r</u> e
<u>a</u> we	h <u>o</u> rn	ra <u>w</u>
<u>o</u> re	pa <u>u</u> se	dra <u>w</u>
<u>o</u> ught	bo <u>u</u> ght	fla <u>w</u>

#### /ɔ:/ Sentences

Call Paul.  
 Is your daughter tall?

**Note:** in some dictionaries, /ɔ:/ is represented as /ɔ:/.

## Word Contrasts

/ʌ/	/əʊ/	/ɔ/	/ɒ/
<u>r</u> t	w <u>ro</u> te	<u>c</u> ork	<u>c</u> ock
st <u>u</u> ck	st <u>o</u> ke	<u>f</u> orks	<u>f</u> ox
<u>f</u> und	ph <u>o</u> ned	<u>p</u> awed	<u>p</u> od

## Sentence Pairs

/ʌ/

Sarah ate the bun.

/əʊ/

Sarah ate the bone.

/ɔ/

What a lovely chord!

/ɒ/

What a lovely cod!

**How to Pronounce /ə/:** This vowel is called 'schwa'. /ə/ occurs only in unstressed syllables of words. It can be spelled with nearly any vowel or combination of vowels. The lips are completely relaxed and hardly move when you produce /ə/.

## /ə/ Words

Remember that the syllable with /ə/ is not stressed.

Beginning Syllable	Middle Syllable	Final Syllable
<u>a</u> lone	<u>p</u> erform	sod <u>a</u>
<u>u</u> pon	mel <u>o</u> dy	less <u>o</u> n
<u>a</u> round	holi <u>d</u> ay	pic <u>t</u> ure

## /ə/ Sentences

They arrived in Africaa.

Tina fell asleep.

**How to Pronounce /ɜ:/** The lips are partly open.  
/ɜ:/ usually occurs in stressed syllables.

**Typical Spellings for /ɜ:/** girl, hurt, serve, word

**Less Common Spellings for /ɜ:/** learn, journey

### /ɜ:/ Words

Beginning	Middle	End
<u>e</u> arn	bu <u>r</u> n	st <u>i</u> r
<u>e</u> arly	<u>f</u> irst	w <u>e</u> re
<u>u</u> rban	w <u>o</u> rm	de <u>t</u> er
<u>u</u> rgent	he <u>a</u> rd	oc <u>u</u> rr

### /ɜ:/ Sentences

Learn the verbs.

The girls were early.

**Note:** in some dictionaries /ɜ:/ is represented as /ɜ:/.

### /ɜ:/ and /ə/ Word and Sentence Pairs

Be sure to stress the boldfaced syllable in each word.  
Note that the letters that make the sound are underlined.

### Word Pairs

/ɜ:/	/ə/
<b>hur</b> dle	hurrah
<b>per</b> son	percent
<b>sur</b> plus	surprise

### Sentence Pairs

/ɜ:/

It's a big dessert.

You can't get a permit.

/ə/

It's a big desert.

You can't permit it.

**How to Pronounce /aʊ/:** /aʊ/ is a diphthong. The lips move from an open to a partly closed and rounded position. The jaw rises with the tongue and closes slightly during the production of this sound.

**Typical Spellings for /aʊ/:** ound, own

**Less Common Spelling for /aʊ/:** plough

### /aʊ/ Words

/aʊ/ is a long sound. Be sure to prolong it.

Beginning	Middle	End
<u>out</u>	<u>about</u>	<u>how</u>
<u>ounce</u>	<u>loud</u>	<u>now</u>
<u>hour</u>	<u>house</u>	<u>eyebrow</u>
<u>outside</u>	<u>towel</u>	<u>plough</u>

### /aʊ/ Sentences

I found flowers.

How about a blouse?

**How to Pronounce /aɪ/:** /aɪ/ is a diphthong. The lips move from an open to a slightly closed position. The jaw rises with the tongue and closes slightly during the production of this sound.

**Typical Spellings for /aɪ/:** ice, fly, pie, right

**Less Common Spellings for /aɪ/:** aisle, eye, buy

### /aɪ/ Words

Beginning	Middle	End
<u>ice</u>	<u>five</u>	<u>buy</u>
<u>eye</u>	<u>time</u>	<u>tie</u>
<u>aisle</u>	<u>style</u>	<u>dry</u>
<u>island</u>	<u>night</u>	<u>sigh</u>

### /aɪ/ Sentences

My tie has stripes.

I like pie.



## LESSON

22

/ɔɪ/ as in OIL, COIN, TOY

**How to Pronounce /ɔɪ/:** This is a diphthong. The lips move from a partially closed and rounded to a slightly open position.

**Typical Spellings for /ɔɪ/:** voice, toy

## /ɔɪ/ Words

/ɔɪ/ is a long sound. Be sure to prolong it.

Beginning	Middle	End
<u>oi</u> l	<u>coi</u> n	av <u>oi</u> d
<u>oi</u> ly	<u>noi</u> se	ann <u>oi</u> y
<u>oi</u> lness	<u>loi</u> al	en <u>jo</u> y
<u>oi</u> ster	<u>poi</u> nt	em <u>pl</u> oy

## /ɔɪ/ Sentences

The joint will need oiling.  
Enjoy the voyage.

## LESSON

23

/aʊ/ /aɪ/ /ɔɪ/ CONTRAST

## Word Contrasts

/aʊ/	/aɪ/	/ɔɪ/
<u>l</u> oud	<u>li</u> ed	L <u>l</u> oyd
<u>f</u> owl	<u>fi</u> le	<u>foi</u> l
<u>o</u> wl	<u>a</u> isle	<u>oi</u> l

## Sentence Contrasts

/aʊ/	/aɪ/	/ɔɪ/
Where's the <u>f</u> owl?	Where's the <u>fi</u> le?	Where's the <u>foi</u> l?
It's a little <u>o</u> wl.	It's a little <u>a</u> isle.	It's a little <u>oi</u> l.

Standard British pronunciation does not pronounce the 'r' that follows a vowel sound. Instead, these sounds are pronounced as diphthongs. The diphthong begins with a vowel sound you have already learnt, and ends with the /ə/ sound. Here are the single vowel sounds (without the /ə/) contrasted with three diphthongs.

/ɪ/

hisridI didn't see his bid.

/ɪə/

hearsrearedI didn't see his beard.

/e/

beddentShe shed her coat.

/eə/

bareddaren'tShe shared her coat.

/ʊ/

goodpulleyThe goods are for sale.

/ʊə/

gourdpoorlyThe gourds are for sale.

## Stress

In English, you need to use word and sentence stress correctly if you want your listeners to accurately understand the meaning of your words. You must stress certain syllables in words; otherwise they will be misunderstood or sound strange. For example, if you stress the second syllable of the word 'present', you will be pronouncing a verb which means 'to introduce; to offer'. If you stress the first syllable by pronouncing 'present', you will be referring to a noun which means 'a gift'.

An important feature of English is the use of stress within words. Every word of more than one syllable has a syllable that is stressed or said louder than the others.

Just as it is important to stress the correct syllable in a word, it is important to stress the correct word or words in a sentence. In English, specific words within a sentence are stressed or said louder to make them stand out. Your listeners may misunderstand you if you use sentence stress incorrectly. For example, 'I didn't say it', implies 'Someone else said it'. 'I didn't say it', implies a completely different meaning altogether.

## Rhythm

The rhythm of a language is created by the strong stresses or syllables in a sentence. In many languages, the vowels in all syllables are accented almost equally. This is not true in English. Conversational English is more rapid and less precise than formal speech. English speakers often speed up and reduce unstressed words

or syllables in sentences. For example, the six word sentence, 'I would like butter and jam', may be squeezed into four words, 'I'd like butter'n jam'. Additionally, English speakers link words together into phrases that are separated by pauses. Improperly used pauses, like improperly used stress patterns, may cause your listeners to misunderstand you. For example, 'I don't know Tim', implies that you don't know a man named Tim. 'I don't know, (pause) Tim', implies that you are telling Tim directly that you don't know the answer to his question. Effective use of rhythm will help you to achieve more natural-sounding speech and be better understood.

## Intonation

Intonation refers to the variation of pitch within a phrase or sentence. Intonation is created by the rising and falling pitch of your voice while speaking. Your intonation tells listeners whether you are making a statement or asking a question. For example, the statement, 'He lives in Miami', becomes a question, 'He lives in Miami?' when you raise the pitch of your voice at the end of it.

As you can see, it is not always 'what you say' but 'how you say it' that counts! Correct use of stress, rhythm and intonation patterns is important to help you get your message across correctly and to sound more like a native English speaker.

## Stress in Two- and Three-Syllable Words

Stress on the  
1<sup>st</sup> Syllableapple  
teacherStress on the  
2<sup>nd</sup> Syllableinvite  
tomorrowStress on the  
3<sup>rd</sup> Syllableafternoon  
absolute

## Stress in Compound Nouns

Compound nouns are usually stressed on the first syllable.

bookshop stop sign ice cream

## Stress in Noun/Verb Homographs\*

Nouns are stressed on the first syllable; verbs are stressed on the second syllable.

Noun Phrase

good conduct  
Sahara desert  
win the contest

Verb Phrase

conduct the meeting  
desert the ship  
contest the will

## Sentence Stress in Questions/Responses

The stress on words within a sentence often shifts to reflect a change in meaning.

Did Ken buy a car?

Did Ken buy a car?

Did Ken buy a car?

No, Ken borrowed a car.

No, Tom bought a car.

No, Ken bought a boat.

## Contractions

A contraction is one word that is formed by combining two other words. Using contractions will help your speech sound natural.

## Full Form Phrase

I am tired.

We do not know.

He is not home.

You are nice.

We have met.

## Contraction Phrase

I'm tired.

We don't know.

He isn't home.

You're nice.

We've met.

## Phrasing and Pausing

A phrase is a thought unit of speech. A pause is a brief moment of silence that helps to separate one phrase from another. Long sentences should be divided into phrases. Be sure to pause between each phrase marked by the slanted lines.

Karen// my best friend// is out of town.

I lost my glasses// my ring// and my wallet.

Columbus// the famous explorer// was Italian.

## Linked Phrases

## Full Form Phrase

piece of cake

pie and mash

## Linked Phrase

piece a cake

pie 'n mash

\*Homographs are nouns and verbs that are spelled the same. They are not always pronounced the same.

### Intonation in Declarative Sentences and Requests

Declarative sentences and requests end with a falling intonation. ↘

Claire is my friend. ↘  
I bought a new car. ↘  
Send the letter by airmail. ↘

### Intonation in 'Key' Questions

Questions that require more than a yes/no answer end with a falling intonation. ↘

What time is it? ↘  
Where did you park? ↘  
How was the game? ↘

### Intonation in 'YES/NO' Questions

Questions that request a simple 'yes' or 'no' answer end with an upward intonation. ↗

May I see the menu? ↗  
Does Michael smoke? ↗  
Do you like the wine? ↗

### Intonation in Questions/Answers

Be sure to use a rising pitch at the end of each yes/no question and a falling pitch at the end of the answer.

Will you go? ↗      Yes, I will. ↘  
Did Paul study? ↗      No, he didn't. ↘

## CONSONANTS



## PRONOUNCING CONSONANTS

As you have already discovered, English spelling patterns are inconsistent and they are not a reliable guide to the pronunciation of vowel sounds. Unfortunately, English spelling patterns are not a reliable guide to pronouncing consonant sounds, either. For example, the letters *s*, *sh*, *ss*, *ch*, and *ti* can all represent the /ʃ/ sound. Consider the words *sure*, *she*, *machine*, *nation*. They are all pronounced with the same consonant sound: /ʃ/.

This of course is very confusing. That's why we continue to use the International Phonetic Alphabet (IPA) symbols to teach you English consonant sounds. As with the vowels, each consonant will be explained individually. You will learn the symbols one at a time as you practise each lesson. Table 2 (Pronouncing Consonants) shows you the IPA symbols and the typical spelling patterns for all the English consonant sounds.

## TABLE 2



## PRONOUNCING CONSONANTS

### KEY WORDS

Phonetic Symbol	Typical Spellings	Initial Position	Middle Position	Final Position
/s/	s, ss, c	<u>s</u> it	miss <u>ing</u>	face
/z/	z, zz	<u>z</u> oo	laz <u>y</u>	buzz
/t/	t	<u>t</u> oe	ret <u>urn</u>	hat
/d/	d	<u>d</u> ay	ladd <u>er</u>	head
/θ/	th	<u>th</u> umb	auth <u>or</u>	bath
/ð/	th	<u>th</u> em	moth <u>er</u>	breath <u>e</u>
/ʃ/	sh, ss	<u>sh</u> e	ash <u>en</u>	fish
/tʃ/	ch, tu, tch	<u>ch</u> erry	natur <u>e</u>	watch
/ʒ/	si, ge	-	vis <u>ion</u>	beig <u>e</u>
/dʒ/	j, g, dg	<u>j</u> elly	mag <u>ic</u>	edg <u>e</u>
/j/	y	<u>y</u> es	bey <u>ond</u>	-
/p/	p	<u>p</u> ot	happ <u>y</u>	tip
/b/	b	<u>b</u> oy	tab <u>le</u>	cab
/f/	f	<u>f</u> un	aft <u>er</u>	if
/v/	v	<u>v</u> ery	ov <u>en</u>	dive
/k/	c, ck, k	<u>c</u> oat	packag <u>e</u>	lik <u>e</u>
/g/	g, gg	<u>g</u> ive	ag <u>o</u>	egg
/w/	w	<u>w</u> et	aw <u>ay</u>	-
/l/	l, ll	<u>l</u> ove	hell <u>o</u>	pill
/r/	r, rr	<u>r</u> ock	mer <u>ry</u>	-
/h/	h	<u>h</u> it	beh <u>ind</u>	-
/m/	m, mm	<u>m</u> y	ham <u>mer</u>	fam <u>e</u>
/n/	n, nn	<u>n</u> ot	funn <u>y</u>	in
/ŋ/	ng	-	sing <u>er</u>	th <u>ing</u>



As you work your way through this section of the *English Pronunciation Programme*, you will often notice the words *voiced consonant*, *voiceless consonant*, *gum ridge*, and *soft palate*. Take a moment to read over the definitions of these terms.

**VOICED CONSONANT**

A voiced consonant is a sound produced with vibrating vocal cords. Place the palm of your hand on your throat while making a buzzing noise. You can feel your vocal cords vibrate as you say 'ZZZZZZZZZZZZZZZZ'.

**VOICELESS CONSONANT**

A voiceless consonant is a sound produced with no vibration of the vocal cords. Place the palm of your hand on your throat while making a hissing sound. You will not feel your vocal cords vibrate as you say 'SSSSSSSSSSSSSS'.

**GUM RIDGE/SOFT PALATE**

The gum ridge is the hard part of the roof of your mouth just behind your upper front teeth.

The soft palate is the soft part of the roof of your mouth towards the back of your throat.

The chart on the next page shows you which consonants are voiced and which are voiceless. It is not necessary to memorize the chart. Just place your palm over your throat as you pronounce the voiced and voiceless consonants. You will be able to feel the difference.

**English Consonant Sounds**

Voiced	Voiceless
/b/	/p/
/d/	/t/
/g/	/k/
/v/	/f/
/z/	/s/
/ð/	/θ/
/dʒ/	/tʃ/
/ʒ/	/ʃ/
/m/, /n/, /ŋ/	/h/
/j/, /w/, /l/, /r/	

**How to Pronounce /s/:** The tongue tip is held gently against the gum ridge behind the upper front teeth. The vocal cords are not vibrating.

**Typical Spellings for /s/:** sun, nice

**Less Common Spellings for /s/:** scenery, waltz

Remember to make the hissing sound of a snake when you say /s/.

### /s/ Words

Beginning	Middle	End
<u>s</u> ee	pen <u>s</u> il	ki <u>s</u> s
<u>s</u> top	le <u>s</u> son	fa <u>s</u> e
<u>s</u> peak	rac <u>s</u>	th <u>s</u>
	ans <u>s</u> wer	hou <u>s</u> e

### /s/ Sentences

See you in class.  
I'm so sorry.

**How to Pronounce /z/:** The tongue tip is held gently against the gum ridge behind the upper front teeth. The vocal cords are vibrating.

**Typical Spellings for /z/:** zip, his

**Less Common Spelling for /z/:** xylophone

### /z/ Words

Be sure your vocal cords vibrate when you produce /z/.

Beginning	Middle	End
<u>z</u> oo	la <u>z</u> y	ma <u>z</u> e
<u>z</u> ero	ea <u>z</u> y	the <u>z</u> e
<u>z</u> one	di <u>z</u> zy	no <u>z</u> e
<u>z</u> ebra	bu <u>z</u> y	bre <u>z</u> e

### /z/ Sentences

Where z is the zebra crossing?  
Liza raised z prize roses.  
We're z busy on Tueszdays.



**/s/ and /z/ Word Pairs**

Remember, your vocal cords vibrate for /z/ but not for /s/.

/s/	/z/
<u>S</u> ue	zoo
<u>s</u> ip	z <u>i</u> p
<u>s</u> ink	z <u>i</u> nc
ri <u>c</u> e	ri <u>s</u> e

**/s/ and /z/ Sentence Pairs**

What's the price?  
I like the place.

What's the prize?  
I like the plays.

**/s/ and /z/ in Noun/Verb Pairs**

Some nouns and verbs are spelled the same. However, when spoken, the letter 's' in the noun is pronounced /s/ and in the verb as /z/.

**Noun Phrases ('s' = /s/)**

What's the use?  
Make an excuse.  
I have a house.

**Verb Phrases ('s' = /z/)**

I use it.  
Please excuse me.  
The zoo will house  
the animals.

**How to Pronounce /t/:** The tongue tip presses against the gum ridge behind the upper front teeth and releases quickly with a puff of air. The sides of the tongue are not touching anything. The vocal cords are not vibrating.

**Typical Spellings for /t/:** to, little

**Less Common Spelling for /t/:** walked

**/t/ Words**

Your tongue tip should be pressed firmly against your gum ridge when you say /t/.

Beginning	Middle	End
<u>t</u> wo	in <u>t</u> end	at
<u>t</u> ime	un <u>t</u> il	vo <u>t</u> e
<u>t</u> ry	betw <u>o</u> een	part
<u>t</u> eam	fi <u>t</u> teen	wait

**/t/ Sentences**

Take the test.  
What time is the party?  
Turn off the telly and the light.

**How to Pronounce /d/:** The tongue tip is pressed against the gum ridge behind the upper front teeth and is released quickly. The vocal cords are vibrating.

**Typical Spellings for /d/:** do, fiddle

### /d/ Words

Be sure your vocal cords are vibrating when you pronounce /d/.

Beginning	Middle	End
<u>d</u> ay	under	find
<u>d</u> oor	re <u>d</u> y	car <u>d</u>
<u>d</u> rawing	wind <u>o</u> w	good
<u>d</u> ance	Mon <u>d</u> ay	ahead

### /d/ Sentences

Ed had a cold.

Dad found the dog.

We made some bread.

**How to Pronounce /θ/:** The tongue tip is held gently between the upper and lower front teeth. The vocal cords are not vibrating.

**Typical Spellings for /θ/:** think, bath, nothing

### /θ/ Words

Be sure your tongue tip is between your teeth when you produce /θ/.

Beginning	Middle	End
<u>th</u> in	some <u>th</u> ing	pa <u>th</u>
<u>th</u> ank	ma <u>th</u> s	mo <u>th</u>
<u>th</u> ousand	hea <u>th</u> y	so <u>th</u>
<u>Th</u> ursday	bir <u>th</u> day	tee <u>th</u>

### /θ/ Sentences

Thank you both.

The third team is through.

Ruth is thin.

**How to Pronounce /ð/:** The tongue tip is held gently between the upper and lower front teeth. The vocal cords are vibrating.

**Typical Spellings for /ð/:** the, bathe, other

**/ð/ Words**

Be sure your tongue tip is between your teeth when you produce /ð/.

Beginning	Middle	End
<u>them</u>	<u>father</u>	<u>bathe</u>
<u>these</u>	<u>another</u>	<u>smooth</u>
<u>there</u>	<u>together</u>	<u>clothe</u>
<u>though</u>	<u>weather</u>	<u>breathe</u>

**/ð/ Sentences**

They bought leather.  
I would rather have these.  
Mother's clothing is there.

**/t/ and /d/ Word and Sentence Pairs**

Remember, your vocal cords vibrate for /d/ but not for /t/.

/t/ <u>bat</u> <u>set</u> <u>height</u>	/d/ <u>bad</u> <u>said</u> <u>hide</u>
--	---

Sam made his bet.  
Get the cart.

Sam made his bed.  
Get the card.

**/s/, /θ/ and /t/ Word and Sentence Contrasts**

/s/ <u>sin</u> <u>seem</u>	/θ/ <u>thin</u> <u>theme</u>	/t/ <u>tin</u> <u>team</u>
----------------------------------	------------------------------------	----------------------------------

It's a sin.  
I feel sick.

It's thin.  
It feels thick.

It's tin.  
I feel a tick.

**/z/ and /ð/ Word and Sentence Pairs**

/z/ <u>bays</u> <u>close</u> <u>booze</u>	/ð/ <u>bathe</u> <u>clothe</u> <u>booth</u>
--	--

Feel that breeze.  
It's not closing.

Feel them breathe.  
It's not clothing.

**/d/ and /ð/ Word and Sentence Pairs**

/d/ <u>day</u> <u>dough</u> <u>breed</u>	/ð/ <u>they</u> <u>though</u> <u>breathe</u>
---	---

It's not wordy.  
I see the udder.

It's not worthy.  
I see the other.

**How to Pronounce /ʃ/:** The tongue tip is near but does not touch the gum ridge or hard palate. The vocal cords are not vibrating. /ʃ/ is a continuous quiet sound: shhhhhhhhhh!

**Typical Spellings for /ʃ/:** shoe, chef, motion, special, assure

**Less Common Spellings for /ʃ/:** sure, ocean, tension, anxious

### /ʃ/ Words

Be sure your tongue tip does not touch any part of the roof of your mouth.

Beginning	Middle	End
<u>sh</u> oe	<u>fa</u> shion	<u>pu</u> sh
<u>sh</u> are	<u>so</u> cial	<u>wi</u> sh
<u>sh</u> op	<u>ca</u> ution	<u>fi</u> nish
<u>sh</u> ow	<u>ma</u> chine	<u>En</u> glish

### /ʃ/ Sentences

Polish the shoes.

Sheila finished washing the dishes.

**How to Pronounce /tʃ/:** The tongue tip is placed firmly against the gum ridge behind the upper front teeth. /tʃ/ is a combination consonant. It begins as /t/ and ends as /ʃ/. The vocal cords are not vibrating.

**Typical Spellings for /tʃ/:** chop, nature

**Less Common Spellings for /tʃ/:** question, righteous

### /tʃ/ Words

Remember to feel your tongue tip touch your gum ridge.

Beginning	Middle	End
<u>ch</u> air	<u>ma</u> ture	<u>ea</u> ch
<u>ch</u> eck	<u>ki</u> tchen	<u>wh</u> ich
<u>ch</u> ild	<u>wa</u> tching	<u>ch</u> urch
<u>ch</u> apter	<u>pi</u> cture	<u>Ma</u> rch

### /tʃ/ Sentences

How much do you charge?

The teacher is watching.

I chose a chease sandwich.

**How to Pronounce /z/:** The tongue is near but does not touch the gum ridge or hard palate. /z/ is a continuous sound. The vocal cords are vibrating.

**Typical Spellings for /z/:** decision, usual, massage

**Less Common Spelling for /z/:** azure

### /z/ Words

Be sure your vocal cords are vibrating for /z/.

Middle	End
me <u>as</u> ure	be <u>ig</u> e
ca <u>s</u> ual	mir <u>a</u> ge
div <u>is</u> ion	pre <u>s</u> tige
tele <u>vis</u> ion	camou <u>fl</u> age

### /z/ Sentences

I usually watch television.  
The excursion was a pleasure.

**How to Pronounce /dʒ/:** The tongue is placed firmly against the gum ridge behind the upper front teeth. /dʒ/ is a combination consonant. It begins as /d/ and ends as /ʒ/. The vocal cords are vibrating.

**Typical Spellings for /dʒ/:** jet, age, fudge

**Less Common Spellings for /dʒ/:** educate, soldier

### /dʒ/ Words

Remember to feel your tongue tip touch your gum ridge.

Beginning	Middle	End
joy	engine	page
gym	magic	college
joke	major	manage
jelly	gradu <u>a</u> te	pack <u>a</u> ge

### /dʒ/ Sentences

I enjoy orange juice.  
Joe is the manager.

**How to Pronounce /j/:** The tip of the tongue touches the back of the lower front teeth, and the front centre of the tongue moves towards the hard palate. The vocal cords are vibrating.

**Typical Spellings for /j/:** you, million, use

**Note:** The consonant vowel combination /ju/ should not be confused with the vowel /u/.

Example: beauty /ju/, booty /u/

### /j/ Words

Be sure to produce /j/ with your tongue tip against the back of your lower front teeth.

#### Beginning

year  
yard  
yellow  
yesterday

#### Middle

amuse  
lawyer  
opinion  
beyond

### /j/ Sentences

Was it humid in Kuwait?  
You look young.

### /s/, /ʃ/ and /tʃ/ Word and Sentence Contrasts

/s/ mass	/ʃ/ mash	/tʃ/ match
seat	sheet	cheat
bass	bash	batch

They were strong lasses  
They were strong lashes.  
They were strong latches.

### /z/ and /dʒ/ Word and Sentence Pairs

/z/ raise	/dʒ/ rage
buds	budge
wades	wage

There are many rasons.      There are many regions.

### /tʃ/, /dʒ/ and /j/ Word and Sentence Contrasts

/tʃ/ cheer	/dʒ/ jeer	/j/ year
charred	jarred	yard

Where's the choke?  
Where's the joke?  
Where's the yoke?

**How to Pronounce /p/:** The lips are pressed firmly together and then opened quickly with a puff of air. The vocal cords are not vibrating.

**Typical Spellings for /p/:** pants, apple

### /p/ Words

Remember to produce /p/ with a puff of air.

Beginning	Middle	End
<u>p</u> ay	a <u>p</u> art	st <u>p</u>
<u>p</u> ick	pa <u>p</u> er	ma <u>p</u>
<u>p</u> aint	pe <u>pp</u> er	ty <u>p</u> e
<u>p</u> iece	o <u>p</u> en	ta <u>p</u> e

### /p/ Sentences

Pick up the piece of paper.  
Paula ate apple pie.

**How to Pronounce /b/:** The lips are pressed firmly together and then opened. The vocal cords are vibrating.

**Typical Spellings for /b/:** bite, bubble

### /b/ Words

Beginning	Middle	End
<u>b</u> ee	ta <u>b</u> le	ro <u>b</u> e
<u>b</u> uy	a <u>b</u> out	mo <u>b</u>
<u>b</u> ite	ra <u>bb</u> it	ri <u>b</u>
<u>b</u> est	ba <u>b</u> y	tu <u>b</u>

### /b/ Sentences

Betty bought a bike.  
I borrowed a book.

**How to Pronounce /f/:** The top teeth touch the lower lip. The air stream coming from your mouth is continuous. The vocal cords are not vibrating.

**Typical Spellings for /f/:** fun, offer

**Less Common Spellings for /f/:** tough, phone

### /f/ Words

Be sure your top teeth touch your lower lip when you produce /f/.

Beginning	Middle	End
<u>f</u> ine	co <u>ff</u> ee	<u>i</u> f
<u>ph</u> oto	be <u>ff</u> ore	sa <u>ff</u> e
<u>f</u> oot	<u>o</u> ffice	cou <u>gh</u>
<u>f</u> unny	ne <u>ph</u> ew	enou <u>gh</u>

### /f/ Sentences

My friend is free at four.  
Our favourite food is fish.

**How to Pronounce /v/:** The top teeth touch the lower lip. The air stream coming from your mouth is continuous. The vocal cords are vibrating.

**Typical Spellings for /v/:** vase

**Less Common Spelling for /v/:** of

### /v/ Words

Be sure your top teeth touch your lower lip and your vocal cords are vibrating when you produce /v/.

Beginning	Middle	End
<u>v</u> ine	<u>o</u> ven	sa <u>v</u> e
<u>v</u> ery	se <u>v</u> en	mo <u>v</u> e
<u>v</u> est	hea <u>v</u> y	li <u>v</u> e
<u>v</u> ote	na <u>v</u> y	ha <u>v</u> e

### /v/ Sentences

Everyone will leave at five.  
You are living very well.



**How to Pronounce /w/:** The lips are rounded into a 'kissing' position. The vocal cords are vibrating.

**Typical Spellings for /w/:** want

**Less Common Spellings for /w/:** one, quick

Remember to round your lips into a 'kissing' position when you produce /w/.

### /w/ Words

Beginning	Middle
<u>w</u> ait	<u>a</u> way
<u>w</u> ant	some <u>o</u> ne
<u>w</u> ish	al <u>w</u> ays
<u>w</u> eather	q <u>u</u> een

### /w/ Sentences

We always work on Wednesdays.

Will went to Wembley.

**How to Pronounce /hw/:** The lips are rounded into the same 'kissing' position as for /w/. It is produced by combining the /h/ consonant with /w/.

**Typical Spellings for /hw/:** where, white

/hw/  
when  
wheat  
white  
what

### /hw/ Sentences

Where is the white whale?

Why does the baby whine?

Which whistle did you want?

**Note:** Many English speakers pronounce /hw/ and /w/ exactly the same.

**/p/ and /b/ Word and Sentence Pairs**

/p/	/b/
pa <u>ce</u>	ba <u>se</u>
sta <u>pl</u> e	sta <u>bl</u> e
ca <u>p</u>	ca <u>b</u>
Tie the ro <u>p</u> e.	Tie the ro <u>b</u> e.

**/p/ and /f/ Word and Sentence Pairs**

/p/	/f/
pi <u>l</u> e	fi <u>l</u> e
co <u>p</u> y	co <u>ff</u> ee
bee <u>p</u>	bee <u>f</u>
It's a <u>p</u> ear.	It's a <u>f</u> air.

**/b/ and /v/ Word and Sentence Pairs**

/b/	/v/
be <u>s</u> t	ve <u>s</u> t
mar <u>bl</u> e	mar <u>v</u> el
cu <u>rb</u>	cu <u>r</u> ve
We're not <u>b</u> oaters.	We're not <u>v</u> oters.

**/f/ and /v/ Word and Sentence Pairs**

/f/	/v/
fa <u>n</u>	va <u>n</u>
de <u>fi</u> ne	di <u>v</u> ine
sa <u>f</u> e	sa <u>v</u> e
That's <u>f</u> ife.	That's <u>v</u> ive.

**/w/ and /v/ Word and Sentence Pairs**

/w/	/v/
we <u>s</u> t	ve <u>s</u> t
wo <u>r</u> se	ve <u>r</u> se
we <u>n</u> t	ve <u>n</u> t
Pick the <u>w</u> ine.	Pick the <u>v</u> ine.

**How to Pronounce /k/:** The back of the tongue presses against the soft palate and releases quickly with a puff of air. The vocal cords are not vibrating.

**Typical Spellings for /k/:** kite, cat, rack

**Less Common Spellings for /k/:** chemical, queen

**/k/ Words**

Beginning	Middle	End
<u>c</u> ake	lo <u>ck</u> er	ta <u>ck</u>
<u>c</u> opy	li <u>qu</u> or	ta <u>lk</u>
<u>c</u> oin	be <u>co</u> me	pl <u>a</u> que
<u>k</u> ind	me <u>ch</u> anic	wee <u>k</u>

**/k/ Sentences**

I can catch a cab.  
Bake the cake.

**How to Pronounce /g/:** The back of the tongue presses against the soft palate and releases quickly. The vocal cords are vibrating.

**Typical Spellings for /g/:** get, goggle, plague

**Less Common Spelling for /g/:** exact

### /g/ Words

Beginning	Middle	End
<u>g</u> o	be <u>g</u> in	le <u>g</u>
<u>g</u> et	for <u>g</u> ive	ta <u>g</u>
<u>g</u> uess	aga <u>in</u>	plag <u>ue</u>
<u>g</u> love	vine <u>g</u> ar	leag <u>ue</u>

### /g/ Sentences

Gail will get a dog.  
The goose laid an egg.

**How to Pronounce /l/:** The tongue tip touches the gum ridge behind the upper front teeth. The sides of the tongue do not touch anything. The vocal cords are vibrating.

**Typical Spellings for /l/:** luck, yell

Remember to touch the gum ridge behind your upper front teeth with the tip of your tongue as you pronounce /l/.

### /l/ Words

Beginning	Middle	End
<u>l</u> ike	rea <u>ll</u> y	ta <u>ll</u>
<u>l</u> ook	ba <u>ll</u> oon	un <u>til</u>
<u>l</u> emon	ye <u>ll</u> ow	pi <u>ll</u>
<u>l</u> ime	al <u>l</u> one	hi <u>ll</u>

### /l/ Sentences

I like the colour.  
Tilda looks like a million dollars.  
The loller is lollely.

**How to Pronounce /r/:** The tongue tip is raised and curled upward toward the rear of the roof of your mouth. It does not touch any part of the roof of the mouth. The lips are slightly rounded and the vocal cords are vibrating.

**Typical Spellings for /r/:** read, bright

**Less Common Spelling for /r/:** write

**Note:** Standard British pronunciation does not pronounce /r/ at the end of a word, or after many vowels when it is at the end of a syllable.

### /r/ Words

Your tongue tip should not touch your gum ridge when you say /r/.

#### Beginning

race  
run  
rich  
wrong

#### Middle

opera  
metric  
orange  
umbrella

### /r/ Sentences

The train arrives at four.  
Did it rain on Friday?

### /l/ and /r/ Word Pairs

/l/	/r/
l <u>e</u> ad	r <u>e</u> ad
l <u>o</u> w	r <u>o</u> w
l <u>a</u> te	r <u>a</u> te

### /l/ and /r/ Sentence Pairs

It seems long.  
I see the lock.

It seems wrong.  
I see the rock.

### /l/ and /r/ Blend Word Pairs

/l/	/r/
f <u>l</u> ight	f <u>r</u> ight
pl <u>l</u> ays	pr <u>r</u> aise
gl <u>l</u> ow	gr <u>r</u> ow

### /l/ and /r/ Blend Sentence Pairs

You'll need a spllint.  
It's a good clue.

You'll need to sprrint.  
It's a good crew.

**How to Pronounce /h/:** The tongue moves into the position for whichever vowel follows /h/. The air stream coming from your mouth is continuous. The vocal cords are not vibrating.

**Typical Spellings for /h/:** hello, ahead

**Less Common Spellings for /h/:** who, whole

### /h/ Words

Just let out a puff of air as if you were sighing as you produce /h/.

#### Beginning

help  
who  
hear  
heavy

#### Middle

anyhow  
exhale  
uphill  
behave

### /h/ Sentences

It is hot and humid.  
Henry went home.  
I was holding his hat.

**How to Pronounce /m/:** The lips gently press together. The air stream is directed out your nose and is continuous. The vocal cords are vibrating.

**Typical Spellings for /m/:** me, home

**Less Common Spellings for /m/:** column, comb

### /m/ Words

Make a humming sound with your lips closed when you say /m/: mmmmmm.

#### Beginning

mine  
man  
maybe  
mother

#### Middle

fmous  
summer  
someone  
among

#### End

arm  
ham  
cream  
time

### /m/ Sentences

Mum is moving to Manchester.  
I m coming home.  
My name is Tim.

**How to Pronounce /n/:** The tongue tip is pressed against the gum ridge behind the upper front teeth. The lips are barely open. The air stream is directed out your nose and is continuous. The vocal cords are vibrating.

**Typical Spellings for /n/:** no, run

**Less Common Spellings for /n/:** knee, knowledge

### /n/ Words

Beginning	Middle	End
<u>n</u> ose	mo <u>n</u> ey	fu <u>n</u>
<u>n</u> ice	u <u>n</u> der	aga <u>n</u>
<u>n</u> ever	fu <u>n</u> ny	be <u>n</u> in
<u>k</u> now	an <u>n</u> imal	do <u>n</u>

### /n/ Sentences

Whenn do we benin?  
I don't know your nephew.  
It's nice and sunny.

**How to Pronounce /ŋ/:** The back of the tongue presses gently against the soft palate. The air stream is continuous and is directed out the nose. The vocal cords are vibrating.

**Typical Spellings for /ŋ/:** ring, talking, sank

### /ŋ/ Words

Be sure to raise the back of the tongue when you produce /ŋ/.

Middle	End
an <u>g</u> ry	ban <u>g</u>
mi <u>ng</u> le	wro <u>ng</u>
fi <u>ng</u> er	talki <u>ng</u>
tan <u>g</u> o	playi <u>ng</u>

### /ŋ/ Sentences

We're going fishing.  
The young man is bringing a ring.

## Final Consonants in English

A final consonant is any consonant that is the last sound in a word. Although 'e' may be the final letter in the word, it is usually silent. A consonant is actually the final sound. Carefully pronouncing final consonants will help you to be clearly understood when you speak English.

### Words

hole	<u>home</u>	hose	<u>hope</u>
prize	<u>prime</u>	pride	<u>price</u>
late	<u>lake</u>	lace	<u>lame</u>

### Voiced/Voiceless Final Consonant Word Pairs

Voiced Final Consonant	Voiceless Final Consonant
<u>hid</u>	<u>hit</u>
leave	<u>leaf</u>

Note: the vowel is slightly shorter before a voiceless consonant.

### Sentences

Carefully pronounce the final consonant in each boldface word.

Tim left his cap in a cab.

When speaking English the '-ed' ending of past tense verbs can be pronounced /t/, /d/, or as the new syllable /ɪd/.

### '-ed' produced as /t/

The past tense ending '-ed' will sound like /t/ when the present tense ends with a voiceless consonant sound.

Present Tense (last sound is voiceless)	Past Tense ('-ed' sounds like /t/)
talk <u>t</u>	talk <u>ed</u>
wish <u>h</u>	wish <u>ed</u>

### '-ed' produced as /d/

The past tense ending '-ed' will sound like /d/ when the present tense ends with a voiced consonant sound.

Present Tense (last sound is voiced)	Past Tense ('-ed' sounds like /d/)
clean <u>n</u>	clean <u>ed</u>
farm <u>m</u>	farm <u>ed</u>

### '-ed' produced as the New Syllable /ɪd/

The past tense ending '-ed' will sound like /ɪd/ when the present tense already ends with /t/ or /d/.

Present Tense (last sound is /t/ or /d/)	Past Tense ('-ed' sounds like /ɪd/)
paint <u>t</u>	paint <u>ed</u>

### Sentences

We washedd and waxedd our cars.

I painteded the house and cleaneded up.

In English the plurals are usually formed by adding an '-s' to the noun. Sometimes it is pronounced /s/, sometimes it is pronounced like the syllable /ɪz/.

### '-s' produced as /s/

The ending '-s' will sound like /s/ when the word ends with a voiceless consonant sound.

#### Singular Noun

(last sound is voiceless)

hat

lake

#### Plural Noun

('s' sounds like /s/)

hats

lakes

### '-s' produced as /ɪz/

The ending '-s' will sound like /ɪz/ when the word ends with either /s/, /z/, /ʃ/, /ʒ/, /dʒ/, or /ʒ/.

#### Singular Noun

(last sound is /s/, /z/,  
/ʃ/, /ʒ/, /dʒ/, /ʒ/)

prize

bus

#### Plural Noun

('s' sounds like /ɪz/)

prizes

buses

### Sentences

My shirts, skirts, and shoes are old.

We like onions and tomatoes on our burgers.