

Prof. Germán Morgado (ELT)



INSTITUTO DE EDUCACIÓN SUPERIOR 9-027
Guaymallén
DGE

Practice Resources for ENGLISH PHONETICS & PHONOLOGY 4

Booklet of class practices

2nd Semester 2025

Table of Contents

Foreword	3
Revision of previous contents	4
Part 1 - The English sound system.....	4
The sounds chart	4
Practice #1	7
Practice #2	9
Part 2- Intonation review	11
Practice #3	12
PRACTICE #4	13
Practice #5	14
Practice #6	16
Practice #7	17
Part 3- World Englishes	18
Practice #8	19
Part 4 -Varieties of English	19
Practice #9.....	20
Practice #10.....	22
Practice #11.....	23
Practice #12.....	24
Practice #13.....	25
Extra resources and web findings	27
Resources for practice.....	27
Applications (apps) for practice	29
Bibliography and references	30

Foreword

This short booklet for phonetics and phonology practices is intended to complement and support the practice material included in the course in Phonetics and Phonology 4, at the Teaching Training Programme at IES 9-027 “Guaymallén”. The selection of practices also includes some basic concepts on the fundamentals of pronunciation, as well as elements for pronunciation teaching and regional variations of the different Englishes spoken around the world.

The selection of text was taken from original materials produced by authors like O’Connor and Fletcher (1998), Roach (2008), Kelly (2000), Bradford (1988) Hewings (2007) among other important works. Also, the selected practice material includes notes and practice exercises from Handcock (2007), Handcraft (1992) and Bowler and Perminter (2005). The short and concise theory support and refreshment notes include excerpts from Crystal, Brown (1997) and Wells. And Laver (1994). Although being a bit obsolete, the bibliography is worth taking awaiting for the newest material to show up.

This booklet for practices is organised in the following. An introduction that revisits the most relevant concepts in pronunciation like sounds of speech from vowels to triphthong, consonant clusters and prosodic features (stress, rhythm and intonation)

The key practice area is focused on the area of language variations, being SSBE and AE the most relevant for this course. The user may find some key notions on the teaching of pronunciations and its importance in the acquisition of English as a Foreign language (EFL)

The practice booklet exercises are accompanied by the audio files corresponding to each exercise. Those are available in the original bibliography and corresponding editions. You find the information in the reference section.

Prof. Germán Morgado
Prof. Universitario de Ingles

Compiled in October 2025

Revision of previous contents

In this section, some revision of terms is done. Let's have a look at the sounds of English

Part 1 - The English sound system

It is important to establish the difference between sounds, sounds of speech and letters of the alphabet in English. We need to keep clear in mind that in English there is practically no connection between the letters or graphs

The English language contains speech sounds that may result difficult to articulate for some learners. It is necessary to remember and practice them

In English, there are **44 phonemes** that make up the language, which include: (1i)

- **19 consonants:** These are the basic sounds that form the consonant letters.
- **5 long vowels:** These are vowel sounds that are pronounced longer than their short counterparts.
- **5 short vowels:** These are the basic vowel sounds.
- **7 digraphs:** Combinations of two letters that create one sound (e.g., "sh", "ch").
- **2 diphthongs:** Complex vowel sounds that begin with one vowel sound and glide into another.

- Search the web

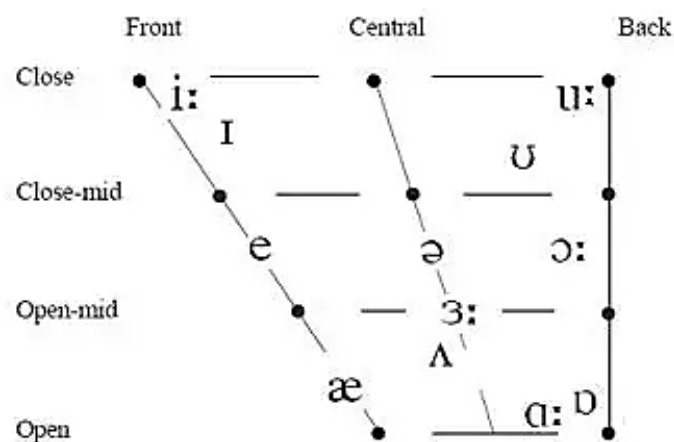
[For a more interactive experience, you can explore the **Interactive Phonemic Chart** which contains all 44 sounds used in spoken British English. Additionally, resources like **LanguageUK** provide audio examples to help with pronunciation.](#)

The sounds chart

The sounds chart is a pronunciation tool that help us to refresh the position of each sound of speech in English. Taking it with us in every single activity will allow us to think about each sound by considering

FOR ENGLISH VOWEL SOUNDS (2i)

- Lip position
- Part of the tongue raised
- Sounds length
- Openness and closeness



FOR ENGLISH CONSONANT SOUNDS (3i)

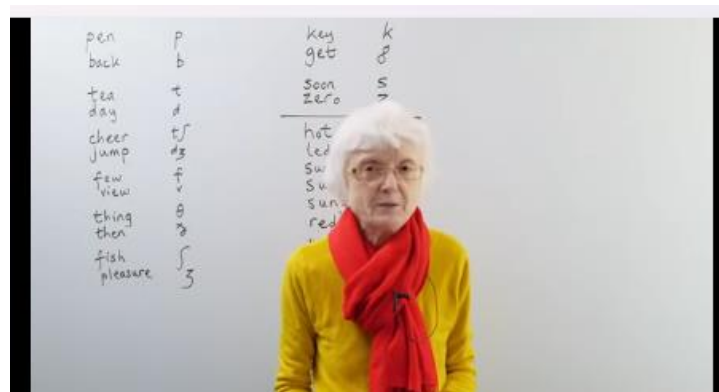
- Point of articulation → refers to the way the articulators interact
- Manner of articulation → according to the way in which the air is released from the body
- Voice or voiceless → in relation to the vibration of the vocal folds or cords

	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar (post-alveolar)	Palatal	Velar	Glottal
Unvoiced (-V) Voiced (+V)	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops (Plosives)	p b			t d			k g	ʔ ¹
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral (approximant)				l				
Approximant	w ²			r		j	w ²	

- Search the web

<https://www.learnenglishsounds.com/en/consonants>

- Video support



English for Beginners: Learn all the CONSONANT SOUNDS (1v)

ENGLISH SOUNDS CHART (4i)

Vowels		i:	ɪ	ʊ	u:	ɪə	eɪ	Phonemic Chart	
		sheep eagle field	ship busy started	good put should	moon grew through	ear here career	train say plane		
		e	ə	ɜ:	ɔ:	ʊə	ɔɪ		
		bed dead said	about police the	bird hurt work	door walk saw	your sure tourist	boy point oil		
		æ	ʌ	ɑ:	ɒ	eə	aɪ	əʊ	short
		apple cat mat	up money cut	car bath safari	not what because	hair careful there	by high fine	now our house	long
									diphthongs
									voiced
									unvoiced
Consonants		p	b	t	d	tʃ	dʒ	k	g
		pen hopping jump	bell hobby herb	table little watched	dog added played	chips itch picture	jam danger fudge	key car luck	green hug league
		f	v	θ	ð	s	z	ʃ	ʒ
		fire laugh phone	video move of	thick healthy teeth	mother this with	see city notice	zebra cosy has	shop nation special	television visual leisure
		m	n	ŋ	j	l	r	w	h
		man tummy lamb	no funny knife	sing uncle angry	yes onion view	light smelly feel	right berry wrong	win where one	house hungry who

The 44 phonemes of Standard British English with examples of common spellings.

adapted by AlbaEnglish.co.uk

In English we do not say each word with the same force or strength. And this differences in pronouncing words with a different force and strength is what we call word stress or lexical stress. What is more, word stress in English is quite variable: some words are stressed on their first syllable (e.g., sister, decorate, Arabic), some are stressed on the second (e.g., present, arcane, America, attention), some on the third (e.g., decoration, historicity, and referee), and still others on the fourth (e.g., exasperation). Furthermore, being English a stressed language, one should pay closely attention to the pattern of stress in that language, seeing that “word stress is an important pattern in word shape. Besides, a change of this pattern may lead to misunderstanding in communication. Nevertheless, this short piece of writing, strictly speaking, describes the nature of word stress and highlights its importance in mastering English pronunciation fluency.

Resource

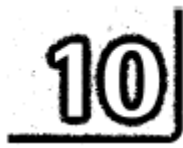
[\(PDF\) THE NATURE OF WORD STRESS IN ENGLISH](#)

Josias, A. (2021). THE NATURE OF WORD STRESS IN ENGLISH, 12.

The review of stress is a general activity to resume the contents from the previous courses as well as some practices in intonation and its systems

- **Section 1 – the ENGLISH INTONATION**

Practice #1



contro'versial and controVERsial

Word stress and prominence



When a word is used in conversation and emphasised one of the stressed syllables is made prominent. In a one-stress word this is the stressed syllable, and in a two-stress word it is usually the syllable with main stress. Prominent syllables are shown in this book in capital letters:

- I'm going to a PARty. I can't reMEMber.
- It was controVERsial. She goes to KINdergarten .

Prominence can move to the secondary stressed syllable in a word like 'controversial' when it is followed by a word with another prominent syllable, particularly when the first syllable of the following word is prominent:

- She gave a CONtroversial ANswer.

This is sometimes called stress shift. Stress shift can only happen in words where a secondary stress comes before main stress. Here are some more examples:

- , under' stand I UNderstand EVerthing.
- , disap ' pointing It was a DISappointing OUTcome .

Exercises

10.1 Are these one-stress words (write 1) or two-stress words (2)? Circle the main stressed syllables and underline the secondary stressed syllables. Use your dictionary if necessary.

EXAMPLES experiment (1)

thermostatic (2)

1 occasional ()

4 cosmopolitan ()

7 electronic ()

2 supplement ()

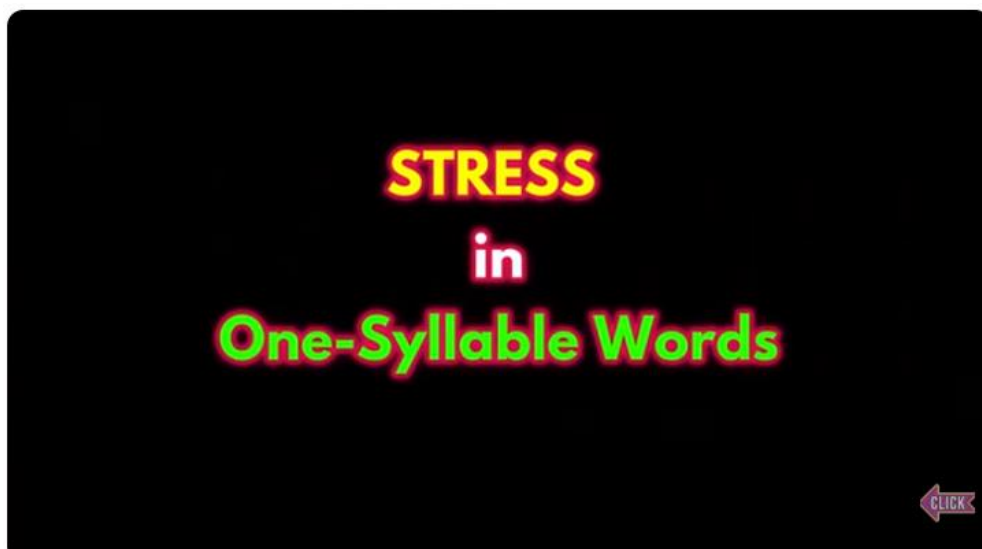
5 pedestrian ()

8 spectacular ()

3 temperamental ()

6 incoherent ()

9 documentary ()



Master Word Stress **All Levels** Perfect Pronunciation! (v2)

10.2 Underline the syllable you think is most likely to have prominence in the words in **bold**. In which two of these words is stress shift *not* possible?

EXAMPLES We used to live near the **Berlin** Wall. She's got a job in **Berlin**.

- | | |
|--|--|
| 1 I'm working on my pronunciation. | 8 I love living next to the Mediterranean. |
| 2 It was just a routine job. | 9 It cost sixteen euros. |
| 3 The film was made for propaganda purposes. | 10 The book was just political propaganda. |
| 4 The region has a Mediterranean climate. | 11 The operation was quite routine. |
| 5 Next month she'll be sixteen. | 12 They appointed an independent judge. |
| 6 There was a satisfactory outcome. | 13 The result was satisfactory. |
| 7 The country was declared independent. | 14 I'm doing a pronunciation course. |

A42 Now listen and check your answers. Then say the sentences aloud.

10.3 Listen and underline the syllable that has main stress in these words.

A43

<u>hand</u> bag	concise	disarming	footbridge
life-like	paintbox	subjective	tablecloth

Now use the words to complete these conversations. Then underline the syllable in the word that you think is likely to be prominent.

EXAMPLE A: So we have to take the old footpath?

B: No, we take the old footbridge.

- | | |
|--|--------------------------------------|
| 1 A: So you thought the work was precise? | B: No, I said it was |
| 2 A: You've lost your handbook, have you? | B: No, I've lost my |
| 3 A: Yes, I thought the performance was lifeless, too. | B: No, I said I thought it was |
| 4 A: I didn't think his findings were very objective. | B: No, they were very |
| 5 A: Does the tabletop need washing? | B: No, the |
| 6 A: I've brought you the paintbrush you asked for. | B: No, I wanted my |
| 7 A: Did you say the country's rearming? | B: No, it's |



A44 Now listen, check your answers and repeat the corrections.

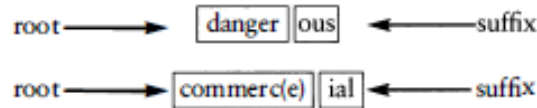
Resource

English Pronunciation in Use op. cit Unit 10, p. 26-27

Practice #2

11 'comfort and 'comfortable Suffixes and word stress (1)

A A45 Some words are made up of a *root* and a *suffix*:



In some words with suffixes, the stress stays on the same syllable as in the root. Compare:

'danger and: 'dangerous

In other words, the suffix changes the stressed syllable. Compare:

'commerce and: com'mercial

B A46 Suffixes which don't usually change the stress pattern in the root word include *-able*, *-age*, *-al* (but see Unit 12 for *-ial*), *-er*, *-ful*, *-less*, *-ness*, *-ous* and *-fy*. For example:

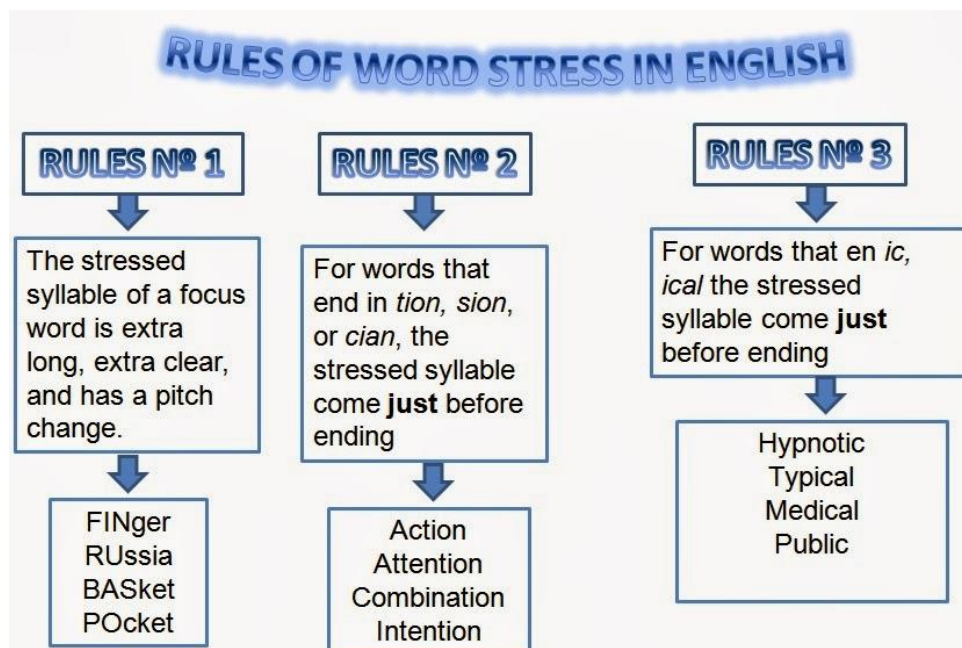
'comfort – 'comfortable	per'cent – per'centage	e'lectric – e'lectrical
'amplify – 'amplifier	re'gret – re'gretful	re'gard – re'gardless
'foolish – 'foolishness	di'saster – di'sastrous	'beauty – 'beautify

Exceptions with *-able* and *-al* include:

ad'mire – 'admirable	pre'fer – 'preferable
'medicine – me'dicinal	'agriculture – agri'cultural

Note that before the suffixes *-ious*, *-ulous*, *-orous* and *-eous* main stress usually comes in the syllable before the suffix:

'industry – in'dustrious	'mystery – my'sterious
'miracle – mi'raculous	'carnivore – car'nivorous
ad'vantage – advan'tageous	'outrage – out'rageous



English stress and some affixation rules (i5)

1.1 Complete the sentences with pairs of words from B opposite. You should also mark the stress.

EXAMPLE The herb is used for me'dicinal purposes, although it isn't usually thought of as a 'medicine.

- 1 The journey was a; in fact, the whole vacation was
- 2 The decision was an - quite I was appalled.
- 3 of his mistakes, the president continues to be held in high
- 4 Workers in the steel are generally skilled and
- 5 The Democrats' lead is now eight points, and has risen three in the last week.
- 6 Her disappearance was never explained, and her whereabouts remain a until today.
- 7 The region is mainly land and most people here still work in

A48 Now listen and check your answers. Then say the sentences aloud, paying attention to the stress in the words you have written.

1.2 This speaker is talking about the difficulty of getting cars repaired. Focus on the words ending with the suffixes *-able* and *-al* (in bold). Listen and tick (✓) the words which follow the rule given in B – that is, they have the same stress pattern as their root.

You hear about the poor quality of car repairs so often nowadays. You just can't find **dependable** (✓) mechanics, and the problem seems to be **universal** (X). For example, the other day I was having problems starting my car, so I took it to a **reputable** () garage. At least I'd heard it was quite **reliable** (). The people there seemed quite **professional** (), and they said it looked like just a minor **mechanical** () problem. They said it would cost about €100, which seemed quite **acceptable** (). But when I picked it up, they'd badly scratched the paintwork. They apologised, and said it was **accidental** () and offered to re-spray it, but whether they'll do a good job is **debatable** ().



1.3 Here are some extracts from a radio news programme. Underline the syllable in each word in bold that you think is likely to be made prominent. Remember, some of the words in bold are likely to have *stress shift*.

EXAMPLE An aircraft that crashed three years ago in the Andes has been found by **mountaineers**.

- 1 A report on the problem of **absentee** landlords is to be published today.
- 2 Five thousand **volunteer** helpers are to be recruited for the next Olympic Games.
- 3 Mandarin and Cantonese are the most widely spoken languages in China.
- 4 The government is considering a ban on **roulette**.
- 5 There has been an outbreak of cholera among **Sudanese** villagers.

A50 Now listen and check your answers. Then read the extracts aloud.

Follow up: How many other country adjectives ending in *-ese* can you think of? How would you say them:
(i) on their own; (ii) in the context 'the people' (e.g. the Japanese people)?

Resource

EPU advanced op.cit U11 pag. 28-29

Part 2- Intonation review

11

BASICS OF INTONATION

- **Intonation** is a complex unity of **speech melody, sentence stress (accent), rhythm, voice qualities (timbre) and speech tempo** which enables the speaker to adequately communicate in speech his / her thoughts, will, emotions and attitude towards reality and the contents of the utterance

Intonation

There is confusion about intonation caused by the fact that the word is used with two different meanings: in its more restricted sense, 'intonation' refers simply to the variations in the pitch of a speaker's voice used to convey or alter meaning, but in its broader and more popular sense it is used to cover much the same field as 'prosody', where variations in such things as voice quality, tempo and loudness are included. It is, regrettably, common to find in pronunciation teaching materials accounts of intonation that describe only pitch movements and levels and then claim that a wide range of emotions and attitudes are signalled by means of these pitch phenomena. There is in fact very little evidence that pitch movements alone are effective in doing signalling of this type.

It is certainly possible to analyse pitch movements (or their acoustic counterpart, fundamental frequency) and find regular patterns that can be described and tabulated. Many attempts have been made at establishing descriptive frameworks for stating these regularities. Some analysts look for an underlying basic pitch melody (or for a small number of them) and then describe the factors that cause deviations from these basic melodies; others have tried to break down pitch patterns into small constituent units such as "pitch phonemes" and "pitch morphemes", while the approach most widely used in Britain takes the tone unit as its basic unit and looks at the different pitch possibilities of the various components of the tone unit (the pre-head, head, tonic syllable/nucleus and tail).

As mentioned above, intonation is said to convey emotions and attitudes. Other linguistic functions have also been claimed: interesting relationships exist in English between intonation and grammar, for example: in a few extreme cases a perceived difference in grammatical meaning may depend on the pitch movement, as in the following example:

© Peter Roach 2009

Intonation

- ✓ No language is spoken on a monotone
- ✓ Languages have variations of pitch
- ✓ English intonation: pitch patterns of spoken English; the speech tunes or melodies; the musical features of English
- ✓ Intonation is significant
- ✓ Intonation is systematic
- ✓ Intonation is characteristic
- ✓ Because word/sentence stress involves changes in voice pitch, speakers continually modify the fundamental frequency of their voice while speaking in order to stress particular words in an utterance.

Practice #3

First left, second right

INTONATION

Clear directions usually have a high intonation start and come down gradually, with a fall on the last item:

Through the traffic-lights, left, and left again.

1

► Listen and repeat.

First right, second left.

Through the traffic-lights, left, and left again.

Straight on, past the post office, and third right.

Up the hill, across the field, through the woods, and over the bridge.

2

a ► Listen to the intonation. Put a comma (,) where more information can be expected, or a full stop if the list sounds finished.

through that door down the stairs along the corridor

past the library round the corner third door on your left

b ► Now listen and repeat.

3

► Listen and answer after the tone.

Where is the Exhibition Hall?

♪ *Just through those double doors.*

Which is room C1 please?

♪ *Through that door and up the stairs.*

How do I find the library?

♪ *Through that door, along the passage, and it's the second door on your left.*

Excuse me, where is the restaurant please?

♪ *Through the double doors, across the hall, along the passage, first door on your right, and down the stairs.*

◁ Do 3 again, more confidently.

4

► Listen and answer after the tone.

Excuse me, where is Park Lane, do you know?

♪ *That way. And turn right at the end.*

Excuse me, which way to Piccadilly Circus, please?

♪ *Just up that way. About ten minutes' walk.*

Excuse me, is it far to Buckingham Palace?

♪ *No, no. Cross the street, through the park and there it is.*

Excuse me, is there a post office near here?

♪ *Left at the traffic-lights, left again at the top, past the cinema, and it's the first on your left. You can't miss it.*



Resource

English Aloud op. cit Unit 7, p. 14

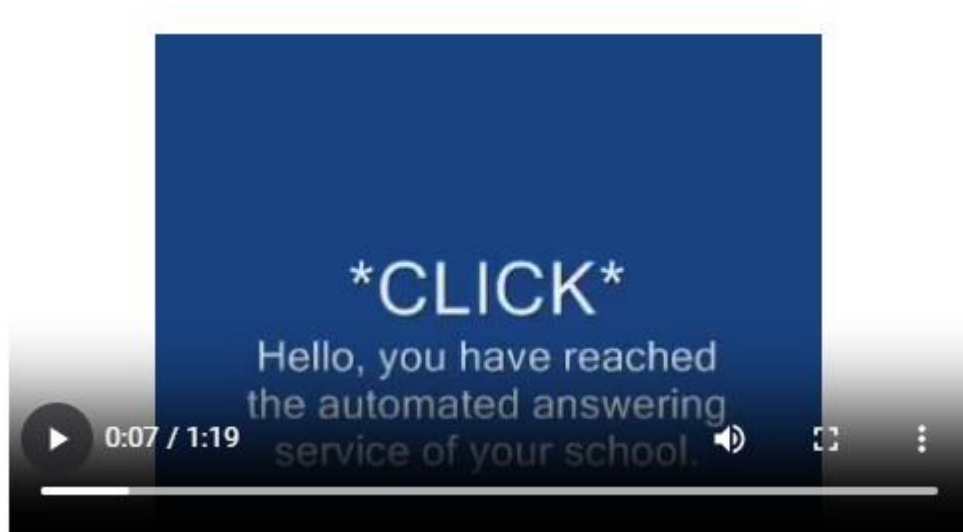
PRACTICE #4

Listening Practice - Video resource

Activity #1- Listen and transcribe the following recording in the answering machine.

1. Transcribe all the text and mark all the prosodic features learnt in class
2. Check your transcription with the dictionary and other transcription tools

Situation → The answering machine responds to unusual messages sent by parents. Your activity is to transcribe and mark the tones that are used



Link to the video for practice (v3)
Australian school phone answering machine message

3. Once you have checked your transcription, read the same text by copying the tones and the rest of prosodic features.

Practice #5

Transcription practice

INSTRUCTIONS

1. Transcribe the following text and indicate all the prosodic features
2. The options will be discussed in class
3. Download your worksheet and take it in paper form next class → [Class practice #1](#)

1. Transcribe the following passages using your Pronunciation Dictionary in every word.
2. Consider all possible prosodic features you have learnt in the previous courses.
3. Use blue ink for segments and a different colour for prosodic features with the exception of red.

Note: This practice will count towards your final student's condition

BBC LEARNING ENGLISH

News Report

Work after sport



Have you ever wondered what it's like to be a professional tennis player? The glamour, the travel, the adulation, the money.

It sounds like a fantastic lifestyle but this only comes to the most successful. For many struggling professionals life is very different.

When Li Na retired from tennis in 2014 she had earned \$24 million in the twelve months before her retirement. Compare this to the British player Jamie Baker. In his nine years as a professional he earned a more modest \$550,000.

Without big sponsorship deals less successful sports men and women often have to pay for everything themselves. If they are not winning, they can find themselves living in their cars and travelling around to small tournaments just to make enough money to pay for the petrol.

Some have to give up the sport they love and start a new career. What opportunities are there for ex-tennis-players? The British game's governing body the Lawn Tennis Association (LTA) has a Senior Performance Lifestyle Advisor who says that most tennis players have few qualifications. Many have sacrificed their education to devote all their time to the sport.

Without academic qualifications it can be hard to find a new job but professional sports people do have skills that are transferable. Skills like motivation, commitment, drive and

focus. These attributes are highly regarded by employers and have led many to successful new jobs away from the tennis court.

15

Resource

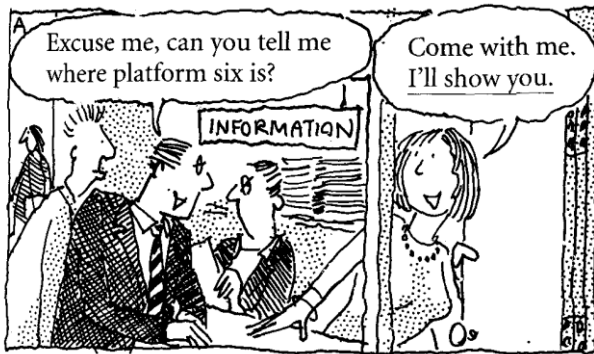
<https://www.bbc.com/learningenglish/english/home>

Practice #6
English Intonation

Intonation

Hearing the difference between polite and impolite offers

1 Read the dialogues. The offers are underlined.



2 Read these dialogues. Underline the offers.

- 1 ☐ **Jane** Oh, no! My skirt looks terrible, and I'm going out in ten minutes.
Paul I'll iron it for you.
- 2 ☐ **Rob** I'd like to have a look at that red coat.
Assistant I'll get it for you in a moment. I'm busy right now.
- 3 ☐ **Boss** I told you yesterday that there weren't any stamps.
Secretary I'm sorry, I forgot. I'll buy some now.
- 4 ☐ **Duncan** I couldn't do the maths homework last night. Could you?
Nick It was easy. I'll do it for you.

4 **T5.12** Listen and practise.

I'll buy it for you.
I'll clean them for you.
I'll carry it for you.
I'll get some for you.



- 5 ☐ **Driver** The red light's on and it's making a terrible noise. Can you do something about it quickly?
Mechanic OK. I'll have a look at the engine for you.

►► p59

T5.9 Listen to the difference between the offers.

In Dialogue A the woman is interested and **polite**.
In Dialogue B the woman is **uninterested** and **impolite**.

5 Complete each dialogue with an offer from 4.

- 1 **A** Oh dear. I forgot to buy any eggs.
B _____
- 2 **A** This suitcase is so heavy, I can't possibly carry it up those stairs.
B _____
- 3 **A** I can't serve drinks in these dirty glasses.
B _____
- 4 **A** I'm not having lunch today because I left my purse at home.
B _____

Resource

Bowler & Parminter op.cit p.33

Practice #7

Intonation and sentence stress

Showing interest and surprise

T9.5 When someone tells you something interesting you can show your interest by asking a short 'reply' question, like this:

My uncle's a fortune teller. Is he?

T9.6 If your voice is flat you will sound uninterested.

My uncle's a fortune teller. Is he?

T9.7 If you want to sound really interested, your voice should start low and finish high. Practise, first exaggerating, like this:

Is he? Is he? Is he?



2 Complete this conversation with reply questions.

My aunt's a fortune teller.

1 _____?

Yeah, she uses a crystal ball to see into the future.

2 _____?

Mmm. It belonged to my granny.

3 _____?

Yeah. She can read the lines on your hand as well.

4 _____?

1 Look at the rules for making reply questions.

Rules

- When the verb *be* is in the sentence, use the correct form of *be* in the reply question.

My uncle's a fortune teller.

Is he?

- When another auxiliary verb is in the sentence, use the correct form of that verb in the reply question.

He's got a gypsy caravan.

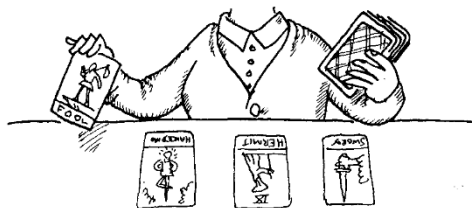
Has he?

- When there is no auxiliary verb in the sentence, use the correct form of *do*.

He likes looking into the future.

Does he?

And she's also got some very old Tarot cards.



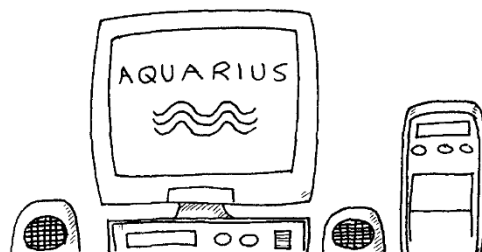
5 _____?

Yeah, one pack is over 100 years old.

6 _____?

Mmm. And she's recently bought a horoscope programme for her computer.

7 _____?



Resource

Bowler & Parminter op.cit p.36-37

Part 3- World Englishes

English Varieties

18

It is widely known that English is a language spoken in almost every place in the world. However, the language spoken outside England may result in a unusual perception of it due to numerous reasons.

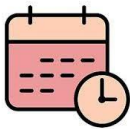
The different ways in which the same language is pronounced in different parts is called a **variety**. However, not only a language variety can be found "different" in its sounds perception but also in terms of lexis, grammatical structures and more.

Activity # 1- Forum activity



Watch the following video and comment the questions in the forum. Click

[Go and comment](#)



This activity is open until June 19th. 23.59



Where did English come from? - Claire Bown (v4)

Click in the following link to access the study material for this lesson [HERE](#)

Part 4 -Varieties of English

INTRODUCTION

ENGLISH VARIETIES

Why a global language?

As we have already studied, English is a language spoken practically all around the globe. This reason has given English the name of **global language** and there are many reasons for this statement. Also, English is used in many different areas like business, technology and medicine.

The spread of the English language as an international language has many reasons. Let's watch the following short video to get a more complete idea about this aspect.



English, a global language (v5)

Many authors have written many pages to find the reasons for English to be considered a global language. One of them is the internationally acclaimed linguist, David Crystal. David Crystal born in Lisburn, Northern Ireland in 1941, has authored works mainly in the field of language, including several Penguin books, but he is perhaps best known for his two encyclopaedias for Cambridge University Press, The Cambridge Encyclopaedia of Language and The Cambridge Encyclopaedia of the English Language (3rd ed. 2018). Recent books include That's the Ticket for Soup: Victorian Views of Vocabulary as Told in the Pages of Punch and many others.

From his authorship, we are going to study why English is a global language.

Discussion #1- English Varieties

1. After watching the video and reading the material of the lesson, choose one question

- ***What do you think about the English Language?***
- ***Did you know about its origin?***
- ***Why is it considered and international language?***
- ***Which variety do you prefer? BRITISH OR AMERICAN?***

2. Participate in the forum by expressing your opinion. No images are needed here.

Practice #9

Activity #1- Reading activity

Read the following text. We are going to discuss the different topics in class next week.

Resource

Crystal, D. (2003) English as a global language. 2nd ed. CUP (pages 1-28)

Link to the repository from I.E.S. 9-027 "Guaymallen"

https://ies9027-inf.d.mendoza.edu.ar/aula/prg_texto.cgi?wAccion=ver_texto&id_texto=2246&id_unidad=5188&id_curso=583

Click [here](#) to Access to the reading material



Activity #2- Oral Presentations This activity will be evaluated

ORAL PRESENTATIONS

1. Considering the pages written by D. Crystal, students are asked to read and give an oral presentation.
2. They can use different resources for the presentation
3. The presentations will be organised according to the following headings
 - English is the global language → **Group work**
 - What is a global language? →
 - What makes a global language? →
 - Why do we need a global language? →
 - What are the dangers of a global language? including only "*Linguistic complacency*" →.
 - What are the dangers of a global language? including "*Linguistic death*" (onwards) →.

- Could anything stop a global language? + Critical era → **Group work**

English varieties

We continue to study the differences between the Englishes around the globe. Let's watch the following video



Varieties of English (v6)

Practice #10

22

Watch the following video and answer the questions below



1. What Is the topic of the talk?
2. What happens when a country adopts the English language?
3. Can you get the meaning of "**robot**" in South African English?
4. What does the term Clapham Junction mean?
5. Why are idioms and expressions important?

World Englishes (v6)

Practice #11

- **DIFFERENCES AND SIMILARITIES BETWEEN ENGLISH AND SPANISH**

In previous lessons, we have studied the similarities and differences between dialects of English. We have defined a dialect according to Schilling-Estes (2006:313) **"if two varieties -of a same language- are very similarly linguistically and are mutually intelligible"**. This means that "if the speakers of one variety can understand the speakers of the other (and vice versa) then it seems that they should count as dialects of a single language" (313)

Conversely, in this lesson we are going to focus our attention on similarities and differences between **English** and **Spanish**.

Activity #1- Reading activity

Read the following study material to know about the similarities and differences between languages.

References

August, D., Calderón M., & Carlo M. (2002) *The Transfer of Skills from Spanish to English: A Study of Young Learners*. Center for Applied Linguistics, Washington, D.C.

Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003 and in press). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.

Reproduction retrieved from:

<http://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english>

Activity #2- Reading material

Read the following material to be discussed in class

- **Debate activity**

Students will be giving their opinions, viewpoints and exchange the topic in groups and the whole class participates for clarifying the doubts and questions that may show.

Reference:

Coe, N. in Swan, M. & Smith, B (2001) *Learner English: A teacher's guide to interference and other problems*. Cambridge Books for Language Teachers. 2nd. Ed. Cambridge University Press

Click [here](#) to Access to the reading material

Practice #12

24

Activity #3- Video Activity

Watch the video and answer the questions

1. Define a cognate
2. Define a perfect cognate and give 5 (five) examples. You can find out more examples apart from the ones in the video.
3. Define a near cognate and give 5 (five) examples. You can find out more examples apart from the ones in the video
4. Class discussion: Can you think about any other difference between English and Spanish that has not been mentioned in the video?
5. We are going to discuss this topic in class.



(v6) 1001 Spanish Words You Already Know

Practice #13

TEACHING AND LEARNING PRONUNCIATION

Why to teach Pronunciation?

Extract from Kelly G. (2000:11) Longman

A consideration of learners' pronunciation errors and of how can these inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation on the classroom. When a learner says, for example, **soap** in a situation such as a restaurant where they should have said **soup**, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

The inaccurate use of suprasegmental elements, such as stress or intonation, can also cause problems.

It is necessary to remember that Teachers become models of pronunciation for their students. This is a very important role Teachers play in the classroom. Your future students will rely on your pronunciation on the base of accuracy and appropriateness. So, it is your responsibility to be a good model for your students.

Activity #1-

Reading activity and oral in-class discussion

- Read the following chapter
- Students are prompted to discuss the following topics during the class-

Resource

Kenworthy J (1988). Teaching English Pronunciation. Longman Handbook of Language Teachers. Longman. Ch.1. Pages 1-12

Click [here](#) to Access to the reading material

Homework

- *Choose a textbook and select any pronunciation feature to teach in class.*
- *Analyse the feature of pronunciation in terms of Phonetics and Phonology aspects.*
- *Think and propose any activity to present, explain and/or practise the feature of pronunciation selected.*
- *Indicate: name of the book, level, topic of the lesson and feature of pronunciation*
- *Your feature can appear as below*

Example

- 7 A**  **2.4** **WEAK FORMS: have** Listen to the pairs of phrases.
Notice the difference.
- | | |
|------------------------|------------------------------|
| 1 I lived / I've lived | 3 he decided / he's decided |
| 2 we met / we've met | 4 they spent / they've spent |
- B**  **2.5** Listen and write the sentences.
- C** Listen again and check. Then listen and repeat.

Extra resources and web findings

27

Here you find a list of websites for checking your pronunciation. You may find some material for speaking, listening and more.



Each site may suit or not the needs of the attendees. These are just suggested websites. Its scientific and academic value is not guaranteed, and the contents within each site have not been checked. It's users' responsibility to consult books and authorities in the area.

Resources for practice

1. Learn English Sounds



[Perfect Your English Accent - Vowels, Diphthongs, Consonants](#)

<https://www.learnenglishsounds.com/en>

2. Cambridge English



[Activities for Learners | Learning English | Cambridge English](#)

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=pronunciation>

3. Fluent



[12 English Pronunciation Practice Activities For All Levels | FluentU](#)

<https://www.fluentu.com/blog/english/english-pronunciation-practice/>

4. English Club



[Pronunciation | Learn English](#)

<https://www.englishclub.com/pronunciation/>

5. Speech Active



[English Pronunciation Exercises - with Voice Recorder](https://www.speechactive.com/english-pronunciation-exercises/?v=c582dec943ff)

<https://www.speechactive.com/english-pronunciation-exercises/?v=c582dec943ff>

Applications (apps) for practice



Speak English with Loora AI

Description of the app

Loora is your personal AI English coach. It is always available for you to practice "as real as it gets" English conversations. Loora makes speaking English easy with conversation-based sessions, available 24-hours a day, every day. The lessons are personalized with real-time feedback on grammar, pronunciation, and fluency.



Accentize: Pronunciation App

About this app

Want to sound more natural in English? Accentize is your free and ultimate pronunciation and accent training app. Whether you're aiming for a clear British English or fluent American English accent, Accentize helps you sharpen your speaking skills, improve your English pronunciation, and sound like a native speaker.



English Pronunciation IPA

About this app

Learning English is important from the basics, and phonetic symbols (IPA) are the first knowledge that English learners need to master. Key Features: comprehensive Phonetic Symbol Learning**: Covers all English phonetic symbols, including short vowels, long



ELSA Speak: English Learning

About this app

Meet ELSA Speak - Your personal AI-powered English tutor.

ELSA Speak is an AI-powered language coach designed to help professionals and learners speak English with confidence. Engage in real-time, speaking scenarios to practice job interviews, presentations, meetings, and more. Reinforce your skills with interactive AI-powered games that make learning engaging and effective. With 8,000+ lessons, you'll learn proper pronunciation, grammar, and vocabulary faster than ever.

Bibliography and references

- **Bibliography**

- Bowler B. & Parminter Sue (2001) New Headway pronunciation course. Intermediate. OUP
- Kelly, G. (2000) How to teach pronunciation. Ed. Jeremy Harmer. Longman
- Haycraft, B. (1992) English Aloud. Heinemann
- O'Connor J. D. and Fletcher C. (1989) Sounds English. A pronunciation practice book. Longman
- Handcock, M. (2003) English Pronunciation in Use. Intermediate. Oxford University Press
- Roach, P. (1998) English Phonetics & Phonology. Oxford University Press.

- **Images references**

- (1i) <https://magoosh.com/english-speaking/44-phonemes-in-english-and-other-sound-blends/>
- (2i) <http://www.replicatedtypo.com/phonology-and-phonetics-101-vowels-pt-1/2641.html>
- (3i) <https://4.bp.blogspot.com/-ZfOvtSJMA2Y/UqKyqN8fkyl/AAAAAAAAABQ/Mc-xFBaYgJ0/s1600/Rules+of+word+stress+in+english+.jpg>
- (4i) https://s2.studylib.es/store/data/008886834_1-2db5f386b53282ef6c9483966d6d3b28.png
- (5i) <https://ar.pinterest.com/pin/syllable-structure--586734657690831436/>

- **Video references**

- (1v) English for Beginners: Learn all the consonant sounds. 6 may 2024
<https://www.youtube.com/@engvidGill>
<https://youtu.be/gWGtnQvxpFA?si=fhLJz8uGSfKwg5cH>
- (2v) **Master Word Stress **All Levels** Perfect Pronunciation!** 8 nov 2024
<https://www.youtube.com/@EnglishwithLiz>
<https://www.youtube.com/watch?v=h5yFINeNSTg&t=60s>
- (3v) Australian school phone answering machine message
<https://www.youtube.com/@amadeus49> 28 ago 2010
<https://www.youtube.com/watch?v=lQgXhEEpORw&t=4s>
- (4v) Where did English come from? - Claire Bower 16 Jul 2015
<https://www.youtube.com/@TEDEd>
<https://www.youtube.com/watch?v=YEaSxhcns7Y>
- (V5) English, a global language 12 Jul 2019

[HUB Scuola](#)

<https://www.youtube.com/watch?v=XLYtd7Qivr0>

(v6) 1001 Spanish Words You Already Know | Spanish Cognates 15 Aug 2019

<https://www.youtube.com/@realfastspanish>

<https://www.youtube.com/watch?v=MRBenl2FghA>

FINAL COMMENT

This compilation of practice exercises is part of the study material suggested for English Phonetics and Phonology 4 study subject. The selection and compilation were done by using the available bibliography and web investigation for applications and online suggested material. This material is subject to improvement and changes. For educational purpose only at IES 9027 “Guaymallen”.

October 2025