

ETpedia™

Pronunciation

500 ideas
and activities
for teaching
pronunciation

Intonation

phonemes

diphthongs

segmental
features

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Series editor: John Hughes

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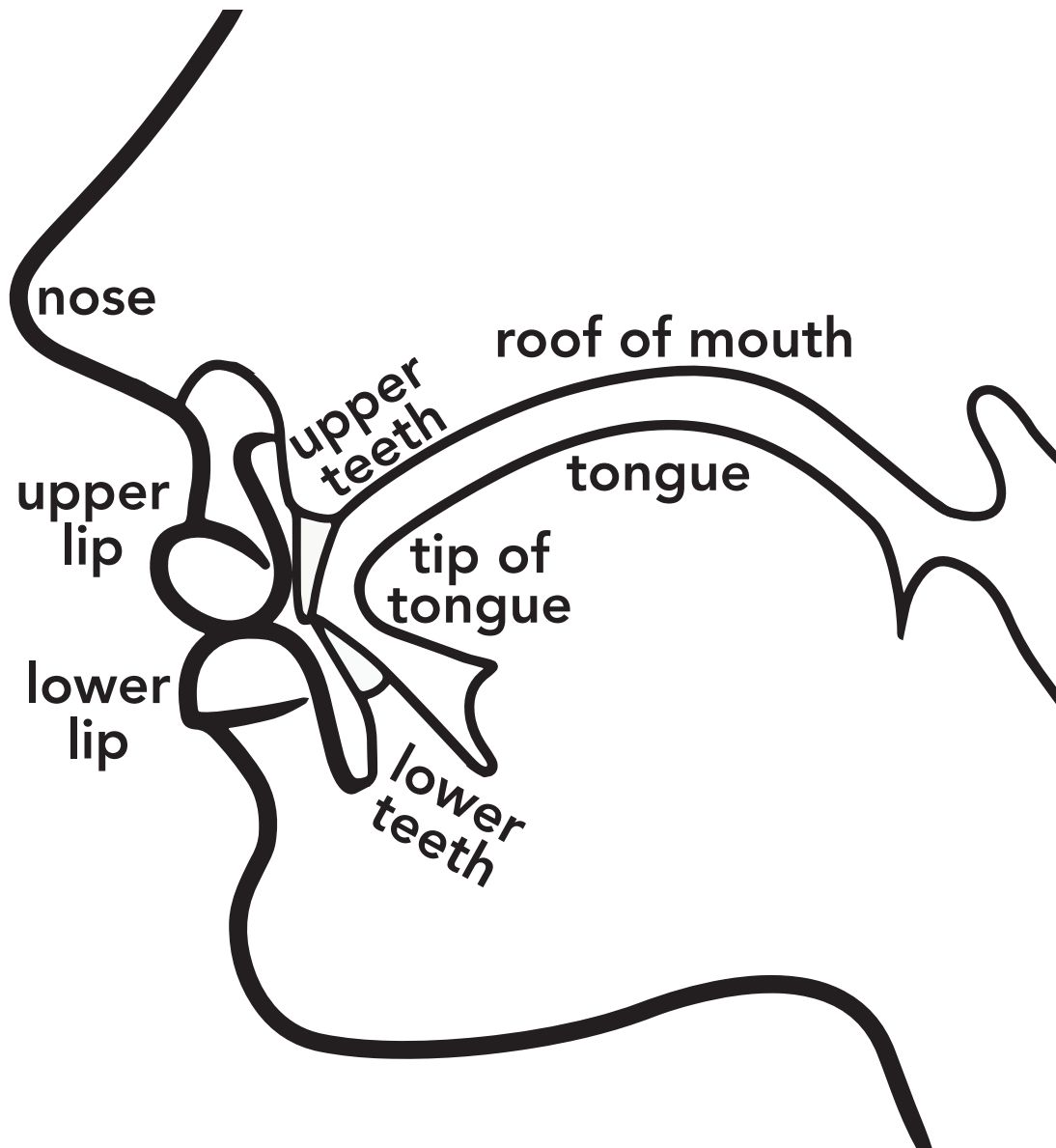
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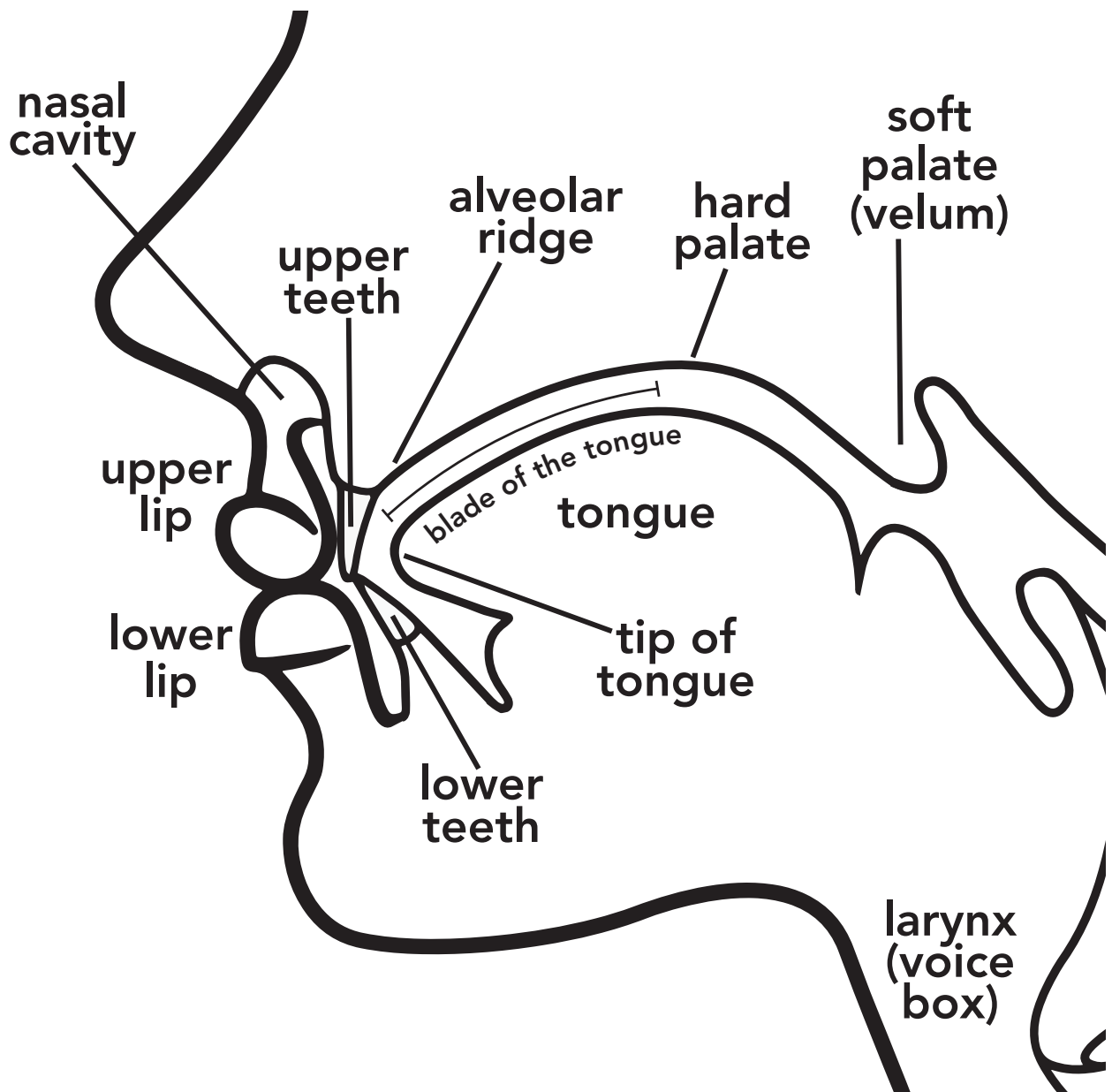
Appendix

Unit 6.2 Mouth diagram



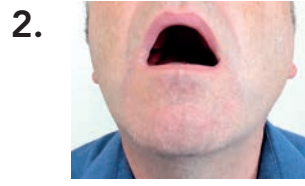
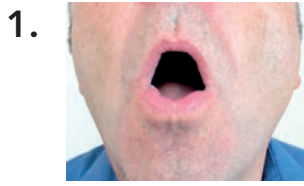
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Unit 9 Articulators of speech diagram



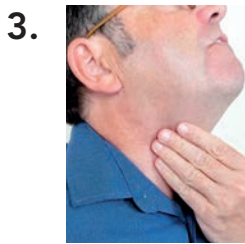
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Unit 10 Mouth position photos



A

B



A

B

C

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Unit 15.4 Snap



cat	tree	apple	pizza
worker	player	understand	oversee
cartoon	agree	umbrella	banana
hospital	finally	energy	beautiful
introduce	disagree	control	away

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Unit 15.5 Pelmanism



this

book

orange

burger

happy

sugar

understand

exercise

consistent

capital

basketball

fantastic

minimum

dependent

hesitant

energy

football

thoughtful

theatre

tennis

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Unit 15.6 Categories game



fish	chicken	beef	prawns
lamb	duck	broccoli	cabbage
spinach	cauliflower	onion	potato
living room	dining room	kitchen	bedroom
bathroom	balcony	sofa	television
armchair	bookcase	refrigerator	cupboard

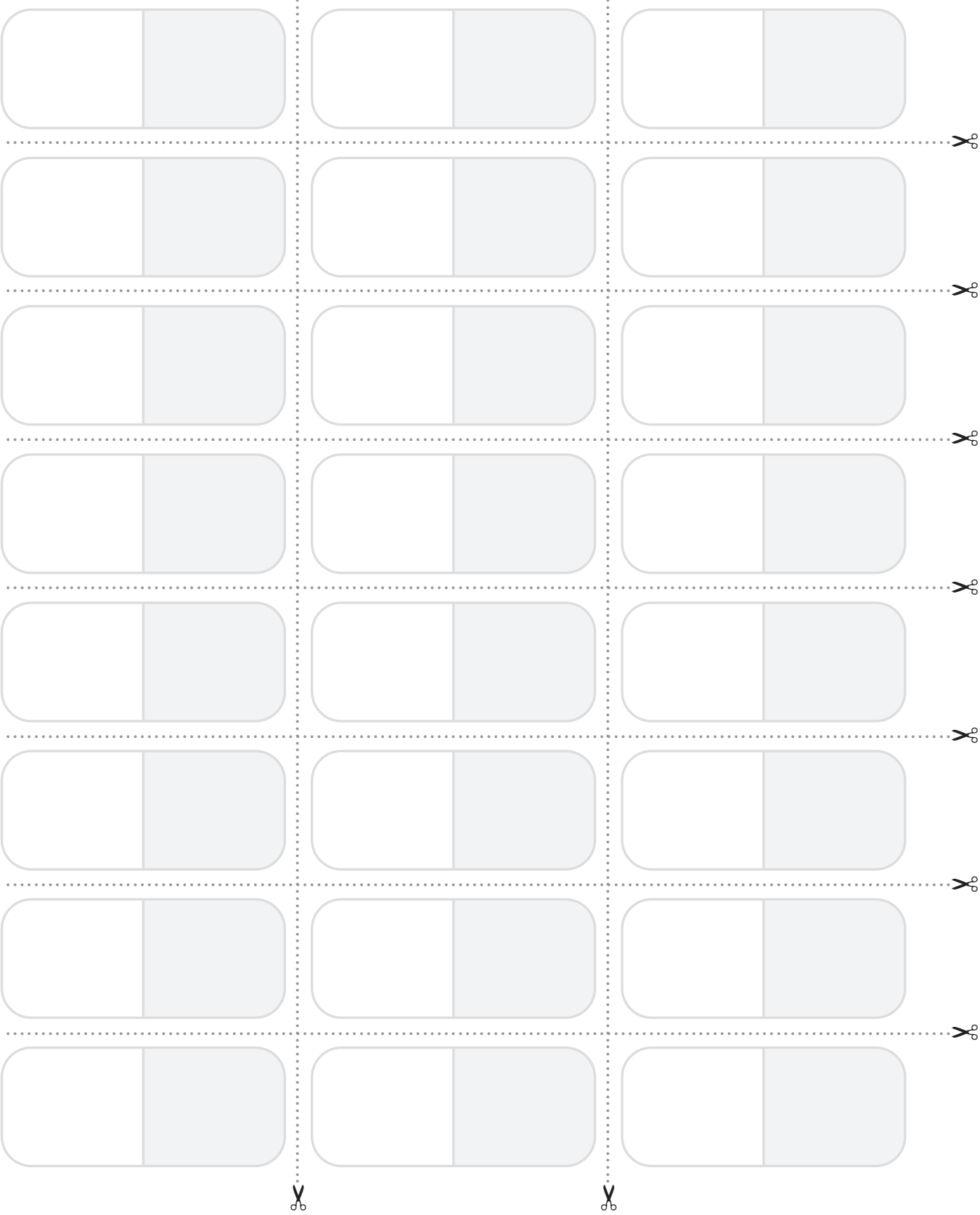
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Unit 15.7 Dominoes

 discrimination	 globalisation	 dependency	      
 population	 equality	 destination	
 swimming	 little	 deserve	
 agree	 hospital	 beautiful	
 offensive	 determined	 Taiwanese	
 referee	 politician	 political	
 running	 defeat	 computer	
 pencil case			

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Unit 15.7 Dominoes blank template



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18.1 British English list of phonemes

Vowels (monophthongs)	Consonants
i: me	p put
ɪ sit	b but
ʊ good	t too
u: you	d do
e met	tʃ chip
ə and (unstressed as in <i>rock 'n' roll</i>)	dʒ just
ɜ: her	k cup
ɔ: or	g get
æ cat	f foot
ʌ but	v vase
ɑ: car	θ thing
ɒ hot	ð this
	s sip
	z zip
	ʃ she
	ʒ vision
	m my
	n no
	ŋ swimming
	h how
	l laugh
	r read
	w we
	j yacht
Vowels (diphthongs)	
ɪə here	
eɪ ate	
ʊə pure	
ɔɪ boy	
əʊ no	
eə air	
aɪ why	
aʊ house	

First produced in *ETpedia*, pages 192–193 (2014, Pavilion Publishing and Media)

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19.2 Bingo cards

ʌ	æ	e	ɪ
ɪə	ɜ:	ɪ:	ɔ:
ɑ:	ʊ	u:	ʊə

ɪ	ɜ:	u:	ʌ
ɪə	ɑ:	ʊ	ɔ:
æ	ɪ:	e	ʊə

ɑ:	ʊə	u:	ʌ
ɪə	ɜ:	ɪ:	ɔ:
ɪ	e	ʊ	ʊə

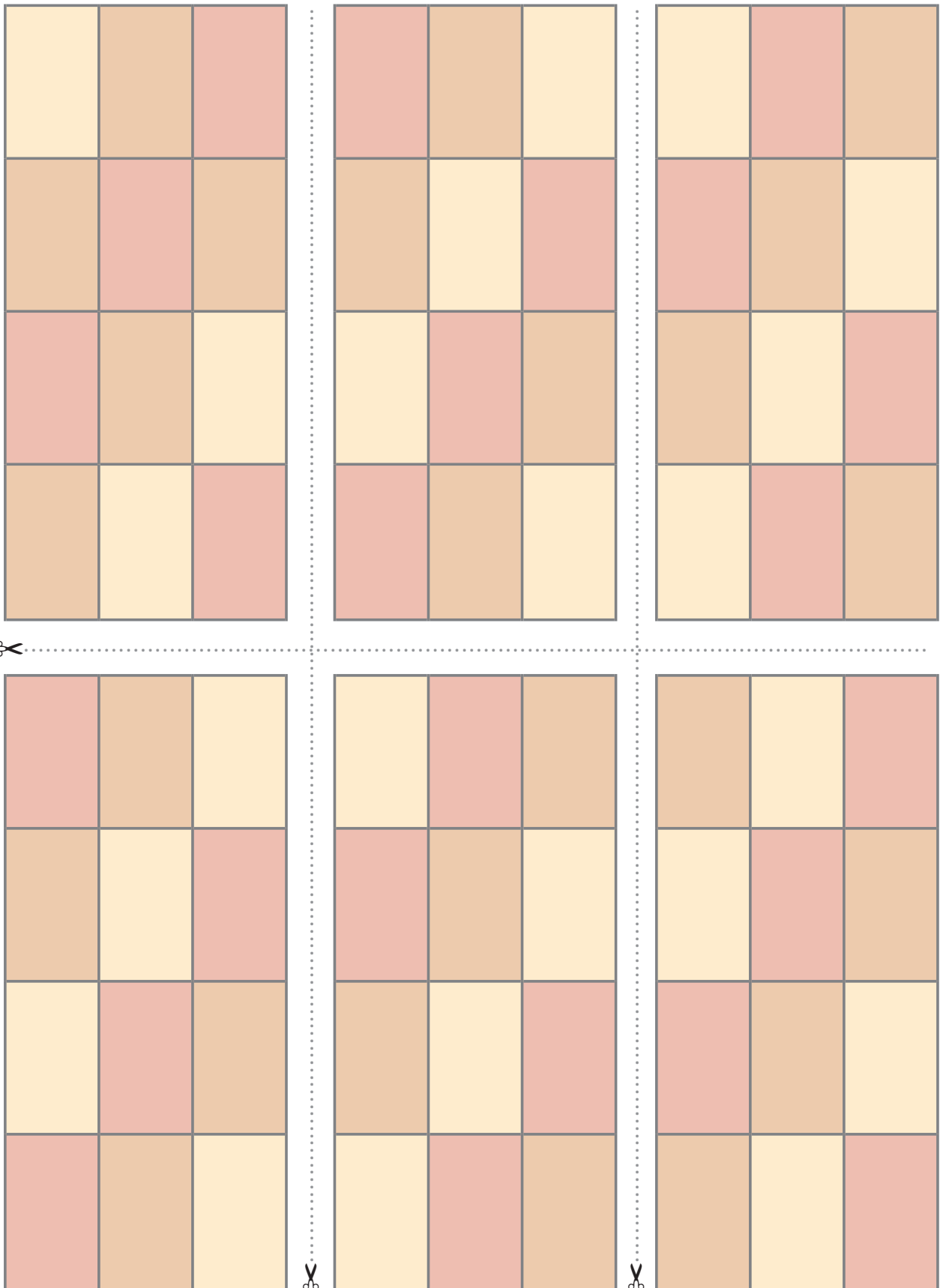
ɪ:	ʊ	ɔ:	ɜ:
ʌ	ɪ	ə	e
æ	ɑ:	u:	ɒ

eɪ	ʌ	ɑ:	ɒ
æ	ɪ	ɔɪ	əʊ
ʊ	ɔ:	u:	ɜ:

ɪ:	ʊ	ɔ:	ɜ:
ɪə	ɪ	eə	e
æ	ɑ:	u:	ɒ

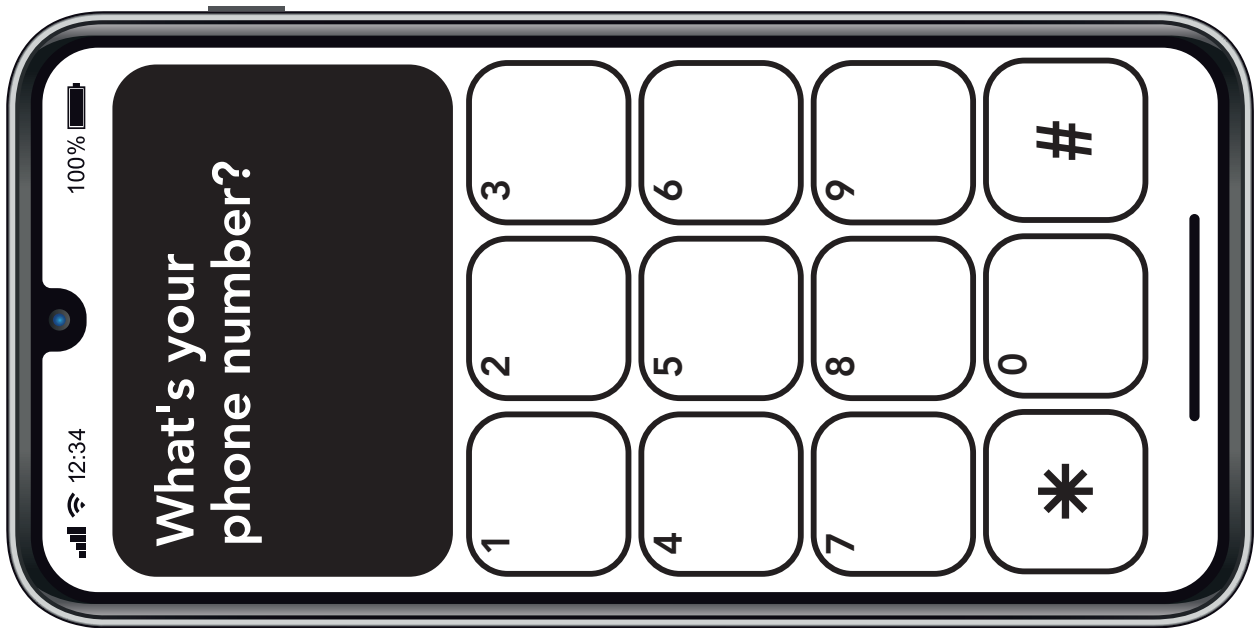
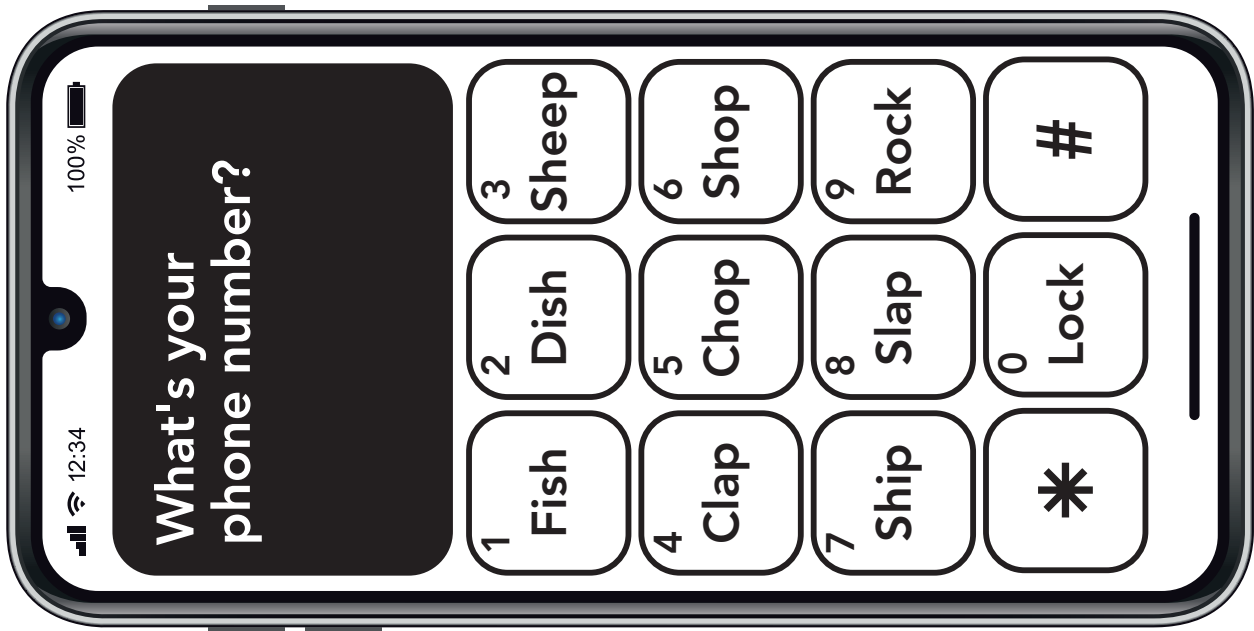
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19.2 Blank bingo cards



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19.6 Phone numbers minimal pairs



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19.7 Minimal pairs pelmanism



hit	heat	cat	Kate
ditch	dish	bed	bad
ten	den	mat	mad
three	tree	ship	sheep
pear	bear	got	cot

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19.10 Phonics chart

Say the words in each row to help you remember the sounds and add your own words.

Sounds	Words with these sounds	Your words with these sounds
I	dish, symbol, this	
i:	eat, feel, three	
æ	at, cat, fat	
ɑ:	barbecue, car, far	
ɒ	dot, hot, not	
ɔ:	law, or, pour	
ʌ	dull, shut, up	
ʊ	book, shook, would	
u:	shoe, moon, new	
e	head, desk, said	
ə	banana, compute, hotter	
ɜ:	earn, her, nurse	
ɪə	hear, here, peer	
eɪ	cake, may, neighbour	
ʊə	fewer, pure, tourist	
ɔɪ	boy, horse, voice	
əʊ	moan, phone, sewn	
eə	care, hair, where	
aɪ	bike, eye, my	
aʊ	foul, owl, towel	
p	apple, pen, up	
b	above, rabbit, stab	
t	attend, danced, tin	
d	aid, dive, played	
tʃ	chair, picture, watch	
dʒ	courgette, measure, vision	
k	baked, key, fact	

(Adapted from *ETpedia Vocabulary*, page 237 (2019, Pavilion Publishing and Media))

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22.9 Phrasal verbs noughts and crosses

blow up	call off	find out
hold up	put away	make up
look up	set up	hand in



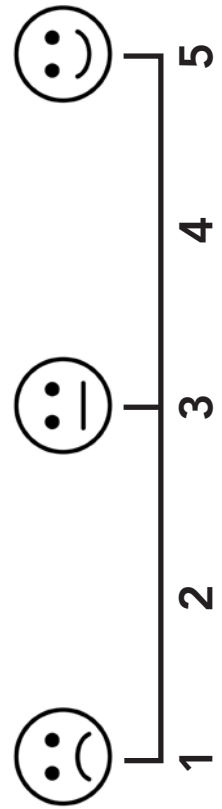
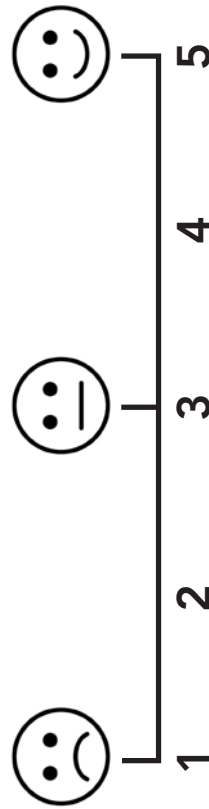
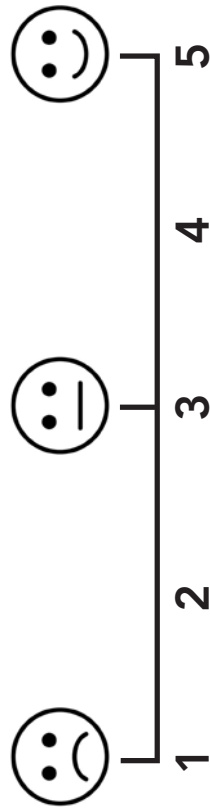
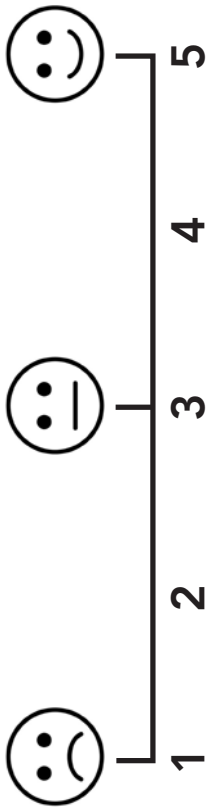
Blank noughts and crosses grid for your own use.

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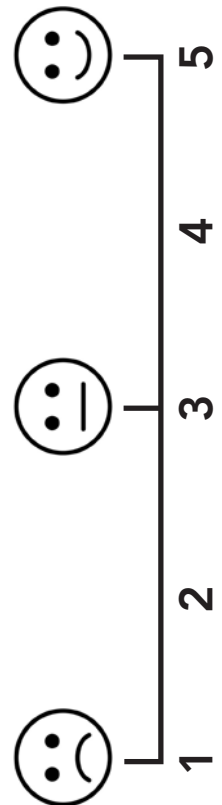
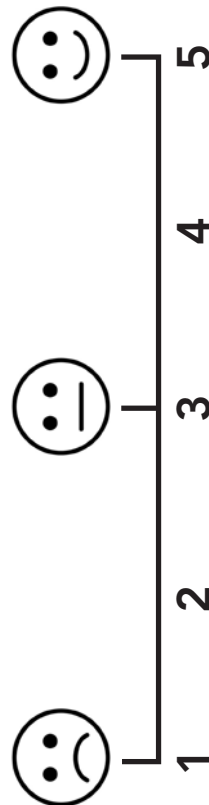
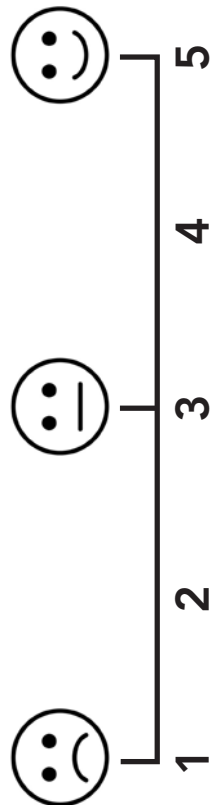
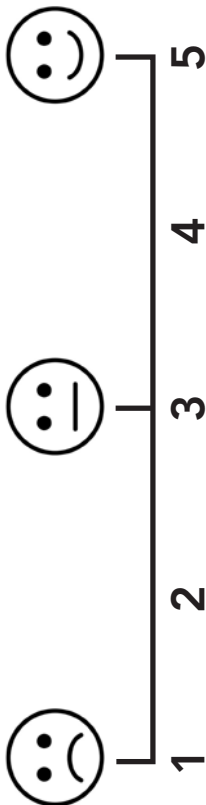
Unit 24.10 How do you feel on a scale of 1 to 5?

From 1 to 5.

Student B



Student A



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Unit 25.5 Vocabulary notebooks

Organising your vocabulary notebook

Organise by unit, by topic or alphabetically

Write the word, pronunciation, word form and connotation.

Note the translation if desired.

Note down common collocations.

Draw a picture.


Unit 25.5

benefit /'benɪfɪt/ (n)
(+)
[فائدة]

*an advantage; something helpful or useful.
One of the _____ of exercise is weight loss.*

noun	verb	adjective	adverb
<i>benefit</i>	<i>benefit</i>	<i>beneficial</i>	<i>beneficially</i>

*the benefit of something
to benefit someone
to see the benefit of something
to give someone the benefit of the doubt: Her story didn't sound very likely, but I gave her the benefit of the doubt and believed what she said.*



These foods are beneficial for health.

Write the definition, synonym, or antonym, and an example sentence. Leave a gap so you can test yourself on the word by covering the lefthand side of the page.

Note down the word forms.

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Unit 26.5 Irregular verb list

Infinitive	Past simple	Past participle
bring	brought	brought
build	built	built
buy	bought	bought
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
find	found	found
get	got	got
go	went	gone
grow	grew	grown
hear	heard	heard
know	knew	known
let	let	let
meet	met	met
read	read	read
see	saw	seen
spend	spent	spent
swim	swam	swum
teach	taught	taught
wear	wore	worn

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Unit 26.8 Past participles crossword

Student B

DOWN

1 forgot
2 knew
6 gave
7 took
9 ate
10 did
12 came



Student A

ACROSS

3 ran
4 wrote
5 begun
8 fell
10 drank
11 became
13 swim

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Unit 29.5 Numbers

Match the numbers to the ways of saying them.

1. 13%	a) One point three
2. 1.3	b) One and a third
3. \$1.30	c) Thirteen degrees centigrade
4. $1\frac{1}{3}$	d) Two thirteenths
5. 13°C	e) One million, one hundred thousand, three hundred and thirteen.
6. 1m X 3m	f) Oh one three, one double three, double one three.
7. $\frac{2}{13}$	g) Seven plus six is thirteen
8. 013 133 113	h) Thirteen per cent
9. $7 + 6 = 13$	i) One metre by three metres
10. 1,100,313	j) One dollar thirty

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Unit 30.10 Homophone Pelmanism



aloud

allowed

live

give

live

dive

meat

meet

would

wood

read

need

red

fed

our

hour

row

know

row

cow

their

there

right

write

wind

find

wind

tinned

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Unit 33.6 Sound–spelling mazes

u: through	plough	loose	route	suit
flew	blue	group	rough	flute
sew	thought	sh <u>ou</u> lder	rude	bruise
own	Sue	do	food	bisc <u>u</u> it
enough	u: threw	flood	blood	build



bore	bone	snore	ɔ: nought	nor
coy	boat	law	loin	bow
ɔ: court	coin	door	lawn	lot
sort	raw	through	poor	floor
south	thought	corn	mourn	flour



Blank maze for your own use.

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Unit 34.10 Secret messages

1. In the table below, the two letters **A O** = *Can*. The letters **B X** = *you*. So what is this message: **AO – BX – GR – KP – FZ – MW**?
2. Now prepare a similar secret message for your partner. When you are ready, read the letters to your partner. Can they guess the message?

	A	B	C	D	E	F	G	H	I	J	K	L	M
N	yes	I	well	spell	that	the	good	amazing	fine	very	old	friend	Is
O	can	name	bye	surname	man	where	new	the	your	company	am	long	she
P	here	nice	in	the	photo	tea	English	an	that	email	me	long	end
Q	so	with	why	teacher	there	take	always	woman	does	work	do	train	black
R	his	student	pizza	for	are	What's	lend	are	cost	didn't	make	please	many
S	play	other	job	to	has	country	number	don't	would	is	America	nice	Hi!
T	home	do	right	did	first	meet	go	in	dinner	ask	a	park	text
U	Asia	often	go	how	buy	hello	check	own	what	class	learn	phone	does
V	my	have	we	doesn't	from	speaks	sell	know	don't	of	use	plays	call
W	three	ever	their	like	speak	sad	is	'd like	live	who	in	sport	money
X	house	you	drink	two	short	coffee	gym	her	food	costs	lunch	slow	red
Y	fast	hobbies	lesson	which	breakfast	number	bicycle	car	one	start	famous	be	question
Z	not	eat	age	Europe	out	some	cup	again	white	bus	much	up	time

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Unit 34.10 Blank secret message grid

Instructions to the teacher: Fill the grid in with vocabulary you have been teaching recently or would like to revise. As well as adding verbs, adjectives and nouns, don't forget to add lots of other high frequency words to make full sentences such as *you, the, a, are, for, no, some* and also some questions words.

M													
L													
K													
J													
I													
H													
G													
F													
E													
D													
C													
B													
A													
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

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Unit 35.1 Start with an extract

STUDENT COPY

1. Listen to your teacher reading this presentation and mark where you hear a slightly longer pause like this (//) and where you hear a shorter pause, like this (/).
For example: / *Good morning everyone* / and thanks for coming //

Good morning everyone, and thanks for coming.

Today, I'd like to give a short presentation about a scientific process called

photosynthesis. It's the process in which the leaves of plants take the energy

from sunlight and, as a result, the plants turn carbon dioxide into oxygen.

Let's begin by looking at this slide which shows you in more detail.

2. Listen again and underline the stressed word or words in each group of words.
For example: / *Good morning everyone* /



TEACHER COPY TO READ ALOUD (and suggested answer key):

Good morning everyone / and thanks for coming //

Today / I'd like to give a short presentation / about a scientific process called /

photosynthesis // It's the process / in which the leaves of plants / take the energy

from sunlight / and / as a result / the plants / turn carbon dioxide / into oxygen //

Let's begin by looking at this slide / which shows you in more detail //

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Unit 47.4 Blank basic board game for your own use

START FINISH			

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Unit 47.9 Hidden Treasure

My treasure

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

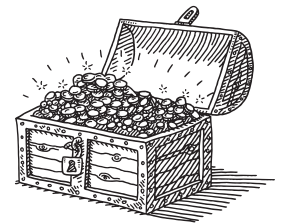
Think of words for each of your 'treasures'. Then write the word on the My Treasure grid.

Large treasure chest

Small treasure chest

Jewellery box

Coin bags



Their treasure

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

Large treasure chest

Small treasure chest

Jewellery box

Coin bags



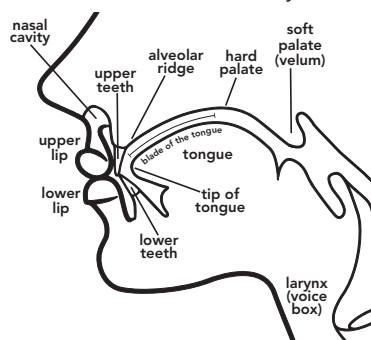
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Glossary

accent is a distinctive way of pronouncing discourse markers a language peculiar to a particular individual, location, region or nation.

articulators (or **articulators of speech**) are the parts of the vocal tract that are used in a controlled manner to shape the air that comes from the lungs, such as the tongue, lips and teeth, the alveolar ridge, the palate, the velum, and the nasal cavity.



allophone a comprehensible, acceptable variant of a **phoneme** (see below).

assimilation is the blurring of sounds at **word boundaries**, meaning a sound takes the features of a neighbouring sound to link up and cause a change in sound to enable fluent speech. For instance, in *last year* the **t** becomes **tʃ** and in *cupboard*, you don't hear the two syllables *cup* and *board* separated as the **p** becomes **b** to produce **kʌbəd**.

aspiration is when sounds are pronounced with an accompanying forceful expulsion of air, such as the **h** sound in *hat* and the voiceless consonants at the beginning of words like *keep*, *pat*, *top*.

attitudinal approach teaches intonation by considering the **attitude** or feelings **of** the speaker, and how this affects intonation. It means that in class a teacher might ask students to listen to a speaker and decide what the emotion of the speaker might be (for instance, angry, sad, happy, distrustful, uninterested, etc.).

catenation is when the last consonant sound of the first word is linked to the vowel sound at the start of the second word. For instance, for *an apple*, listeners will hear something like **ə'næpl**, for *pi ki tup*, they'll hear something like **'pi.ki.tʌp** and for *what is it*, they will hear something like **'wɒ.tɪ.zɪt**.

CEFR (Common Framework of Reference) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

connected speech is when two or three sounds or words are run together as a continuous stream that they sound like one word. The main features of connected speech are **assimilation**, **catenation**, **elision**, **intrusion** and **liaison** (also known as **linking**) let someone to speak fluently and effortlessly.

consonant sounds (for example, **ʃ** as in the first letter of the word *she*) which are formed when the mouth restricts the air flow in some way (for instance, using **articulators** like the lips or the tongue).

consonant blend the spoken form of **consonant cluster** (see below)

consonant cluster a group of consonants next to each other with no vowel in a word, e.g. *-fth* in *fifth* or *-sps* in *crisps*. Cluster strictly speaking refers to the written form, however, many teachers use the term consonant cluster (not blend) to refer to both the written and spoken form

contractions are very common in English and happen mostly with a pronoun and an auxiliary verb, for instance, *they are* → *they're* or an auxiliary verb and *not like is not* → *isn't*. Contractions are so common in English that they are also a formalised part of written English and are indicated by an apostrophe.

contrastive stress is the way in which a speaker emphasises a word or phase in a sentence to highlight (or contrast) the difference between two ideas, for instance, *She's not my sister, she's my mother!* or *I said I wanted sparkling water!* (as opposed to the still water you've given me).

content words occur in **stress-timed languages** and are the words that carry the main meaning and are stressed in a sentence.

dark l occurs when the sound l appears at the end of a word, such as *ball* and *able*, or at the end of a syllable, in words like *pillow* or *television*. It can be transcribed as l or ɫ. The dark l can be difficult to pronounce correctly because of the tongue positioning, which starts out similar to the light l (see below) with the tip of the tongue up behind the top front teeth but doesn't pass through the front teeth (like the light l does), and the tongue is pulled back into the mouth. The back of the tongue lifts up slightly towards the soft palate as the sound is created, and is voiced.

digraphs are common combinations of letters producing certain sounds; for example, the spelling combination of 'ph' often has the sound f.

dialogue is a written or spoken conversational exchange between two or more people, and an educational form that depicts such an exchange and can highlight features of pronunciation.

dictation is when a teacher (or sometimes a student) says a word, phrase or sentence at normal speed and the students write down what they hear.

diphthong is a vowel sound (**phoneme**) that is produced when the mouth changes while it makes the sound, moving from one vowel sound to another; for example, **ɪə** as in *d^{ea}r*.

discursal approach teaches intonation using the context of the sentence and is descriptive of what happens. For example, the teacher would highlight the intonation pattern of fall-rise and explain that because the speaker has already discussed the person's arrival, they are now checking the information:



What time does he arrive?

discourse markers in listening texts are what make speech cohesive, organising what is being said. So, it is important that students can identify phrases and chunks such as *first of all*, *as I said earlier*, *I'll end by ...*, etc. Noticeably, these kinds of phrases have fewer stressed words and therefore contain weak forms and features of connected speech.

drill is when the teacher (or an audio recording) models the pronunciation (such as **minimal pairs**, **word stress** or features of **connected speech**) and then the learners repeat what they hear.

elision is when one or more phonemes is dropped (or elided) at word boundaries (usually the last phoneme of a word) to enable fluent speech, and reduce the time and effort it would take to change mouth position from the last phoneme of the preceding word and the first phoneme of the subsequent word. For instance: *must go* becomes *mus'go*, *stand by* becomes *stan'by* and *last night* becomes *las'night*

emphatic stress 1. is the way in which a speaker emphasises a word or phrase to affect the meaning, such as *I'm so tired!* (I'm not just tired I'm completely exhausted) **2**. can be used to introduce new information, such as *Sally bought the flowers for Jane* (as opposed to the chocolate Jane was given).

English as a lingua franca (ELF) (also known as **English as an international language (EIL)**) is a standard of English where intelligibility is the priority for English speakers, rather than an attempt to imitate native speakers of a so-called **Standard English** such as British English. The English used is a means of communication used globally and not 'owned' by one or two nations.

error is an unintended deviation from pronunciation rules made by an L2 speaker and tend to result from their lack of knowledge about the nuances of a particular pronunciation feature, grammar or vocabulary. Correcting students on the spot works best when the error is one that a student will recognise and have the ability to change. For example, if a student says 'sill' but you think that they may mean 'seal', you can repeat their pronunciation followed by the alternative, like this: 'Sill or seal?' In this way, the student hears both words and notices the difference between them. Then they choose the word they mean and try to say it again.

first language (L1) is the first language or dialect that a person has been exposed to from birth or within a critical period.

functions of intonation there are four commonly used terms to describe the functions of intonation: **1. attitudinal** (to convey attitudes, emotions and feelings); **2. accentual** (emphasis of content-bearing words in an utterance to get the speaker's message across as effectively as possible); **3. grammatical** (a change in pitch, such as a fall or rise to signal a grammatical function such as asking a question or making a statement and pausing after phrases, clauses and sentences); **4. discoursal** (a speaker's subconscious choice of intonation patterns and tones linked to a particular speech act, or discourse, and is a product of the participants' shared histories and their shared understanding at that moment in time).

glide where the pitch of a speaker's voice rises or falls gradually rather than jumping up or down.

Global Englishes is the umbrella term covering the concept of **World Englishes**, **World English** as a **lingua franca** and **English as an International Language**.

glottal stop where a speaker closes the vocal folds and obstructs the airflow before releasing it suddenly, as may occur with words such as *but*, *cat*, and *bottle* – it's realised as ʔ in the IPA chart (International Phonetic Association chart).

grammatical approach teaches intonation in the context of different aspects of grammar and is prescriptive. For example, we might teach students that with *wh-* questions, the intonation will often fall at the end:

What time does he arrive? ... whereas with yes/no questions, the intonation often rises, like this:

Are these your bags?

head (or **onset syllable**) is the second most prominent syllable in a **tone unit**, for instance, the *Can* in *Can you help me?*. This is where the **pitch** starts rising; it rises all the way to the **nucleus** (*help*). This pitch is sometimes referred to as the **key**.

homophones literally 'same sound'; also used to describe words that sound the same as another word (and are pronounced the same way) but which have a different spelling and a different meaning, such as *know* and *no*, or *bear* and *bare*.

homographs have the same spelling but are pronounced differently, so the word *close* in these two sentences is pronounced in two different ways: *I'm very close to my brother.* / *Can you close the door?* Other common examples of homographs are *lead*, *live*, *minute*, *read*, *refuse*, *row*, *tear*, *use* and *wind*.

intelligibility the ability to communicate with other speakers of English confidently and effectively.

International English (as used here) English produced by L2 speakers.

intonation refers to the way the pitch changes when you say a phrase or sentence, in other words the jumps, falls and glides in pitch of a speaker's voice. For instance, the pitch might rise to indicate that you are asking a question or that you are suggesting that there is more information to follow.

intonation patterns there are four main intonation patterns of English: rise, fall, rise-fall and fall-rise. In teaching, we are most interested in the intonation pattern that takes place on the **nucleus**, where the biggest **pitch** variation takes place.

intrusion is when a consonant sound is introduced (it intrudes) to bridge the edges with vowels as beginning and ending sounds to enable fluent speech. For instance, the intrusive **j** sound in *I^(j) always*, the intrusive **w** in *go^(w) away* and the intrusive **r** in *law^(r) and order*.

inversion is when speakers switch (or reverse/inverse) the normal position of consonants in a **consonant cluster** and inadvertently change the meaning of the word. For example, with the consonant cluster **ks** and **sk** in words like *tax* and *task* or *axe* and *ask*, there would be a considerable difference if a manager was told to *axe him* when the speaker meant them to *ask him* something.

learner-centred activities are ones that are directed or led by the students as opposed to the teacher. In other words, the students and teacher share the focus and instead of listening to the teacher exclusively (see **teacher-centred** below), they interact equally, group work, collaboration and thinking for themselves is encouraged.

light l occurs at the beginning of a word, like *love* and *look*, or at the beginning of a syllable, such as *elongate* and *release*. It is transcribed as **l**. To make the light **l** the tip of the tongue goes behind the front teeth, at the **alveolar ridge** or it can also come out past the front teeth. The tongue should be in a narrow shape to allow the airflow to travel around the sides of the tongue. The tongue retracts back into the mouth, and the back of the tongue drops low into the mouth. The light **l** may feel like it is being made towards the front of the mouth.

lingua franca a language which makes communication possible between groups of people who do not share a common language.

linking (also known as **liaison**) is when the sound at the end of one word runs into the sound at the start of the next word, usually for a smoother and faster pronunciation, for instance, *runs into*, *start of*.

linking r often occurs when a word ends with the letter *r* and the next word starts with one, for instance *four animals* becomes 'four *r* animals'. This contrasts with when you say a word that ends in *r* in isolation, like *four*, where the final *r* is not heard in most accents of English (see **rhotic r** below).

L1 our first language, also known as our mother tongue.

L1 interference if certain sounds or features of pronunciation of English exist or do not exist in a learner's first language (L1), the pronunciation and recognition of particular phonemes or features might be problematic for those learners.

L2 a second or additional language.

model using your own voice (or recorded material) to introduce a new sound or word for your learners to hear and then potentially recreate.

monophthong is a vowel sound (**phoneme**) where the mouth does not change when producing them; for example, **i:** as in *tea*.

manner of articulation is the way in which the mouth makes the sound. It may involve friction between the upper teeth and lower lip; for instance, **f** as in *four*.

mistake is an action, decision, or judgment that produces an unwanted or unintentional result and can be a deviation from normal accuracy. It is done accidentally – the speaker knows it's incorrect, but the wrong word or sound slips out. The speaker can learn from their mistakes by reviewing what went wrong and identifying what they need to do to avoid repeating it. For example, if they are making a mistake like *I like at* instead of *I like art* and they're familiar with the **phonemic symbols**, draw one like this **æ** and another like this **ɑ:** on the board, then point out the difference being sure to clarify which is the correct version.

non-rhotic an accent in which the **r** sound is not pronounced before consonants and at the end of words not followed by a vowel, like *part* and *far* in standard British English are pronounced as **pa:rt** and **fa:r** by speakers with a rhotic accent.

partial assimilation is when the phoneme changes to another phoneme but a different phoneme from the one next to it. For example, at speed, *can play* will sound like *cam play*. The **n** changes to a **m** sound due to bilabial **p** that follows it.

phonetics is the study of human sounds; the production, transmission and reception of sound.

phoneme (also known as a **phonological unit**) is a distinct and single unit of **sound** in a specific language, such as English, that can distinguish one word from another, for instance **b**, **k**, **tʃ**, **m** in the English words *bat*, *cat*, *chat*, *matt*. English has 44 phonemes which are separated into 24 **consonant** sounds and 20 **vowel** sounds.

phonemic script language written by a representation of each of its sounds (**phonemic symbols**), rather than its alphabetical letters, specific to the language it's representing. The British English phonemic script is different to the General American phonemic script for instance, with a number of sounds looking quite different and even common words being **transcribed** in different ways. Take the word *hot* – in British English it is transcribed as **hɒt** but in American English it is shown with a longer vowel sound **hɑt**.

phonemic chart showing the 44 phonemic symbols and the way they relate to each other. Arguably, one of the most influential is the chart created by Adrian Underhill in *Sound Foundations* (1994, Macmillan Education), which is divided into monophthongs, diphthongs and consonant sounds.

phonology is a branch of linguistics that studies and classifies the sounds, their distribution and patterns that occur within different languages and dialects.

pitch the level someone speaks at (technically the frequency). Every speaker has a normal pitch range, which they may depart from in certain situations, such as when they are excited or angry.

plosive English has six plosive consonants: **p, t, k** and **b, d, g** which follow certain patterns depending on their position in a word: initial, medial and final.

polysyllabic containing two or more syllables.

place of articulation is the position the mouth forms to produce a different phoneme, for example, the place where the upper teeth meet the lower lip.

pre-head refers to any syllables that come before the **head**. So in this tone unit: *I was wondering if you could help me?* *I was* is the pre-head and *wondering* is the head.

primary stress the syllable in a polysyllabic word which is given the most emphasis by the speaker, for instance, *im'portant* and *'delegate*.

proclaiming tone a falling tone used when giving information that is perceived to be new to the listener.

productive pronunciation is where learners need to produce the phonological features or sounds you have taught them.

prominence the four ways in which a speaker emphasises key words in an utterance in order to convey their meaning: by changing the pitch of the stressed syllable (pitch), by making the stressed syllable longer (length), by making the stressed syllable louder (volume) and/or by articulating the vowel sound of the stressed syllable more clearly (quality).

pronunciation refers to the way we say words.

pronunciation model is the standardised model used in a particular coursebook or course material and is often determined by where the material is being produced or published. For instance, a coursebook published by a British publisher is likely to offer a British English **pronunciation** and **phonemic symbols** as opposed to using General American pronunciation and accompanying phonemic symbols.

receptive pronunciation is where learners need to be able to recognise the phonological feature or sounds being spoken.

reduced forms words which are less clearly articulated in a stream of speech.

referring tone a falling-rising tone used when referring to something or someone that the listener is believed to already know.

register the style of language used in formal/informal situations.

resyllabification occurs when a consonant becomes attached to a vowel sound in a different syllable like *an_ apple* → *a napple* (also known as **catenation**) and taller (with the **l** sound moving to the *er* but this is not **catenation**).

retroflex is when the tongue is curled backwards at the start of the sound, for instance the 'r' sound in Mandarin and Cantonese. When Chinese characters are transcribed into the Roman alphabet, the sound is written as 'r' but it is pronounced significantly differently from the **r** phoneme we produce in English which can lead to **L1 interference** and the belief the sounds are produced similarly, when in fact, they are not.

rhotic r is heard when someone has an accent or dialect in English in which an **r** sound is retained before consonants, such as *hard* and *market* which sound like **ha:rd** and **ma:rkit**, and at the end of a word like *car* and *four* which sound like **ha:r** and **fɔ:r**. The presence of the **rhotic r** tends to provide an instant recognition of the regional speech of a given speaker.

rhythm a strong, regular pattern (or beat) of sounds or utterances in speech. For example, if you count out three regular beats and repeat the sentence *It was a hot day* a few times, you'll notice that the words *It was a* take up one beat, *hot* another beat, and *day* the final beat.

schwa represented by the phoneme ə is the most common sound in English, and represents unstressed vowel sounds in an utterance. For instance, *It was a hot day* is commonly said like this 'ɪt wəzə 'hɒt 'deɪ with the unstressed words being was and a that might be barely heard.

secondary stress 1. may be found in a **polysyllabic** word where the syllable carrying secondary stress is emphasised more than the other unstressed syllables in a word, but not as much as the syllable carrying the primary stress. For example, consider the word *delegate*: in the verb, 'deleɪgeɪt, the final syllable has secondary stress, but in the noun, 'deleɪgət, the final syllable is unstressed. **2.** is the word that doesn't carry the main stress in a sentence or chunk, but that is still stressed to some extent. For example, in the sentence *He bought a new laptop*, **laptop** carries the main stress, and *bought* carries the secondary stress.

segmental refers to the sounds (**phonemes**) that words consist of.

segmental features are isolated segments, such as the phonemes in a word.

sentence stress is the pattern of stressed and unstressed words within a sentence, with this emphasis is on words that carry important information normally, although this can change significantly, depending on the specific meaning the speaker wants to communicate – see **contrastive stress**, **emphatic stress** and **shifting stress**.

shifting stress is when the main stress in a sentence is moved (or 'shifted') in order draw attention to a different part of the sentence and its meaning, for instance, emphasise the object of the sentence by stressing it: *I flew to PARIS*, or emphasise what you were doing by stressing the verb: *I FLEW to Paris*.

slip is a mistake that the student wouldn't normally make, so it doesn't need attention.

Standard English refers to the version of English you might provide as a model, such as British English or American English.

stress is a key component of connected speech. If you listen to a sentence like *It was a hot day*, you'll notice that the two words *hot* and *day* are emphasised (stressed) with a change of **tone**. The words *it was a*, on the other hand, are not stressed, to the point that we might barely hear them, and the vowel sounds in the words *was* and *a* are likely to be unstressed.

stress pattern shows where the primary and secondary/unstressed syllables are in a word, for instance, *comPUter*.

stressed syllable of the stressed word when you are talking about sentence stress, it's easier to talk about which word is stressed in the sentence, however, it's the syllable of the stressed word, to be precise. For instance, in the sentence *I flew to Egypt*, the word *Egypt* contains two syllables, so it is just first syllable that is stressed.

stressed-timed language is a theory of language which states that certain words are stressed more than others in speech; the stressed words are generally those that carry the main meaning of the sentence. English is a good example of a stressed-timed language.

strong form a carefully articulated word resembling its citation form.

suprasegmental features go beyond single phonemes; they involve areas such as word stress.

subvocalisation the process when we read of noticing the letters and words and converting them to sounds in our head.

syllable is a unit of pronunciation having one **vowel** sound, with or without surrounding **consonants**, forming the part or whole of a word, for instance the word *it* has one syllable, whereas the word *iterative* has four syllables.

syllable-timed a theory of language where every syllable is given more or less an equal amount of stress in speech. Italian is a good example of a syllable-timed language.

tail refers to any syllables that come after the **nucleus**. So in this tone unit: *I was wondering if you could help me?* *help* is the nucleus, and *me* is the tail.

teacher-centred approach takes place inside the classroom and encourages the learners to focus completely on the teacher. In other words, the teacher talks, and the learners exclusively listen or act upon instructions from the teacher.

tone the technical term for **pitch** changes (or **intonation patterns**): rising, falling, rising–falling, falling–rising and a level tone.

tone unit (or **intonation group**) is a basic part or chunk of language; it might be a single word consisting of more than one syllable, a phrase, a whole sentence, or even just part of a sentence. Within it, there will be one complete movement of intonation – a pitch change or a level tone.

tonic syllable (or **nucleus**) occurs in a tone unit, with one syllable always having the most stress. This stressed syllable is where the intonation will be most prominent or there's a change in **tone**. This is called the **nucleus** of the intonation group (or the **tonic syllable of the tone unit**). So in this tone unit: *I was wondering if you could help me?* *I* was is the **pre-head** and *wondering* is the **head**, *help* is the **nucleus**, and *me* is the **tail**.

transcribe is when words, phrases or sentences are written as they sound using the **phonemic script**.

unvoiced a term used to refer to a phoneme that is articulated (or produced) without vibration of the vocal cords, for instance, **p**, **t** and **k** sounds.

voiced a term used to refer to a phoneme that is articulated (or produced) with vibration of the vocal cords, for instance, **b**, **d** and **g** sounds.

vowel sounds (for example, **i:** as in *she*) which are formed using different **articulators** (see definition above) and with the mouth letting the air through.

weak form(s) a term commonly used to imply that there are a limited number of function words with reduced vowel sounds. In fact, every word has a strong and a weak form.

word boundaries the aural boundaries between adjacent words where **elision**, **assimilation** and **linking** may occur (see above).

word stress is when a word has more than one **syllable** and one of the syllables has a change of pitch to the others and is said with more emphasis, such as *louder* which has the word stress on the first syllable (LOUder) and *computer* which has the word stress on the second syllable (ComPUTer).

World English refers to the English language as a **lingua franca** used in business, trade, diplomacy and other spheres of global activity.

World Englishes refers to the different varieties of English, such as British English, Australian English and South African English, and English-based creoles (emerging localised or indigenised varieties of English) developed in different regions of the world and were often influenced by the UK or US, such as Singaporean English, Nigerian English and Indian English.

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