

UNIVERSITY OF AZUAY

SCHOOL OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCE

SCHOOL OF EDUCATIONAL SCIENCE

TOPIC: METHODODOLOGICAL
PROPOSAL TO TEACH ENGLISH
BASED ON PHONETICS AND
PHONOLOGY.

**INVESTIGATION PROJECT TO OBTAIN THE DEGREE OF
LICENCIATE IN EDUCATIONAL SCIENCE SPECIALTY
ENGLISH**

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We would like to express our gratitude to God, to our families for their love, support, and generosity, to the University of Azuay, to all our teachers who have made this work possible, especially to Dr, Ion Youman who has guided us expertly and patiently during the process of studying this career.

I'd like to dedicate this work to my daughters, Gaby and Emi, who have always wondered why I have to study. With this work, I show them that a person never knows enough to stop learning, and also that people can get everything they want only with great determination and a lot of effort.

Mónica.

With all my love, I want to dedicate this work to my husband Pablo and my baby Juan Pablito who have been my inner strength and with whom I have shared all the effort and sacrifice during these years.

Juanita.

ABSTRACT

Our work consisted of making a Student's Book with its Teacher's Guide to teach English Phonetics and Phonology, so that it could contribute to improve our students' pronunciation and communication in English.

One of the theories we considered to make this methodological proposal is the Theory of Meaningful Learning developed by David Ausubel, which deals with how people learn meaningful material from verbal and textual lessons in school. Ausubel points out that meaningful learning takes place when new information is substantially related to prior knowledge (assimilation), so this information is easy to recall and serves to learn new material. In order to have meaningful learning, Ausubel says that the material must be meaningful, the learner must have previous knowledge of what he/she is going to learn, and also the learner must have a positive attitude to learn. He also points out that books need to have clear sequential material with advance organizers, and units to help students prove the acquired knowledge. Another theory we considered is the theory of Social Learning by Albert Bandura, who sustains that people can learn by observing models, and they can reproduce what they have learned by motivation. We also checked some methods and techniques to teach English, like the Total Physical Response Method (TPR) where students learn by listening to instructions, and observing and doing the actions the teacher does, and the Communicative Approach, which emphasizes real communication.

Considering all the above ideas, we chose the contents to be taught and divided them into units. Therefore, the proposal includes some TPR warm-ups at the beginning of each unit to motivate students; concept maps and self-tests, so that students organize their knowledge and review what they have learned in a meaningful way; and many activities in which students have to work communicatively in pairs, in groups, and sometimes alone, so students are very involved in the learning process, and are never passive, and the teacher is a guide who interacts with students actively, gives students feedback, and is a model to imitate.

INTRODUCTION

Our idea of making a guide to teach Phonetics and Phonology arose by analyzing the difficulty students have to communicate in English; that is, speaking the English language so that people understand them and also understanding a regular conversation in English, especially when it's carried on by native speakers. We believe that the main reason for this problem is that in the classrooms teachers focus only on grammar and writing, without giving pronunciation the special attention it requires.

In order to help students to improve their ability to communicate in English, we decided to make a Student's Book with a Teacher's Guide, to help teachers with the task of introducing Phonetics and Phonology. We think this book should be extra material for the regular teaching program, so teachers can use their regular books to teach English and this guide as a complement.

The Theory of Meaningful Learning developed by David Ausubel is one of the theories which influences our work; that's why in Chapter I we make a summary of this theory, including the most important aspects of it, such as rote learning and meaningful learning, receptive learning and discovery learning, learning processes such as subsumption and assimilation, how to present material to make learning the most efficient possible, meaningful material, and finally how this theory can help teachers. Another theory we mention in Chapter I is the Social Learning Theory of Albert Bandura, who says that people can learn by observing and imitating the experiences of others (models), and that observational learning requires attention, retention, reproduction, and motivation, this last being of great importance to reproduce what was learned. One of the principal contributions of Bandura is Vicarious Learning, which means learning from the consequences of people's actions, where self-regulation plays an important role.

Next to be mentioned in this same chapter is Linguistics and its branches Phonetics and Phonology. Regarding Phonetics, we present a phonetic alphabet divided into oral sounds and nasal sounds, and also the speech organs used to produce these sounds. Then we present oral consonants and their classification by voicing, place of articulation, and manner of articulation; we also include important rules such as pluralization rules and s-form of verbs. After that, we introduce liquids, vowels and their classification, diphthongs, glides, and nasal sounds. Next we talk about stress and its influence on pronunciation and

meaning, and the vowel reduction rule. Finally, we give some tips to have good pronunciation.

Since it's not enough to know the sounds of a language and how to produce words, because a language is not spoken word by word, we include Phonology, that studies how sounds are articulated at the moment of producing sentences. We also talk about ease of articulation, sufficient perceptual separation, and coarticulation or assimilation. Next there are some phonological concepts such as aspiration, non-release, vowel lengthening, alveolar tap, and palatalization, among others. After that, we mention some problems Spanish speakers have with certain phonemes and how to get rid of them. Finally, we include some important concepts such as accent, suprasegmentals, intonation, stress in phrases, and liaisons.

In Chapter II, we talk about some methods and techniques that helped us to develop our work, such as the Total Physical Response method and the Communicative Approach. There is a summary of the Total Physical Response method which gives a lot of importance to listening comprehension, meaning conveyed through actions, students talking when they are ready, and learning being fun, reducing classroom stress. We also include an example of a TPR lesson plan. Regarding the Communicative Approach, there's also a summary of its principles such as authentic communication, and the functional view of language, among others, and the steps to plan a lesson.

Chapter III consists of testing the pronunciation and the ability to communicate of the students of eighth, ninth, and tenth grades of Asuncion School, analyzing the results and making a report.

In Chapter IV there are the Student's book and the Teacher's guide. The Student's book has nine units, and sometimes a unit is divided into lessons. From Unit I to Unit VII we introduce the 39 English phonemes, with a lot of activities, exercises, and reviews, so students can master them. In Unit VIII we present stress and its influence on pronunciation, as in the vowel reduction rule; again we include a lot of exercises and practice for students. Finally, in Unit IX, after students have mastered the pronunciation of words, we present the other important features to have a good accent, such as intonation and liaisons. We also make a comparison of the differences between English and Spanish regarding stress, and we include some phonological concepts such as non-release, aspiration, homophones, and

silent letters, among others, so that students with a lot of practice through many activities and exercises can improve their accent.

The Teacher's guide has the same units and lessons as the Student's book. Each unit includes objectives, a warm-up, presentation, and practice. It also has some instructions and tips for teachers, and the answers for the activities and exercises of the Student's book.

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CHAPTER I

THEORETICAL FRAMEWORK

DAVID AUSUBEL AND THE MEANINGFUL LEARNING THEORY.

David Ausubel was very active in the field of educational theory from the 1950s to the 1970s, and during this time he developed his instructional models based on cognitive structures, which are an organized group of ideas that preexist new knowledge. He was highly influenced by Jean Piaget's cognitive development theory, and from him he takes the concept and genesis of the cognitive structures. Like Piaget, Ausubel says that knowledge is organized in a hierarchical way, and that from these structures the social, physical, and mathematical world is assimilated. Therefore, school learning should be related to the cognitive structure level of development, and at the same time serve as a forming element of these structures.

Rote Learning and Meaningful Learning

Ausubel's Theory of Meaningful Verbal Learning deals mostly with how individuals learn large amounts of meaningful material from verbal and textual lessons in school. He contends that learning can be of two types: rote learning and meaningful learning. Rote learning takes place when the learner makes little or no effort to relate new information to relevant knowledge she/he already possesses or when the learner has little organized relevant knowledge; this way, new knowledge is related to the student's previous knowledge in an arbitrary manner, so learning is mechanical, difficult to recall, and doesn't serve to learn new information, since there isn't any organization or differentiation of previous concepts. Rote learning has negative consequences for acquisition of organized knowledge that facilitates new learning and creative problem solving. Rote learning often leaves out the underlying reasons for rules, practices, and procedures, which facilitate individual thinking and creative application of knowledge to novel situations.

On the other hand, meaningful learning occurs when the learner deliberately seeks to relate and incorporate new information into relevant knowledge structures she/he possesses. It is a process controlled by the learner, in which new information is substantially related to what the student already knows; this is called assimilation of new information into existing

knowledge frameworks. The process of assimilation strengthens the learner's overall knowledge structure and, in particular, the linkages connecting the new knowledge and existing knowledge. The result is an improved capacity to recall that new information, thus making the learning process of obtaining the new information meaningful. There are three simultaneous conditions that are necessary for meaningful learning:

- Meaningful material: the contents have to be meaningful, so they can be learned in a meaningful way.
- Learner's relevant prior knowledge: students must have in their cognitive structures the previous concepts formed and hierarchically organized, so that the new knowledge can be linked to previous knowledge.
- Learner's choice to use meaningful learning: the student has to demonstrate a positive attitude toward meaningful learning; that is, to show a disposition to relate the new material to his cognitive structure.

Receptive Learning and Discovery Learning

Regarding teaching methodology, information can be learned by reception or by discovery. Receptive learning takes place when the whole content in its final form is presented to the student. On the contrary, discovery learning is when the student has to discover the content before assimilating it. An important contribution of Ausubel's Assimilation Theory is to recognize that teachers relate receptive learning to rote learning, and discovery learning to meaningful learning. But meaningful learning doesn't depend on the method used but rather on the way it is integrated into the student's cognitive structure. Julian de Zubiria, in his book "Los Modelos Pedagógicos," says that the main concern of the school should be centered on guaranteeing meaningful learning for its students: that is, that the new knowledge be linked in a substantial way to their cognitive structures, and not if this process is given in a receptive way or by discovery. He thinks that the current school problem is not about methods, but about learning types. The teaching method depends on the students. If students are children, discovery learning will prevail. On the contrary, if we speak of adolescents and adults, receptive learning will be used mainly, since they

assimilate new conceptual meanings through differentiation of concepts that this process generates.

Learning Processes

- a. Subsumption: In Ausubel's subsumption theory, he contends that "the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly" (Ausubel, Educational Psychology: A Cognitive View, 1968). He says that a primary process in learning is subsumption, in which new material is related to relevant ideas in the existing cognitive structures, so the core of Ausubel's assimilation theory of learning is that existing concepts are *subsumers* of new concepts; that is, the existing concept provides a base for linkage between the new information and previously acquired knowledge. The process is interactive, slightly altering both the subsuming concept and the newly stored information. Subsumption can be of two types:
 - Derivative subsumption: Describes the situation in which the new concept that is learned is an example of a concept that has already been learned, so the learner's new knowledge is attached to the previous one without substantially altering it.
 - Correlative subsumption: When new knowledge is an extension, elaboration, modification, or qualification of previously acquired knowledge. This process, which is typical in school learning, is more valuable learning than that of derivative subsumption, since it enriches the higher-level concept.
- b. Obliterative Assimilation: This process deals with the fact that learners will forget information some time after it is learned. In Ausubel's theory, the variation in the amount of recall depends mostly on the degree of meaningfulness associated with the learning process. Information that is learned meaningfully can usually be recalled weeks and months later. In contrast, information learned by rote cannot be appropriately subsumed into the learner's cognitive structure.

- c. Progressive Differentiation: Ausubel believes concept development occurs best when the most general, most inclusive concepts are introduced first, and then these concepts are progressively differentiated, that is, elaborated with more detail and specificity. He says it is less difficult to differentiate aspects of a previously learned inclusive whole than to state this inclusive whole from previously learned pieces.
- d. Integrative Reconciliation: This is called superordinate learning, and it occurs when new learned concepts are more inclusive than the previous ones, and therefore are capable of subordinating them.
- e. Consolidation: Ausubel contends that it's not possible to introduce new content if the new learned content is not mastered through correction, discrimination practice, feedback, etc.

Inputs to learning

Ausubel makes some suggestions about how to present materials so that learning, storage of information, and knowledge transfer can be the most efficient possible.

- a. **Meaningful materials:**

The contents must be non-arbitrary and substantially related to the student's cognitive structure; also, they need to have logical sense. This way, during the learning process, students can change this logical sense into psychological sense, which is the sense that the contents have for each student. The psychological sense is an idiosyncratic phenomenon, and it always prevails over the logical sense.

- b. **Advance Organizers:**

These are introductory contents that are clear, stable, and inclusive of new learning content. An advance organizer helps learners to bridge the gap between knowledge they already possess and what they need to know before learning new knowledge. This model is about having the students understand systems of concepts and how

concepts are related to one another. To be effective, advance organizers must identify the learner's specific existing relevant conceptual and propositional knowledge, and the new knowledge must be properly organized and sequenced to optimize the learner's ability to make the connection of new knowledge to existing concepts and propositions. Advance organizers are effective because they activate the learner's prior knowledge. Ausubel distinguishes two types of advance organizers:

- Expositive organizers: which are used to introduce completely new content. They are useful to supply relevant subsumers.
- Comparative organizers: used for relative, familiar content which integrates new ideas by similar concepts, and helps to distinguish new ideas from existent ideas which are essentially different but apparently similar.

Advance organizers may be developed to begin a lesson, to begin a unit, or to introduce a whole area of study. They can be verbal or graphic. Graphic organizers indicate thinking processes like comparisons (Venn diagram, matrix, T chart), analysis (concepts maps, matrix), category systems etc. With these organizers, students are not passive because they will actively process information, understand domain, and then use the information for problem solving.

Based on Ausubel's Theory, Joseph D. Novak developed the Concept Maps as a better way to achieve meaningful learning and to assess progress in meaningful learning. The concept map's function is to help learners with comprehension of the concepts they have to learn, and to relate these concepts between themselves or to previously learned ones. It clearly defines the central idea and indicates the relative importance of each idea, and allows students to figure out the links among the key ideas, so it encourages high-level critical thinking. Novak says the concept map tool has proved to be highly effective both in promoting meaningful learning and in assessing learning outcomes. A concept map consists of cells that contain a concept, item or question, and links. The links are labeled and denote direction with an arrow symbol. The labeled links explain the relationship between the cells. The arrow describes the direction of the relationship and reads like a sentence.

c. Integrative Reconciliation:

Ausubel sustains that in order to have superordinate learning, it's necessary to make the relation between ideas explicit, and also to highlight their similarities and differences. He also says that didactic books separate particular ideas into chapters or units without highlighting the common elements that are a must for authentic integrative learning.

d. Progressive Differentiation:

Ausubel suggests a hierarchical organization of contents in descendent order, with each advance organizer before the corresponding unit.

Learning Materials

At the end of the learning process students have to show that they have understood and acquired meanings from the learned concepts and propositions. They are expected to store these meanings and to transfer this knowledge by the application of the meanings. In order to facilitate knowledge transfer:

- The material structure must permit acquisition of stable, clear ideas in the learner's cognitive structure in the most effective way. The most general ideas of a subject should be presented first and then progressively differentiated in terms of detail and specifics.
- Instructional materials should attempt to integrate new material with previously presented information through comparisons and cross-referencing of new and old ideas.
- The new learned concept should be applied to other situations.
- Instructional materials must capture the student's attention to increase cognitive motivation through intellectual curiosity.
- Instructional materials must provide enough practice and feedback, so students can dominate the new learned concept before moving on to another one.

Ausubel states that one way to improve school learning is by improving learning materials in a way such that they facilitate meaningful learning. He recommends programmed instruction and says it's the most effective way to transmit contents because it's more effective when instructional materials are presented directly to students who move at their own pace. Also, he considers printed materials the best method to transfer contents because they allow one to present lots of information in a short period of time; therefore, he prefers programmed instruction through the use of conventional books. These books must have clear and sequential material with advance organizers and have units to help students prove the acquired knowledge and provide feedback.

How Ausubel's Theory can help Teachers

Ausubel specifies that his theory applies only to reception learning in school settings, which is given by teachers. The main teacher's role is to be a learning director whose main job isn't just to give information but rather to guide students to use texts. A teacher can highly influence the learning process when he/she has a deep knowledge of what he teaches and when he/she organizes, presents, and explains contents in a clear, proper way. By implementing Ausubel's Advance Organizer Model, teachers can assist their students in developing stable, clear concepts and propositions in their cognitive structures, which will be used as anchors for future knowledge. Also, teachers can encourage meaningful learning by using tasks that actively engage the learner in searching for relationships between her/his existing knowledge and the new knowledge and by using assessment strategies that reward meaningful learning.

Joseph D. Novak points out that learning can vary from extreme rote to highly meaningful, with key factors being the strength of the learner's commitment to learn meaningfully and the quantity and quality of organization of her/his relevant knowledge. However, the teacher can influence the choice to learn meaningfully by the kind and organization of information presented, how it is sequenced, and the instructional strategies employed. He also says that the teacher's choice of evaluation or assessment strategies is very important, and that the common multiple-choice or true-false tests usually encourage

rote learning and discourage meaningful learning. He suggests the use of concept maps in instruction and in assessment, to strongly support and encourage meaningful learning. Also, Novak says it is not possible for the learner to reach high levels of meaningful learning until some prior relevant knowledge structures are built, and thus learning must be a process over time to build expertise in any domain of knowledge. But rote learning is possible with almost no relevant knowledge, and this is one reason many learners turn to rote learning. Moreover, if the assessment measures require little more than rote, verbatim recall of information, there is neither reward for nor encouragement to learn meaningfully. In fact, because meaningful learning involves *assimilation* of new information into the learner's existing knowledge structures, verbatim recall can be more difficult, whereas application of information for use in new contexts is facilitated. Another reason learners choose to learn by rote is that they have some misconceptions or faulty conceptions in many topics, so when learners attempt to link new information to the faulty ideas they possess, the result can be more elaboration of these misconceptions and poor performance on both tests of rote recall and tests for novel applications of their knowledge. This is why they choose the easier, less painful course of simply memorizing information or problem-solving algorithms without trying to achieve understanding, and usually they pass instructors' exams partly by their skill in taking simple tests.

1.2 ALBERT BANDURA AND THE THEORY OF SOCIAL LEARNING.

Bandura in his most recent research (1977) points out that the capacity of learning by observing and imitating the experiences of others makes the learning process shorter. Also, it increases the capacity of acquiring new behavioral rules by evaluating their consequences. Learning complex behaviors, such as acquiring a language, cultural rules, social relationships, etc, can only be achieved through the observation of models, and the absence of these models will prevent the development of new learning. Observational learning requires the following elements: attention, retention, reproduction, and motivation. Attention is fundamental to perceive the behavior which will be retained, thanks to mental images (verbalization or visual images) that are formed in the brain, and it will be reproduced by motivation.

This theory is a combination of many ideas and concepts from conductism, but it points out cognitive mediation. Bandura explains that all the things that come from direct experience could happen because of substitution, in other words, through the observation of other people's behavior. The consequences of this behavior (model) are transferred to the learner.

A person observes how another person acts in interaction with other people or with objects and can feel fear, happiness, etc. according to what the other person's reaction (model's reaction) was. That is why when somebody is not sure about doing something or not, he/she watches another person (model) to check how he or she acts. While other learning theories describe this phenomenon as an associating process, Bandura thinks it occurs because of classic conditioning, instrumental conditioning, and extinction, which are controlled by cognitive mediation.

A person could regulate his or her own behavior not only by watching others' behavior, but also by imagining the consequences of his or her acts. "In this learning process attention has an important role because it determines not only what the watcher selects, but also what he or she draws from this process." (Aspectos Psicopedagógicos de la

docencia. p. 186) A person watches a model while his or her attention is enforced by different things, such as characteristics of the model, effective value, etc.

The retention process includes a symbolic codification: “A person doesn’t learn much from observation if he or she doesn’t retain it (the observed action) in his or her memory for a period of time.” (Aspectos Psicopedagógicos de la docencia. p. 187) Bandura, in his theory, explains that in this way the capacity of symbolizing gives a person the possibility of learning from observing, and that the learning process is based on two representational systems: verbalization and images.

Many cognitive processes which regulate behavior are verbal, principally. In this way, for example, it is much simpler to acquire, retain, and reproduce efficiently the details of all the steps followed by the model if the visual information is transformed into a verbal code than if it is only a visual image.

The third element of the internal process in the Social Learning theory is *reproduction*. “It consists of that an observed behavior could be reproduced by watching, imitating and improving. It is due to the fact of informative feedback.” (Bandura, 1977, p. 27). Reproduction of the behavior takes place when the student organizes his or her answers in time and space, according to the model’s pattern.

The last process which Bandura mentions is *the motivational process*. Bandura, in his theory, makes a differentiation in the retention and the reproduction process because a person doesn’t show all that he/she learns.

The motivational process includes: external enforcement, substitution enforcement, and self-enforcement. *External enforcement* comes from external resources, *substitution* is acquired by experience or by watching another person who receives the enforcement, and *self-enforcement* is an internal process, when a person says to him or herself that he or she does something in a good way.

A student doesn't exteriorize all that he/she has learned. He or she exteriorizes only the behaviors he or she expects to be enforced. The student's answers depend on the motivational process.

Input Variables (enforcement)

Bandura, in his theory, says that the way in which the model behavior is presented is very important. We should take this into consideration because it is a live model, and it could be presented through television, movies, or different forms of sketches, flash cards, pictures, recorded material, or even symbolized through readings or the teacher's verbal presentation, because all of these sources of enforcement motivate the student to have a desired behavior.

In an instructional situation the behavior which is going to be modeled is any kind of desirable or appropriate behavior that is going to be developed by the student; an example of this could be the use of demonstrations in a language learning class.

The input conditions consist of the model behavior and the mobility of the learner's attention.

Output Variable (answer)

There are some specific kinds of answers that could be expected from a socially modeled situation. The two fundamental kinds are the action per se and the internal processes related to the modeled action.

The first one is very clear. We could suppose that by watching the appropriate model of behavior, with an educational purpose, the student will be able to repeat that behavior in the appropriate conditions and ways; with this situation, an enforcement and the integration of this behavior with all its answers could take place.

The second kind of answer is much more complex, and it consists of the process of internalization that the student carries out in a learning situation. This process implies self-regulation, self-evaluation and self-enforcement.

Self-regulation is not only the learning process of a new behavior, but also the ability to regulate a behavior according to the model. Self-regulation also implies verifying if the conditions, the model, and the development of new behavior are the correct ones. The student's capacity to compare his or her own behavior with the model's behavior is also important. When the person evaluates his or her behavior, related and compared to the original model, the person could self-enforce or punish an appropriate or inappropriate behavior.

An example of this could be the acquisition of pronunciation rules, the ones that could be easier to learn if the linguistic model is accompanied by perceptual referents.

Another fact that should be taken into consideration is that each person is different, and something that is important in a general learning process is the person's past experiences, his or her experiences with the modeled process according to his own learning rhythm. Bandura says that each student has his or her own enforcement groups, the ones that are important for him or her, his or her own self-enforcement experiences by substitution, and external enforcement.

A person learns by a model, which means that a person learns from the other people who live around him or her. On the other hand Bandura emphasizes the means of the communication role, and says that external enforcement is one of the most powerful ways of influencing a person's behavior. "The enforcement conditions could change in the way in which a person grows and learns; what is an enforcement today could not be an enforcement a month later; this could happen because of the changes in our society, or the person's own changes, which are the result of his or her own natural development." (www.monografias.com)

Vicarious Enforcement

It is possible to learn from good things and also from other people's mistakes. Observing something good from another person increases the watcher's desire to produce this action in the future. This area of behavior by substitution or vicarious enforcement is one of the principal contributions of Bandura. It appears when the watcher shows certain behavior that was enforced by another person. To explain vicarious enforcement Bandura names five of its functions:

- **Informative:** it gives the watcher the information of an observed action that could be praised or punished.
- **Motivation:** here the enforcement action not only gives information, but also motivates the student to reproduce certain behavior.
- **Emotional learning:** normally the models show emotions during positive or negative experiences, and the watchers are enforced by these emotional answers, in a vicarious way giving privilege to reactions that could establish the model's behavior regularly associated to the kind of behavior that has to be enforced.
- **Evaluation:** the behavior is determined partially by the value judgment. The watcher's personal values could develop and could change the existent ones, according to what the modeled behavior is.
- The last function is: **The capacity to be influenced:** People not only watch the consequences of the model's experience but also the way in which they respond to a certain situation.

Self-enforcement and self-regulation

Bandura explains that it is a mistake to think that all human behavior is the product of external punishments and praises. He says it is regulated by the interaction of internal and external facts. People could have some or many kinds of behavior without the existence of immediate enforcement; some other people always have the same kind of behavior just

because they cannot predict the consequences, but this kind of behavior is usually under self-enforcement control.

Bandura defines self-enforcement as the process in which a person increases or maintains a kind of behavior by self-awareness, using enforcements that they control by themselves.

On the other hand, Bandura, in his theory of Social Learning, defines self-regulated enforcement as the one able to increase the effectiveness in the imitation of a behavior because of its motivation functions; with this, people create their own motivations to continue doing certain kinds of activities.

Cognitive Motivation

Bandura considers the vicarious and self-enforcement as cognitive sources of motivation, and insists on the fact that some kinds of human behaviors are kept, even without the existence of external enforcement. In this way this human reaction could be considered as a cognitive matter.

Vicarious and self-enforcement are able to work because a person can represent the future consequences in his or her own thoughts. Here is where the cognitive base is. Many times we do things because we want to get awareness beforehand or avoid a future difficulty.

Another motivational source with a cognitive base is the one which influences the establishment of goals and self-regulation work.

Bandura points out some elements in which the learning process takes place:

- **Enforcement beforehand:** In this first stage it is important to enforce the student's attention because it is said that a student is not going to learn if he or she is not paying attention to the relevant aspects of the behavior to be modeled.
- **To present the modeled aspects or the enforcement situation to be modeled:** it is important that they be presented clearly, showing their affective value, complexity, functional value, sensorial capacity, perceptual field, etc.
- **Retention enforcement:** Even though retention is a student's internal process, the teacher can also have an active role in this process by helping in symbolic codification and suggesting ways of cognitive organization.
- **Present the condition for a behavior:** it is important to take this step through environmental enforcements, the class situation, and discriminatory enforcements to represent the correct situation.
- **Student's development:** The student is now the one who has to perform the desired behavior.
- **Evaluation:** At the beginning of this stage it is the teacher who has to help the student with evaluation, helping him or her to have his or her own criteria and enforcing them to make a correct evaluation.
- **Enforcement:** It could be external, self-enforcement, or a combination of both. The teacher's role in this step is to check that the enforcement is given to the student just when he or she has performed the correct behavior or a very close action to the modeled one.

As to learning a language, Bandura says it is an imitation process which begins in childhood, when children repeat the sounds that they hear from adults; these sounds are assimilated by the senses, and then they are reproduced, first as simple sounds and then associated to each other. Thereafter, more complex sounds are acquired, until real communication appears. Based on this theory, we believe that in English teaching it is indispensable that the teacher become a model to imitate, especially in what refers to pronunciation, assuring in this way good pronunciation of the students.

“It is said that when we learn something we change our behavior, but as we know human learning is more than that. It is a change in the meaning of the experience that a person has inside him or herself. That’s why the acquisition of a foreign language is a complex process. It is not an intelligence or aptitude fact.” (www.sociallearningtheory.com)

In all learning areas, motivation is very important, to succeed. There are two important facts in learning a foreign language: the communicative need, and the student’s behavior related to the spoken community. When a person has the necessity to talk to other people using another language, it increases his or her learning motivation.

Some people who have not tried to learn a foreign language don’t understand the difficulties of this process, compared with their native language learning process; that’s why motivation, good attitude, and some strategies are very important.

Considering these strategies, we can say that the acquisition of a foreign language is not a mental phenomenon. It is a learned behavior through a habit-forming process. It is basically imitation, habit enforcement, and environmental and human modeled conditioning.

Some people think it is easier to learn a foreign language when a person is a child because children don’t feel ashamed to make mistakes; some other people think it is not easier to learn a foreign language as adults because their ability to learn is less after a period of time. In any case, this theory only provides a starting point in our research, to understand the elements of the acquisition of good pronunciation while learning a new language.

1.3 LINGUISTICS

Linguistics is a science in charge of the study of spoken words, which are the social part of a language because they exist by a kind of an established contract among the members of a community. “Language is a system of signs whose only essential is the union of sense and acoustic image, where the two parts of the sign are psychic.” (Curso de Linguística General, p.p. 58, 59).

Lingua and writing are two systems of different signs, and the second exists because it represents the first one; but the written word relates intimately to the spoken word (from which comes its image), that finishes by removing the main role of the spoken word, and the representation of the vocal sign ends up having as much importance as the sign itself. This is due to the fact that visual impressions are firmer and more durable than acoustic ones and therefore they can be preserved through time. The literary language, with lots of books, also enlarges the importance of writing, and the language is regulated by a code that is a written rule, spelling. “Therefore, it is forgotten that a person first learns to speak before writing, and the natural relationship is inverted.” (Curso de Linguística General, p. 74)

Each language has its own grammatical, phonological, syntactical, morphological, and semantical structure, so when studying a language it is an error to accommodate it to one’s native language without keeping in mind the changes that should be carried out, especially at the moment of speaking, since it is even necessary to learn how to change the position of the organs of the vocal apparatus. This last condition is of great importance and is considered the base for communication in a certain language; that’s why some experts consider that the study of a language should begin with the study of its phonetics.

1.3.1 PHONETICS

Phonetics is the study of speech sounds as physical events, that is their production, audition, and perception. Phonetics deals with the sounds themselves rather than the

contexts in which they are used in languages. The study of phonetics is very important, especially for adults, who, after learning their own native language, have stopped listening for sounds that they never hear, and therefore have lost their ability to hear those sounds.

For the study of these speech sounds, it is necessary to have a special alphabet in which one symbol represents a sound because the regular alphabets deal with spelling, not with sound, and in many cases, for example the English language, one letter of the alphabet can have two or more sounds (for example, the letter “i” is pronounced differently in the words “it” and “right”); or a single speech sound can be represented by two or more letters (for example, the phoneme /s/ can be represented by the letters “s” or “c” in the words “sent” and “cent”), and also, a written letter may be silent (for example in the word “talk” the “l” is not pronounced).

The International Phonetic Alphabet, IPA, is a system of phonetic notation devised by linguists to accurately and uniquely represent each of the wide variety of sounds (phones or phonemes) used in spoken human language. “It is intended as a notational standard for the phonemic and phonetic representation of all spoken languages.” (<http://en.wikipedia.org>) Since the IPA includes the sounds of all languages in the world, it cannot be used for the study of a particular language. Therefore, in addition to the IPA, there are many phonetical systems which concentrate only upon a specific language. In the case of English, there are a variety of phonetic alphabets in which the linguists who have developed them have taken only some of the IPA symbols, and the rest they have invented. Sometimes these phonetic alphabets coincide on the selection of a symbol to represent a specific sound, and sometimes each phonetic alphabet uses a different symbol to represent the same sound.

Our work will be based on the phonetic alphabet developed by Dr. Ion Youman, which has 39 symbols. The study of these symbols will allow us to accurately represent any word spoken by a native American speaker of English, and, therefore, pronounce the words the way a native speaker does. These symbols are:

A. ORAL SOUNDS (36)

a. Oral Consonants (17)

Symbol	Name of Symbol	Sound
/ p /	pee	p ill
/ b /	bee	b ill
/ t /	tee	t ime
/ d /	dee	d ime
/ k /	kay	k ite
/ g /	jee	g ood
/ f /	ef	f ast
/ v /	vee	v ictory
/ θ /	theta	th ink
/ ð /	eth	th is
/ s /	ess	s oon
/ z /	zee	z oo
/ š /	palatal ess	sh op
/ ž /	palatal zee	me asure
/ č /	voiceless affricate	ch
/ j /	voiced affricate	j ump
/ h /	eich	h ead

b. Liquids (2)

Symbol	Name of symbol	Sound
/ l /	el	l earn
/ r /	ar	r un

c. Vowels (12)

Symbol	Name of symbol	Sound
/ ē /	long E	e e
/ ĭ /	short I	i t

/ ā /	long A or English A	name
/ ě /	short E or epsilon	men
/ ă /	sheep A	at
/ ə /	unstressed schwa	about
/ ǔ /	stressed schwa	run
/ ä /	Spanish A	car
/ oo /	long U	true
/ oo /	short U	good
/ ō /	long O or English O	Go
/ ô /	aw de law	Law

d. Diphthongs (3)

Symbol	Name of symbol	Sound
/ ī /	long I	My
/ oi /	oy de boy	boy
/ ou /	ow de now	now

e. Glides (2)

Symbol	Name of symbol	Sound
/ y /	wye	you
/ w /	double-U	walk

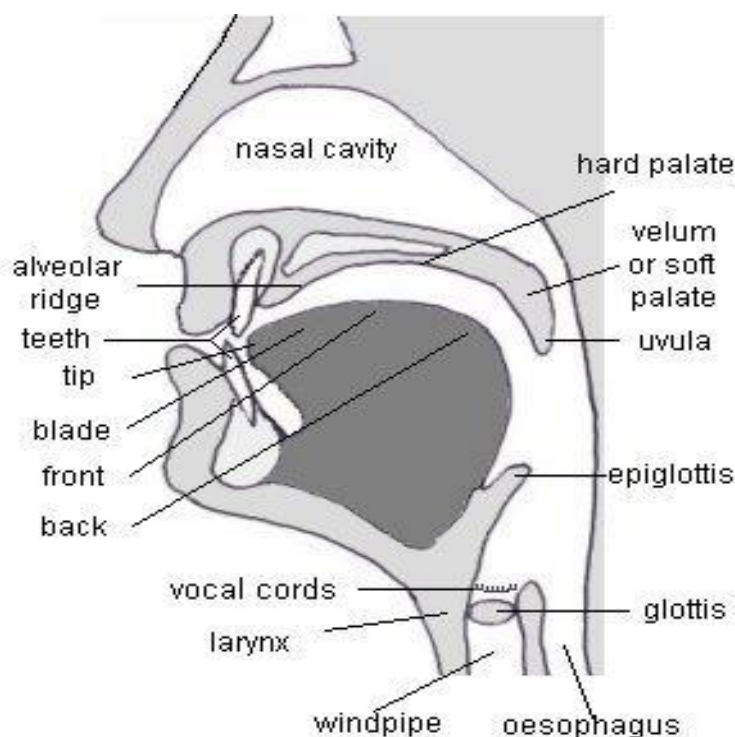
B. NASAL SOUNDS (3)

Symbol	Name of symbol	Sound
/ m /	em	moon
/ n /	alveolar nasal	nose
/ ŋ /	velar nasal	eating

How to Produce English speech sounds

In order to produce English sounds, first we need to know the speech organs which come into play when producing these sounds. Second, how to produce oral sounds, and finally how to produce nasal sounds.

For the production of speech sounds, we assume that the necessary air is provided by the lungs, since without an air stream there would be no speech. The most important speech organs for making speech sounds are:



- The alveolar ridge is located just behind the upper teeth, and it looks like a bump.
- The palate or hard palate is the roof of the mouth, located behind the alveolar ridge.
- The velum, also called soft palate, extends posteriorly from the hard palate.
- The uvula or velis is like the little “worm” we see hanging down when we open our mouths. “Its function is to act as a valve to direct the flow of air which comes from the lungs either to the mouth or to the nose.” (American English Phonetics, p. 10).
When the uvula is raised, the air flows through the mouth and oral sounds are

produced; but when the uvula is lowered, the air flows through the nose and nasal sounds are produced.

- The vocal cords, also called vocal folds, are muscles in the throat which can make noise by vibrating together. When the vocal cords are closed, the air which passes from the lungs to the mouth or nose must force its way through these closed muscles causing vibration. When the vocal cords are open, the air passes freely, so there's no vibration. This vibration can be felt by putting one's thumb and forefinger on the Adam's apple while pronouncing sounds.

A. ORAL SOUNDS

These sounds are produced with the uvula raised, so the air escapes through the mouth.

a. Oral Consonants

Consonants always accompany vowels; they involve obstruction of the air stream as it travels through the mouth; they can be voiced or unvoiced; and they can or cannot be prolonged. Oral consonant symbols can be classified according to three separate criteria, which are voicing, place of articulation, and manner of articulation.

- **Voicing:** when a speech sound is produced with vibration of the vocal cords, it is called a voiced sound, and without vibration of the vocal cords it is called an unvoiced or voiceless sound. Therefore, the 17 oral consonants can be classified like this:

Unvoiced or voiceless (-)	Voiced (+)
/ p /	/ b /
/ t /	/ d /
/ k /	/ g /
/ f /	/ v /
/ θ /	/ ð /
/ s /	/ z /

/ š /	/ ž /
/ č /	/ j /
/ h /	

- **Place of Articulation:** “To produce a consonant sound, it is necessary to have an articulator and a point of articulation. The articulator is the speech organ which moves during the production of a consonant; in English, the articulators are the lower lip and the tongue. The point of articulation is the point which the articulator touches or nearly touches during the production of a consonant. There are five points of articulation in English: the upper lip, upper teeth, alveolar ridge, the palate, and the velum.”(American English Phonetics, p. 14) Classification of the oral consonants by this criterion describes where the articulator is and/or moves during the production of the sound, and which point of articulation is involved. According to this criterion, the 17 oral consonants symbols are divided into 8 types:

Type	Symbols	Articulator and Point of Articulation
Bilabial.	/p/ /b/	Pronounced with contact between the two lips.
Labiodental.	/f/ /v/	Contact between the lower lip and the upper teeth.
Dental.	/θ / /ð /	Contact between the front of the tongue and the upper teeth.
Alveolar.	/t/ /d/ /s/ /z/	The front of the tongue touches or nearly touches the alveolar ridge.
Alveopalatal.	/č / /j/	The front of the tongue touches the area between the alveolar ridge and the palate.
Palatal.	/š / /ž /	The front of the tongue approaches the palate.
Velar.	/k/ /g/	The back of the tongue touches the velum.
Glottal.	/h/	It is produced in the throat between the vocal cords.

- **Manner of Articulation:** the production of consonants involves obstruction of the airstream as it leaves the mouth. The classification of the oral consonants by manner

of articulation involves the amount of obstruction which occurs during the production of a particular sound. This obstruction can be of 3 types:

Type of obstruction	Symbols	Description of the obstruction
Stop.	/p/ /t/ /k/ /b/ /d/ /g/	Complete but momentary obstruction of the airstream. The airflow is stopped, and then it is subsequently released, causing an outrush of air and a burst of sound. These consonants cannot be prolonged.
Fricative.	/f/ /v/ /θ / /ð / /s/ /z/ /š / /ž / /h/	Produced with partial obstruction of the air stream. The air passes through a narrow space and the sound arises from the friction this produces. These consonants can be prolonged.
Affricate.	/č / /j/	It is a stop followed closely by a fricative. /t/ + /s/ = /č / /d/ + /z/ = /j/

Now each of the 17 oral symbols has its own three-part description according to the three criteria of classification. For example:

/ d / + alveolar stop

/ h / - glottal fricative

- **Sibilants:** are sounds characterized by a hissing sound. They are /s/, /z/, /š /, /ž /, /č /, and /j/. It is important to know this group of sounds especially when applying the pluralization and the s-form of verbs rules:

Pluralization Rule: if a word ends in a voiced sound, in writing add the letter “s” (or “es” according to the rules), and in pronunciation add the phoneme /z/. If a word ends in a voiceless sound, in writing add the letter “s” or “es,” and in pronunciation

add the phoneme /s/. Finally, if a word ends in a sibilant phoneme, add the letters “es” in writing, and add the phonemes / əz / for pronunciation.

S-form of verbs Rule: if the base form of a verb ends in a voiced sound, in writing add the letter “s” (sometimes “es”), and in pronunciation add the phoneme /z/. If it ends in a voiceless sound, in writing add “s”, and in pronunciation add /s/. Finally, if it ends in a sibilant sound, in writing add “es” and in pronunciation add the phonemes / əz /.

<i>Pluralization Rules</i>		
	<i>Singular</i>	<i>Plural</i>
Voiced final sound	pen / pĕn /	Pens / pĕnz /
Unvoiced final sound	rock / rĕk /	rocks / rĕks /
Sibilant sound	dress / drĕs /	dresses / drĕsəz /
<i>S-form of verbs Rules</i>		
	<i>I-you-we-they</i>	<i>He- She- It</i>
Voiced final sound	need / nĕd /	needs / nĕdz /
Unvoiced final sound	eat / ĕt /	eats / ĕts /
Sibilant sound	wash / wŏs /	washes / wŏšəz /

b. Liquids

Liquid sounds form a special group of sounds because they are produced with some obstruction of the air stream, as it travels through the mouth, but not enough to cause friction. These sounds are normally voiced, but they can be devoiced when they follow voiceless consonants, and also, these sounds are produced far back in the throat. The two liquid sounds are:

- Lateral liquid /l/: to produce the English /l/ the front of the tongue touches the alveolar ridge (/l/ is also described as an alveolar sound), but the sides of the tongue are dropped down and tensed, so air escapes laterally.

- Retroflex liquid /r/: to produce this sound, the tip of the tongue doesn't touch anything and just curls back behind the alveolar ridge, so air escapes over it.

c. Vowels

It is important to know that in the production of vowels, unlike consonants, there's no obstruction of the air stream, they are always voiced, and they can always be prolonged. Therefore, it is not possible to classify vowels by place or manner of articulation. The tongue plays the most important role in the production of vowels because vowel sounds change by changing the position of the tongue. Vowels are classified by the criteria of tongue position, degree of complexity, lip-rounding, and degree of tenseness.

- Tongue Position:

When we talk about tongue position, we mean the middle of the tongue in its various positions. These positions are: high front, mid front, low front, mid center, low center, high back, mid back, and low back. The positions and the classification of the 12 vowel sounds are shown in the following table:

	FRONT	CENTER	BACK
HIGH	/ē / /ī /	-----	/oo / /oo /
MID	/ā / /ě /	/ə / /ǔ /	/ō /
LOW	/ǎ /	/ä /	/ô /

The categories front, center, and back refer to where in the mouth the vowels are produced, and the words high, mid, and low are related to how high the tongue and lower jaw are when we make these vowel sounds

In the production of vowels, besides the tongue, the lower jaw also moves. To produce low vowels, the jaw is more open. For instance, we can feel how the tongue and jaw move when pronouncing / ē / and immediately / ô /.

- Degree of Complexity:

According to this criterion of classification, the 12 English vowel sounds may be either simple or complex. Simple vowels are pronounced with the tongue relaxed and without movement. On the other hand, when producing complex vowels, the tongue moves. This fact is shown in some phonetic systems which represent complex vowels with two characters (for example, / ē / is written /iy/ to emphasize the tongue movement). The following chart shows the classification of the 12 English vowel sounds by degree of complexity:

Simple Vowels	Complex Vowels
/ ɪ /	/ ē /
/ ɛ /	/ ā /
/ ă /	/oo/
/ ʊ /	/ ō /
/ ə /	
/ ä /	
/oo/	
/ ô /	

With these 2 criteria of classification we can name the vowel sounds like this:

/ ă / low front simple; / ō / mid back complex, etc.

- **Rounding:**

According to these criteria of classification, the 12 English vowel sounds can be rounded or unrounded. Rounded vowels are pronounced with the lips rounded. All the back vowels /oo/, /oo/, / ō /, and / ô /are rounded in English. On the other hand, unrounded vowel sounds are produced with the lips spread apart. Front vowels and center vowels are unrounded. (American English Phonetics, p. 37)

- **Tenseness:**

The 12 English vowel sounds may be lax or tense. Lax vowels are produced with the muscles of the tongue relaxed. All the simple vowels are lax. On the other hand, tense vowel sounds are pronounced with the tongue muscles tightened. All the complex vowels are tense.

“Spanish vowels are always tense, so they are unlike English lax vowels, but they are also unlike English tense vowels, which are much more tense than the Spanish ones. This means that when making lax vowels, we have to relax our tongues purposely; and when making English tense vowels, we have to exaggerate the sound (making our tongues hypertense).”(American English Phonetics, p. 38)

d. Diphthongs

Diphthongs are sounds that begin as one vowel and end as another, while gliding between them. In Greek the word diphthong means “two sounds.” Diphthongs are like complex vowels because the tongue moves during their production, but in the case of diphthongs the movement is much greater, and the tongue goes from one vowel position to another. This chart shows the diphthongs and the tongue movement:

Diphthong	Tongue movement from one position to another
/ɪ/	From / ä / (low center) to / ē / (high front).
/oi/	From / ô / (low back) to / ē / (high front).
/ou/	From / ä / (low center) to /oo/ (high back).

e. Glides

These sounds are special because they resemble both consonants and vowels. Sometimes they are called semi-consonants because they are similar to consonants in that their duration is short, and because they always occur either before or after a vowel. A

glide is a consonant characterized by a continued gliding motion of the articulators into the following vowel. Also, sometimes they are called semi-vowels because there is little obstruction of the air stream. During the production of glides, the tongue glides rapidly towards and/or away from a vowel. (American English Phonetics, p. 43). The 2 English glides are shown in the chart:

Symbol	Name	How it is pronounced
/y/	Palatal glide	The top of the tongue is raised towards the palate. The tongue glides away from / ɪ / (high front) and towards /oo/ (high back)
/w/	Labiovelar glide	The tongue begins in a high position toward the velum, and the lips are rounded, at the same time.

B. NASAL SOUNDS

These sounds are produced with the uvula lowered, so the air escapes through the nose. There are three nasal sounds in English; they are all consonants, all voiced, and all stops.

Symbol	Name	How it is pronounced
/m/	Bilabial nasal	The lips are brought together to obstruct the oral cavity.
/n/	Alveolar nasal	The front and sides of the tongue contact the alveolar ridge anteriorly and laterally to obstruct the oral cavity.
/ŋ/	Velar nasal	The tongue dorsum is elevated and retracted to contact the velum, obstructing the oral cavity.

With these 39 phonemes we can represent the pronunciation of any English word the way an American native speaker of English talks, so we can pronounce English words in the same way. Of course, in order to achieve this goal, we need to master the 39 phonemes in their pronunciation and in their use to represent English words (phonetic transcription). A good way to practice these phonemes is by transcribing as many words as possible, and we can always check if the transcriptions are correct by looking them up in

the dictionary, especially in The American Heritage dictionary, because its phonetic alphabet is close to the one developed by Dr. Youman.

Another way to master the phonemes is by contrasting sounds in minimal pairs. “A minimal pair is a set of two words with only one phonemic difference.” (American English Phonetics, p. 53). For example:

Contrast	Minimal Pairs	
/ ɪ / ↔ / ē /	filled / fɪld /	field / fēld /
/ ɪ / ↔ / ě /	pins / pɪnz /	pens / pĕnz /
/ ě / ↔ / ē /	sex / sĕks /	seeks / sēks /
/ ě / ↔ / ă /	left / lĕft /	laughed / lăft /
/ ă / ↔ / ŭ /	fond / fänd /	fund / fünd /
/ ŭ / ↔ / oo /	bucks / bŭks /	books / books /

How stress influences Pronunciation and Meaning of words

In Linguistics, stress is the emphasis given to some syllables in a word. In English, every word of more than one syllable is stressed, and this stress is unpredictable, arbitrary, and comes as part of the word, that must be learned with it. To stress a syllable in a word, we can make the syllable louder (raise the volume), we can make it longer (stretch the syllable) or we can change the pitch (change the tone of voice).

In the phonetic transcription of a word, the stress is represented with this mark ´. In some dictionaries this mark goes before the stressed syllable, in others it goes after the stressed syllable, but in Dr. Youman’s phonetic system it goes over the stressed syllable, specifically over the vowel or diphthong sound. Also, some words of three syllables and more can have a main stress and a secondary stress, which means a degree of stress less than the main, and this stress is represented with this mark ˘ placed upon the syllable.

Stress has a great effect in the pronunciation of vowels within a word. Basically, if a syllable is stressed (it has main stress or secondary stress), its vowel retains its full pronunciation; but if a syllable is unstressed, its vowel is usually reduced to schwa. Therefore, in the phonetic transcription of an English word, we have to remember the vowel reduction rule and its exceptions:

Vowel Reduction Rule: “An unstressed vowel tends to be reduced to schwa.”

Exceptions:

- A complex vowel remain full (retains its quality) at the end of a word. For example the word “follow”: / fālō/.
- Short “I” / ĭ / remains short “I” even though unstressed when it occurs before an alveopalatal, palatal, or velar consonant. For example “music”: / myoozĭk /.
- “Short “I” also remains “short “I” in words which begin with the prefix “in”, “il”, “ir” or “im”. Example “insert” / ĩnsũrt/, “illegal” / ĩlēgəl/.

As we said before, there’s no rule as to where a word will be stressed, but it’s helpful to know that in words ending in suffixes, the stress falls on the stem to which the suffix is attached.

Stress also influences the meaning of words, especially those which have the same spelling but different grammatical functions. The following chart shows these variations:

Nouns	Verbs	Words with suffixes
a contract	to contract	Contraction
a present	to present	Presentation
a record	to record	Recording
a suspect	to suspect	Suspicion

Tips for good Pronunciation

- If we want to acquire good pronunciation, the first thing to do is to exaggerate the pronunciation features of the phonemes.
- Do not rely on spelling. If we try to base our pronunciation on spelling, we will find two confusing areas where the appearance of a word differs radically from how we should say it.
- Remember that long vowels require a person to use a lot of facial muscles and tongue movement.
- Back vowels, /oo/, /oo/, / ô /, / õ / as well as the labiovelar glide /w/ require rounding of the lips, so we have to remember to purse our lips when pronouncing them.
- To produce short vowels it is important not to move either the face or the tongue. These sounds are generated in the throat, so in their production we need to relax our tongues and our throat muscles. Another important thing is that schwa is the softest, most reduced, most relaxed sound that we can produce.
- Exaggerate the stoppage of air at the lips when pronouncing /b/. Conversely, when pronouncing /v/, exaggerate the flow of air out of the mouth during the production of the sound. (American English Phonetics, p. 66).
- Exaggerate the extrusion of the tongue between the teeth when producing the sounds / θ / and / ð /. Pronounce these sounds exactly the same, except for voicing (American English Phonetics, p. 66).
- Practice the phonetic transcription of minimal pairs regularly, as well as their pronunciation.
- Remember that words of two syllables and more must show stress (primary and secondary).
- Listen to English words spoken by native speakers and try to imitate them as well as you can, focusing on the 39 phonemes. One helpful technique is to record one's voice and compare it with the correct pronunciation. This way, we can see where

our pronunciation is different from the original, and we can gradually make it more native-like.

1.3.2 PHONOLOGY.

Phonology is a branch of Linguistics that studies the articulation of sounds. Sounds are not isolated units, but are influenced by each other (some of them can even disappear at the moment of pronouncing sentences). It is not enough to know the sounds of a language, since people at the moment of using oral language to communicate don't speak word by word, and they also use the simplest form of it; this way, the speaker reduces effort to the minimum, and, equally, the hearer minimizes effort when listening. It is for this reason that besides knowing the sounds of a language, it is necessary to know the way in which these sounds are articulated at the moment of producing sentences. Likewise, people should be conscious of the intonation that the speakers of a certain language use, because this factor can change meaning.

Particularly, in the case of English, the study of Phonology helps to get students used to the several articulation forms and the phonetic differences that are present in the different dialects of English, and also to articulate as a native speaker, eliminating in this way the foreign accent.

There are two tendencies which operate upon spoken language. The first one relates to the speaker, and it's called the principle of ease of articulation. This principle means that when a person uses language he reduces the effort to a minimum. The second tendency relates to the listener, and it is called the principle of sufficient perceptual separation, which means that in the same way that the speaker of a language likes to speak with a minimum of effort, so the hearer likes to spend as little effort as possible in the act of hearing.

Each time we pronounce a word, we do not do it in the same way because its pronunciation depends on the words that surround it, so the sounds of the word acquire different characteristics according to its function in the context, even though there are some

characteristics in the sounds that are always the same, the ones that let us recognize them without getting confused in any position. The name given to the interaction that happens among phonemes is coarticulation or assimilation, and it can be of two types:

- Anticipatory coarticulation: is “when a specific phoneme changes in anticipation of the sound which follows it.” (English Phonology. p. 10)
- Perseverative coarticulation: is when “the second sound adopts a feature which belongs to the first sound.” (English Phonology. p. 12)

“Each phoneme is described following some physical and articulatory facts: it happens in function with articulation or the voiced or un-voiced sound. Each of the elements that define a sound has different qualities. *Cut* is different from *cat* in function to the phonemes /u/ and /a/. Comparing for example all the vowels and each opposite sound that has different conditions is the same. Different conditions are all the sounds that make a language.” (Principios de Fonología generativa. p. 25)

Phonological Concepts.

1. Aspiration: means pronouncing the sound with a small puff of air. It influences the three voiceless stops, /t/, /p/ and /k/ in stressed syllables. They are not aspirated at the beginning of an unstressed syllable.
 - To show aspiration we put a tiny ^h at the right of the phoneme.
 - We use aspiration although another consonant follows the voiceless stop, and when a vowel which is stressed comes next. For example: “trip” [tʰrɪp].
 - An exception to this rule is that voiceless stops cannot be aspirated after /s/, as in the case of “mosquito” [mɒskɛtō].
2. Allophones: are the variations that happen in the pronunciation of a phoneme. For example, the phoneme “tee” has the allophone “regular tee” /t/ and “aspirated tee”: /t^h/.

3. Non-release: The person who speaks makes the necessary closure to produce a stop, but he/she doesn't release air from his/her mouth. This is a characteristic that only the six stops have, and it occurs only in the following situations:
 - a. When they are at the end of a phrase. For example: "To the left" [təðəlɛft^o].
 - b. When a stop is not aspirated and is before another consonant. It does not matter if the consonant is part of the same or the next word. For example "I have got that kind" [ɪvgət^oðət^okɪnd^o].

4. Vowel Lengthening: It means making a vowel sound longer.
 - It happens before voiced sounds. For example: "I know that" [ɪnō:ðət^o].
 - At the end of a phrase. For example: "give it to me" [gɪ:vədəmə:].

We should always remember that only stressed vowels can be lengthened.

5. Alveolar Tap: is an allophone of /t/ and /d/. It is a very short d sound that we use in these situations:
 - a. After a stressed vowel, before an unstressed vowel (this is what we call the "classic situation"). "go to the park" [gō:dəðəp^hä:rk^o].
 - b. After a stressed vowel plus /r/. For example: "third edition" [θū:rdədɪ:ʃən].
 - c. Before a word that begins with a vowel. For example: "It isn't" [ədɪ:zənt^o].
 - d. If the last stress of a vowel is before. For example: "limitable" [lɪ:mədəbəl].
 - We should remember that stressed vowels are lengthened before alveolar tap. "right in front of me" [rɪ:dənfrū:nəmē].
 - /t/ and /d/ can only become alveolar tap when they have a vowel on both sides. For example: "get out" [gədou:t^o].

- There is one exception to this rule. It is when /t/ is after a stressed vowel + /ɪ/. For example: party.
6. Zero Allophone: means that sometimes t is not pronounced when we have the situation /n/ plus /t/ plus an unstressed vowel. For example: “isn’t it?” [ɪːzənət̚].
 7. Syllabic “n” and syllabic “l”: this is a way of pronouncing /ən/ after /t/ or /d/; when we have this situation we use /t/ or /d/ non released and syllabic n. For example: “it’s a better sentence” [ət̚səbɛːdɜːsɛnt̚ns].
 - Some dialects of English pronounce syllabic l in words ending with “dle” or “tle”. For example: “little by little” [lɪt̚l̩bɪlɪt̚l̩].
 8. Palatalization.- An alveolar sound is palatalized when it is followed by /y/, the palatal glide.
 - a. /s/ + /y/ = [š] “He is yours ” [hɛːšɜːz].
 - b. /z/ + /y/ = [ž] “casual” [kʰǎːžooəl].
 - c. /t/ + /y/ = [č] “Let you go” [lɛčooɡo].
 - d. /ts/ + /y/ = [č̣] “He wants you” [hɛːwɔ̃nč̣ə].
 - e. /d/ + /y/ = [j] “Can’t hide your heart” [kʰǎnt̚hɪːjɜːrhɜːrt̚].
 - f. /ds/ + /y/ = [j] “He needs you” [hɛːnɛjə].
 9. Bright “l” and dark “l”: In bright “l”, the parts of the mouth are located very high in the mouth.
 - In dark “l”, the middle and the back of the tongue are in a much lower position.

10. Consonant cluster: They are a group of consonants either at the beginning or at the end of a word. For example: “stars and stripes” [stɑ:rzənstrips].
11. Consonant Cluster Reduction: It happens when in a consonant cluster made of more than two consonants one of the middle consonants disappears. For example: “that tempts you” [ðætē:mpʰoo].
12. Phonetic Syllabication: “Any time we have a final consonant cluster before a word beginning with a vowel sound, the final consonant of the cluster will move forward to the next syllable and will be pronounced as the initial sound of the following word.” (English Phonology. p. 49) For example: “He kicked them” [hēk^hik^otəm].
13. Particle reduction: In some one-syllable words the unstressed form is more frequently used than the stressed one. Sometimes a complete one-syllable word can be reduced to schwa.

Word	Full Form	Weak Form	Very Weak Form	Example
A	[ā:] - [ä:]	[ə]		a notebook in a car
An	[ā:n]	[ən]	[n]	Give me two bananas and an apple. Break an egg. Get an egg.
And	[ä:nd]			I want some cake and some milk.

		[əŋ]	[n]	High and low. Hot and cold.
For	[fɔːr]	[fəɹ]		I'm looking for my brother. For a while.
In	[ɪːn]	[əŋ]	[n]	I didn't say on , I said in . In a car. Get in a car.
It	[ɪt]	[ət̚] – [əd]		Beat it . / Get it . Cut it out!
Is	[ɪːz]	[əz]	[s] – [z]	Is she here? What is your name? Where's Tom?
Are	[äːr]	[əɹ]	[r]	Two are ready. We're ready.
Can	[kʰän]	[kən]		You can go.
Have	[häv]	[əv]	[v]	Why do you work? I have to. Both've been here. We've seen it.

Had	[hă:d]	[əd ^o]	[d ^o]	Bob had an egg. Bob had gone. She had gone.
Has	[hă:z]	[əz]	[s] – [z]	Sam has gone. Pat has eaten. She's written.
He	[hē:]	[ē]		He's here. What's he doing?
Her	[hŭ:r]	[ər]		That's her bike. Where's her coat?
Him	[hĩ:m]	[əm]		What about him ? We need him.
I	[Ī:]	[ä]		What've I got to do with it? Suppose I go?
Of	[ŭ:v]	[əv]	[ə]	One of us. Sort of nice.
Or	[ô:r]			Do you want a cake or pie?

		[əɪ]		Two or three.
That	[ðæt]	[ðəd] – [ðət°]	[ət°] - [əd]	Who's that ? One that isn't. One that went. Those that went. Those that I want.
The	[ðē:] - [ðū:]	[ðə]		On the right.
Does	[dū:z]	[əz]	[s] – [z]	Whatever he does . What does he do? What's he do? Where's he live?
Them	[ðē:m]	[əm]	[m]	I like him, but I don't like them . I'll ask them. Buttom them up.
To	[tʰoo:]			To read better you have to

		[tə]		practice. Six to two. I want to go.
Was	[wʊ:z]			She really was sick. It was early.
As	[ǎ:z]			As long as you love me. As big as.
You	[yoo]			It's up to you . Do you know him? Have you ever thought?

(English Phonology, p.p. 51, 52, 53, 54, 55.)

Special Problems with Phonemes.

“American English, today – although it continually changes – is made up of the sounds of various people who have come to settle here from many countries. All of them have put in their linguistic two cents; the end result being that the easiest way to pronounce things has almost always been adopted as the most American.” (American Accent Training, COOK, Ann. Greenwich Library, p. 106)

There are some things that we, Spanish speakers, should take into consideration, because we neither have these sounds nor similar pronunciation, some of these problems are:

For a Spanish speaker it is a little difficult to pronounce the three voiceless stops /p/, /t/, and /k/ with aspiration because the sounds in Spanish do not have this characteristic.

Also Dark l is difficult because Bright l occurs in Spanish when all parts of the tongue are kept rather high in the mouth, so we tend to do it any time we have the sound /l/ in a word.

For Spanish Speakers it is difficult to pronounce words that start with the sound /s/ followed by another consonant. This happens because in Spanish this situation does not exist, so Spanish speakers tend to pronounce this with “es.” This is called interfering “e,” as for example in the word “snow” or “school.”

Another tendency of Spanish speakers is to pronounce /s/ as /z/ before a voiced sound, usually before /l/, /m/ or /n/, as in slide, smile, or again snow.

The problems with the two glides /w/and /y/, are that, for example, with the first one, /w/, people sometimes tend to get rid of this sound while talking. That is, to pronounce “ool” instead of “wool.”

/y/, on the other hand, needs the presence of a vowel after it. When we have words like “day,” for example, we transcribe the /y/ sound as part of the vowel or the diphthong.

/r/ is probably the most difficult sound to produce. It is because this consonant has many ways to be pronounced. A summary of the different pronunciations of “r” in Spanish and English would look like this:

	w.i.p.	w.m.p.	w.f.p.
SPANISH	Alveolar tap or retroflex fricative.	Retroflex fricative (if “rr”): alv tap if “r.”	Retroflex fricative.
ENGLISH	Retroflex liquid.	Retroflex liquid (except after /t/ and /d/).	Retroflex liquid.

(English Phonology. YOUMAN, Ion. Universidad de Cuenca, Cuenca, Ecuador, 1989. p. 84)

Some important things to remember about Phonology are:

- Phonology considers all the phonetic characteristics in a system that the speaker has internalized.
- Phonology considers the sounds of a language as part of the system. Normally they are called a phoneme inventory.
- Phonology tries to understand the influences of some sounds on other sounds.
- Phonology helps to understand why some words do not exist, and it is not possible for them to exist in another language.
- The writing system in most languages is based on analysis of the phonology of that language.

Accent

“Accent is a combination of three main components: intonation (speech music), liaisons (word connections), and pronunciation (the spoken sounds of vowels, consonants, and combinations)” (American Accent Training, p. V). The same book points out that accent is not the same as pronunciation, as many people think, and that American pronunciation can vary from the East Coast to the West Coast, and from the southern to the northern states, but that there are two components, intonation and liaisons, that are uniquely American and stay basically the same.

Students of English tend to overpronounce it because they want to say the word as it is written, and this causes a lot of foreign accent that is nonstandard for a native speaker of English. Therefore, native speakers have a hard time trying to understand foreigners, and they cannot have a smooth and fluid conversation; also, a foreign accent is unattractive, awkward, and even painful.

Learning a new accent is very challenging and needs a lot of practice. It also depends on how open and willing a person is to sound different from the way he/she has sounded before.

Suprasegmentals

It is obvious that an utterance cannot be spoken without at least a pause within it (except very short utterances). These pauses divide the utterances into blocks that are called suprasegmentals.

The term suprasegmental refers to those properties of an utterance which aren't properties of any single segment (phonemes). Stress, tone, intonation, length, and organization of segments into syllables are usually considered suprasegmental properties.

Intonation

Intonation means speech music, that is the rising and falling of the voice during the production of speech. "If you can relate American English to music, remember that the indigenous music is jazz. Listen to their speech music, and you will hear that Americans have a melodic, jazzy way of producing sounds." (American Accent Training, p. 1). The American intonation dictates liaisons (word connections) and pronunciation, and it also indicates mood and meaning. Without intonation, speech would be flat, mechanical, and very confusing for the listener.

All languages have variations in pitch (voice going up and down). These variations are sometimes called the "tunes" of a language, but in order not to confuse them with singing; it is more accurate to refer to pitch patterns or intonation patterns. In more than half the languages in the world, the meaning of a word can be completely changed just by changing the pitch in which it is said.

Regarding sentences, there are three intonation patterns in English: rising intonation (in yes/no questions), falling intonation (in information questions and in positive and negative declarations), and rising-falling intonation (in alternative questions). We also have tag questions, which are a special class of utterances because they take either rising or falling intonation depending upon the connotation which the speaker intends to convey. Tag questions have rising intonation when the speaker wants information, and falling intonation when he/she wants confirmation. The following chart shows these intonation patterns:

<i>Intonation Pattern</i>	<i>Kind of utterance</i>	<i>Example</i>
Rising Intonation.	Yes/no questions.	Are you tired?
Falling Intonation.	Positive/negative declarations.	Today isn't Friday.
	Information questions.	What's your name?
Rising-Falling Intonation.	Alternative questions.	Do you want coffee, tea, or milk?
Tag questions		
Rising Intonation.	meaning: information.	This is mine, isn't it?
Falling Intonation.	meaning: confirmation.	This is mine, isn't it?

American intonation can be compared to walking down staircases, and a new staircase begins when a word or an idea is stressed. “In saying your words, imagine that they come out as if they were bouncing lightly down a flight of stairs. Every so often, one jumps up to another level, and then starts down again.” (American Accent Training, p. 3). The important thing is to know when and where it is appropriate to start a new staircase; in other words, when and where to stress a word in an utterance.

Stress in phrases

A word may be stressed for any of these reasons: new information, opinion, contrast and negatives. The following chart shows examples of each one. (American Accent Training, p. 6)

Stress reason	Example	Explanation
New information.	It sounds like rain .	Rain is the new information and the most important word.
Opinion.	It sounds like rain, but I don't think it is.	In this case the meaning is the opposite of what the words say.
Contrast.	He likes rain, but he hates snow.	Like and hate are contrasted and are the stronger words.
Negatives.	The rain didn't affect his plans though.	Negative contractions are usually stressed.

It is important to know that any word of an utterance can be stressed, depending on the particular meaning the speaker wants to convey, but the basic emphasis pattern is that content words (nouns, main verbs, adjectives, adverbs, demonstratives, and interrogatives) are stressed, while structure words (pronouns, prepositions, articles, to be, auxiliary verbs, modals, conjunctions, possessive adjectives, relative pronouns) are not; thus, they are reduced.

English is considered a stressed language, while many other languages, like Spanish, are considered syllabic. This means that in English, stress is given to certain words while other words are quickly spoken, thus, more time is spent on specific stressed words

while quickly gliding over the other, less important, words. On the other hand, in syllabic languages each syllable receives equal importance (there is stress, but each syllable has its own length), and therefore equal time is needed; that's why many speakers of syllabic languages find it difficult to understand why English speakers speak quickly, or swallow, a number of words in a sentence.

Stressed words are the key to excellent pronunciation and understanding of English; therefore, there's no need to worry about pronouncing every word clearly, but only stressed words, while making unstressed words blurry. Another important thing is that in English there's a tendency of not having stresses too close together, and that stresses tend to occur at regular intervals of time, which gives English its marked rhythm.

Stresses in two-word phrases:

In a two-word phrase, there are three choices for stress: stress on the first word, on the second word, or on both words.

Stress	Case	Example
First word.	Set phrases. Nationalities of food and people. Words combined with the word <i>Street</i> .	blue jeans, The White House pain killer, dark room. Chinese food, American guy. Oak Street, Main Street.
Second word.	Descriptions: adjective + noun. Two-word nouns. Compound proper nouns Phrasal verbs. Initials. Numbers.	A white house , a dark room , Mexican restaurant . Social security , city hall . New York , Fifth Avenue , Mary Jones . Go away , sit down . U.S. 38 , 10 percent , 50 dollars .
Both words.	Components. Ingredients. Possessives.	Silk shirt . Apple pie . Mary's car .

Liaisons

In American English, words are not spoken one by one, and usually the end of one word attaches to the beginning of the next one; thus, each sentence sounds like one long word. Words are connected in four main situations:

- a. Consonant/Vowel: when a word ends in a consonant, glide or liquid sound and the next word starts with a vowel or diphthong sound.
- b. Consonant/Consonant: when a word ends in a consonant sound and the next one starts with another consonant in a similar position.
- c. Vowel/Vowel: when a word ends in a vowel or diphthong sound and the next one starts with another vowel or diphthong sound.
- d. T, D, S, or Z + Y sounds: when a word ends in T, D, S or Z sound and the next word starts with the Y sound.

To connect words we need to apply the phonological concepts explained before.

CHAPTER II
METHODS AND TECHNIQUES

2.1 TOTAL PHYSICAL RESPONSE METHOD

This method is based on the premise that the human brain has a biological program for acquiring any natural language including the sign language of deaf people. The process is visible when we observe how children internalize their first language.

The process is a unique conversation between the child and the parents. For example:

PARENT: Look at daddy. Look at daddy.

CHILD: Looks in the direction of the voice.

PARENT: She is looking at me! She is looking at me!

Dr. James J. Asher, the originator of the method, names this “a language – body conversation” because the parent speaks and the child answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth.

This “conversation” continues for many months before the child utters anything more intelligible than mommy and daddy. Even though the child does not speak yet, he or she is imprinting a linguistic map of how language works. Silently, the child is internalizing the patterns and sounds of the target language. When the child has decoded enough of this language he or she starts to speak spontaneously, at the beginning not perfectly, but little by little the child’s utterances will approximate more and more that of a native speaker.

TPR, as we will call this method from now on, is aptitude-free, and contrary to the widely-held belief that children have a linguistic advantage over adults. Studies with Spanish, Russian, Japanese, and of course English, show that when adults play the game of learning another language on a “level playing field” with children, adults consistently outperform children.

TPR provides that “level playing field.” In a traditional class, adults endure the handicap of sitting in rows of chairs while an instructor performs and performs and performs. In a TPR class the students perform and perform and perform while the instructor is the director of the play. It is worthy to take into consideration that this is the way in which children acquire another language so quickly while living in a foreign country. Children are silent but respond to hundreds of directions uttered in the foreign language, such as “come here,” “put on your coat,” “throw me the ball,” etc.

TPR seems to work effectively for children and adults, and it is said that there is no age barrier.

The benefits of using TPR in a class could be:

- Instant understanding of the target language, regardless of academic aptitude.
- High Speed Long-term retention.
- Stress-free.

Betty Segal Cook, in her book *Teaching English Through Actions*, says “Once beginning students have internalized the Phonology, Morphology, and Syntax of a foreign language through TPR, then they are ready to switch to left-brain activities that are found in traditional textbooks. They are prepared to go into deeper things about the language in a better way because they feel comfortable with the new language; they feel confident, and of course they are ready. It is because anything new is first internalized through the body with TPR, then switched to another part of the brain for verbal exercises of speaking, reading and writing.” (*Teaching English Through Actions* p. 45)

TPR research opened up the concept that children and adults succeed in acquiring another language if comprehension is developed before speaking, so comprehension should come first, with speaking following it.

In a traditional class a teacher normally says to the students “Listen and repeat after me!” This may be brain overload because both the frontal lobe (Broca’s area, in charge of the speaking part of a language) and the temporal lobe (Wernicke’s area, in charge of the understanding part of a language) in the brain light up at the same time, resulting in slow-motion learning with short-term retention.

“TPR is a powerful alternative to translation because we relate experiences in the classroom that are believable. If we ask students to be quiet, to listen to a direction, and to do what the instructor does, we have created a “fact” which cannot be dismissed by the critical side of the student’s brain. TPR creates facts which make for long term comprehension.” (Learning Another Language Through Actions 6th edition. ASHER, James J. Edit. Los Gatos, California, USA, 2003. p. 148)

Most studies converge on this conclusion: If a person starts to learn a second language before puberty he or she will have a higher probability to achieve a near – native or even a native accent than if this person starts to learn the same language after puberty. Students can still acquire another language, but most will have some accent even if they live forty years in a country where the language is spoken.

If we use the powerful tool of TPR for understanding on the right side of the brain, then it makes sense to start students in elementary school with several languages, which the right brain can easily handle without interference.

If TPR is applied in a class, students can finish the 10th grade of high school understanding more than one language which can be further polished, bringing students to fluency. Remember, the earlier we start internalizing other languages, the higher chances of acquiring a near-native or even a native accent in each of those languages.

Dr. David Wolfe, in his book Instructor’s Book recommends the following suggestion for teachers who are using traditional textbooks: “Comb the book to list all adjectives, adverbs, verbs, and nouns that students can internalize with TPR. Do this before

your students open the book for the first time; they will encounter only “friendly creatures.” This strategy transforms a fearful textbook into an attractive book that is an exciting challenge to students.” (Instructor’s Book. WOLFE, David. Sky Oaks Productions, Inc. California, USA, 2004, p. 236.)

“Teachers who use the TPR method believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourages students to persist in their study beyond a beginning level of proficiency.” (Techniques and Principles in Language Teaching, p. 114)

TPR and its Principles.

- Meaning in the target language can often be conveyed through actions. Memory is activated through learners’ responses. Beginning foreign language instructions should address the right hemisphere of the brain, the part which controls non verbal behavior. The target language should be presented in chunks, not just word by word.
- The students’ understanding of the target language should be developed before speaking.
- Students can initially learn one part of the language rapidly by moving their body.
- The imperative is a powerful linguistic device through which the teacher can direct students’ behavior.
- Students can learn through observing actions as well as by performing the actions themselves.
- It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- Students should not be made to memorize fixed routines.
- Correcting should be carried out in an unobtrusive manner.

- Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
- Language learning is more effective when it is fun.
- Spoken language should be emphasized over written language.
- Students will begin to speak when they are ready.
- Students are expected to make errors when they first begin to speak. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.” (Techniques and Principles in Language Teaching p. 114, 115)

TPR Lesson Plan

Topic: Human Body Parts

Objective:

By the end of this lesson the students should have some familiarity with common names for parts of the body.

Materials

Human Body poster and an unlabeled human body picture.

Warm-up

Find out how much students know about the parts of the human body.

Get students up and ask them to do the following:

“Point to your head.”

“Point to your nose.”

“Point to your stomach.”

“Point to your back.”

Presentation

Roll up a sheet of paper and use it to point to the ear (for example) and ask students, “What’s this?” (They should answer whichever body part you point to.)

Use a human body poster to review or introduce the vocabulary.

Practice

Draw two pictures of a body on the board. Split the class into 2 teams. Give each student a marker. Tell your students to help each other. Ask students to write as many body parts on the board in 5 minutes as they can.

Alternatively, use the unlabelled body parts picture. Ask students to turn over or hide the labeled version and have a contest to see who can fill in the most blanks in 5 minutes. This could be done individually or in teams.

2.2 THE COMMUNICATIVE APPROACH

Communicative language teaching emerged around the 1970s as a replacement to the earlier structural method, called Situational Language Teaching. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language, and they did not know how to communicate using appropriate social language, gestures, or expressions. Therefore, in the 1970s, authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular. (www.cal.org/resources/digest/gallow01.html).

Communicative Language Teaching is considered as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. It is based on the functional view of language, where language is a vehicle for the expression of functional meaning, so the semantic and communicative dimensions of language are more emphasized than the grammatical characteristics, although these are also included. Adherents of the Communicative Approach consider that the knowledge of structures and vocabulary are important, but that preparation for communication will be inadequate if only those are taught.

The target of language learning is to learn to use the language appropriate to a given social context, so students need knowledge of the linguistic forms, meanings, and functions, and also they need to know how to use the most appropriate form depending on the given social context and the roles of the interlocutors. "Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5). (www.cal.org/resources/digest/gallow01.html).

The learning theory behind the communicative approach points out that learning is promoted when the activities used in language teaching involve real communication and meaningful tasks, and also when the language is meaningful to the learner. Therefore, the Communicative Approach emphasizes real communication through interaction in the target language, introduces authentic texts, enhances the learner's own personal experiences as important contributing elements to classroom learning, and attempts to link classroom language learning with language activities outside the classroom.

Communicative language teaching often uses a functional-notional syllabus, that is more a way of organizing a language-learning curriculum than a method or an approach to teaching. "In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the audio-lingual method, but in terms of "notions" and "functions." In this model, a "notion" is a particular context in which people communicate, and a "function" is a specific purpose for a speaker in a given context. As an example, the "notion" or context *shopping* requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion *party* would require numerous functions like introductions and greetings and discussing interests and hobbies." (www.wikipedia.com).

In the Communicative Approach, everything that is done is done with a communicative intent; therefore, any activity that engages learners in authentic communication, such as pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities are widely used. Also, an activity is considered truly communicative if it has three features: information gap, choice, and feedback. Information gap exists when one person in an exchange knows something that the other person doesn't, so there's a reason to talk and ask questions. "If we both know today is Tuesday and I ask you, "What is today?" and you answer, "Tuesday," our exchange isn't really communicative." (Techniques and Principles in Language Teaching, p.132). Choice means that the speaker needs to have a choice of what to say and how to say it, but if the exercise is tightly controlled and students can only say something in one way, the exercise is not

communicative. Finally, the feature of feedback refers to the fact that the speaker needs to receive an answer from the listener to evaluate if the purpose of communication has been achieved, but if the listener does not have an opportunity to give the speaker this feedback, the exchange is not really communicative.

Teachers in communicative classrooms will talk less and listen more, since they become active facilitators of their students' learning. The teacher is a manager of classroom activities, and one of his/her major responsibilities is to establish situations likely to promote communication. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, acting as an advisor who answers students' questions, monitors their performance, and evaluates not only the students' accuracy, but also their fluency. Students interact a great deal with one another, and this interaction can be in pairs, triads, small groups, or the whole group. During the communication act, errors of form are tolerated and are seen as a natural outcome of the development of communication skills.

A classroom during a communicative activity is far from quiet because the students do most of the speaking, and they do not always remain in their seats; instead, they move around the class to complete active communicative tasks. Students are, above all, communicators, and they are actively engaged in negotiating meaning, that is, trying to make themselves understood. "Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning." (Techniques and Principles in Language Teaching, p.131).

Another important characteristic of this approach is that students work on all four skills from the beginning, since there's also interaction between reader and writer to negotiate meaning of the written word.

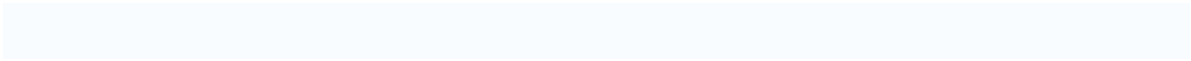
How to plan a lesson using the Communicative Approach

The following steps can be useful in planning a lesson using the communicative approach. They were developed by Jill Kerper Mora, Ed.D., from San Diego State University. (<http://coe.sdsu.edu/people/jmora/CALssnOutline.htm>)

1. Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: people, roles, setting, topic, and the level of formality or informality the function and situation demand.
2. Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. Includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.
3. Questions and answers based on the dialogue topic and situation: Inverted, wh-questions, yes/no, either/or and open-ended questions.
4. Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning.
5. Learner discovery of generalizations or rules underlying the functional-expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.
6. Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities.
7. Reading and/or copying of the dialogues with variations for reading/writing practice.
8. Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to _____? And how would you ask me to _____?"
9. Homework and extension activities such as learners' creation of new dialogues around the same situation.

10. To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

In our work, we will consider the Communicative Approach, especially in what refers to real communication which involves many aspects, such as the use of nonverbal behaviour, how the meaning can change when changing the intonation of utterances, how stress can affect the meaning of words, among others.



CHAPTER III
FIELD INVESTIGATION

3.1 APPLICATION OF THE TEST.

PRONUNCIATION TEST.

Read the following minimal pairs.

- pull / pool
- should / showed
- feet / fit
- not / nut
- cap / cab
- Sue / zoo
- cat / cut
- hat / hot / hut

Read the following word and phrases.

- chance / chalk
- attack / attic
- I just didn't get a chance.
- bread and butter

Describe your best friend.

This test consists of three steps.

- In the first part we thought it was necessary to make the students read some minimal pairs. These minimal pairs are words that are written in a different way but have just one difference in their pronunciation. It is to notice how much the students know about it and if they have some problems differentiating some phonemes.
- In the second part we thought it was necessary to make the students read some phrases, so in this way we could notice if there is a problem with some phonemes and also with liaison.
- And in the last part we thought it was necessary to let the students talk freely about a specific topic, so in this way they will not feel stress about reading things correctly, and the result could be more natural.

3.2 TABULATION OF DATA

PROBLEMS IN PRONOUNCING SOME ENGLISH PHONEMES

ORAL SOUNDS

a. Oral Consonants (17)

Symbol	Name of Symbol	Problem
/ p /	pee	No problem
/ b /	bee	problem
/ t /	tee	problem
/ d /	dee	problem
/ k /	kay	No problem
/ g /	jee	problem
/ f /	ef	No problem
/ v /	vee	problem
/ θ /	theta	problem
/ ð /	eth	problem
/ s /	ess	problem
/ z /	zee	problem
/ š /	palatal ess	problem
/ ž /	palatal zee	problem
/ č /	voiceless affricate	problem
/ ʝ /	voiced affricate	problem
/ h /	eich	problem

b. Liquids (2)

Symbol	Name of symbol	Problem
/ l /	el	problem
/ r /	ar	problem

c. Vowels (12)

Symbol	Name of symbol	Problem
/ ē /	long E	No problem
/ ĭ /	short I	problem
/ ā /	long A or English A	problem
/ ě /	short E or epsilon	problem
/ ă /	sheep A	problem
/ ə /	unstressed schwa	problem
/ ŭ /	stressed schwa	problem
/ ä /	Spanish A	No problem
/ oo /	long U	problem
/ oo /	short U	problem
/ ō /	long O or English O	problem
/ ô /	aw de law	problem

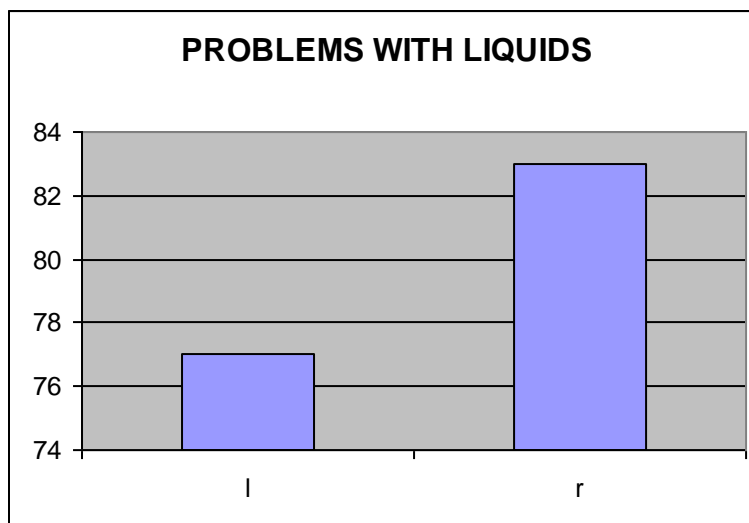
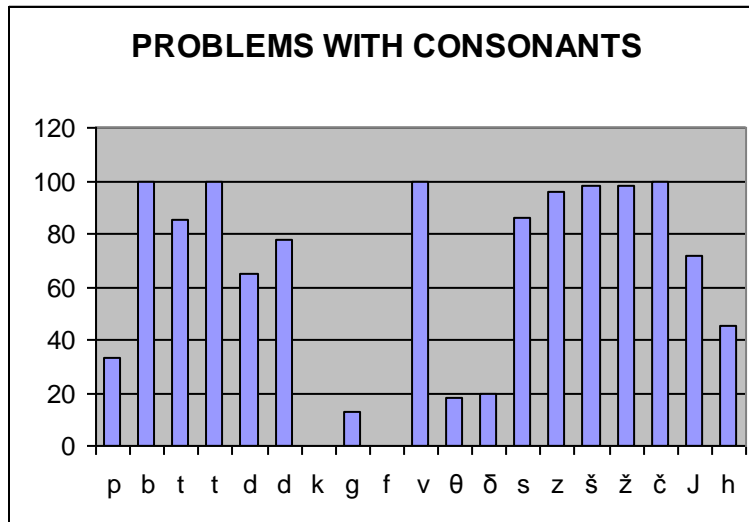
d. Glides (2)

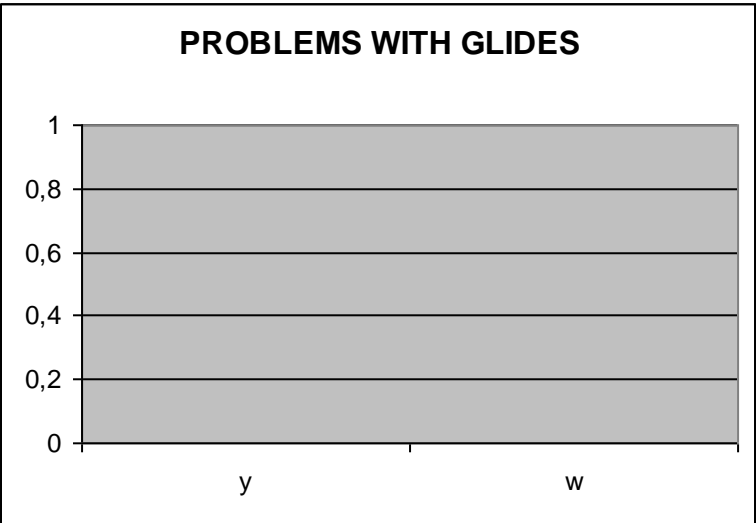
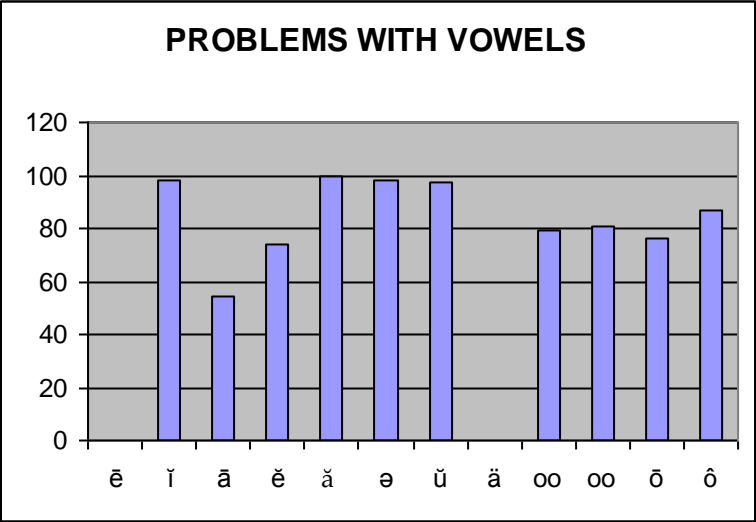
Symbol	Name of symbol	Problem
/ y /	wye	No problem
/ w /	double-U	No problem

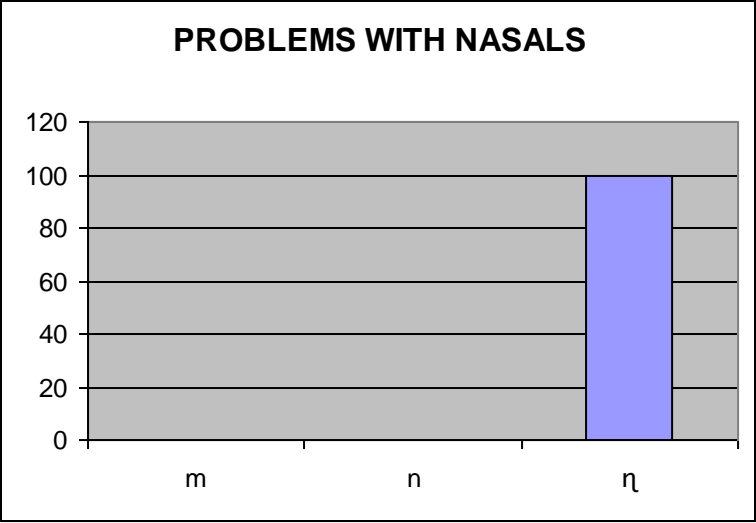
C. NASAL SOUNDS (3)

Symbol	Name of symbol	Problem
/ m /	em	No problem
/ n /	alveolar nasal	No problem
/ ŋ /	velar nasal	problem

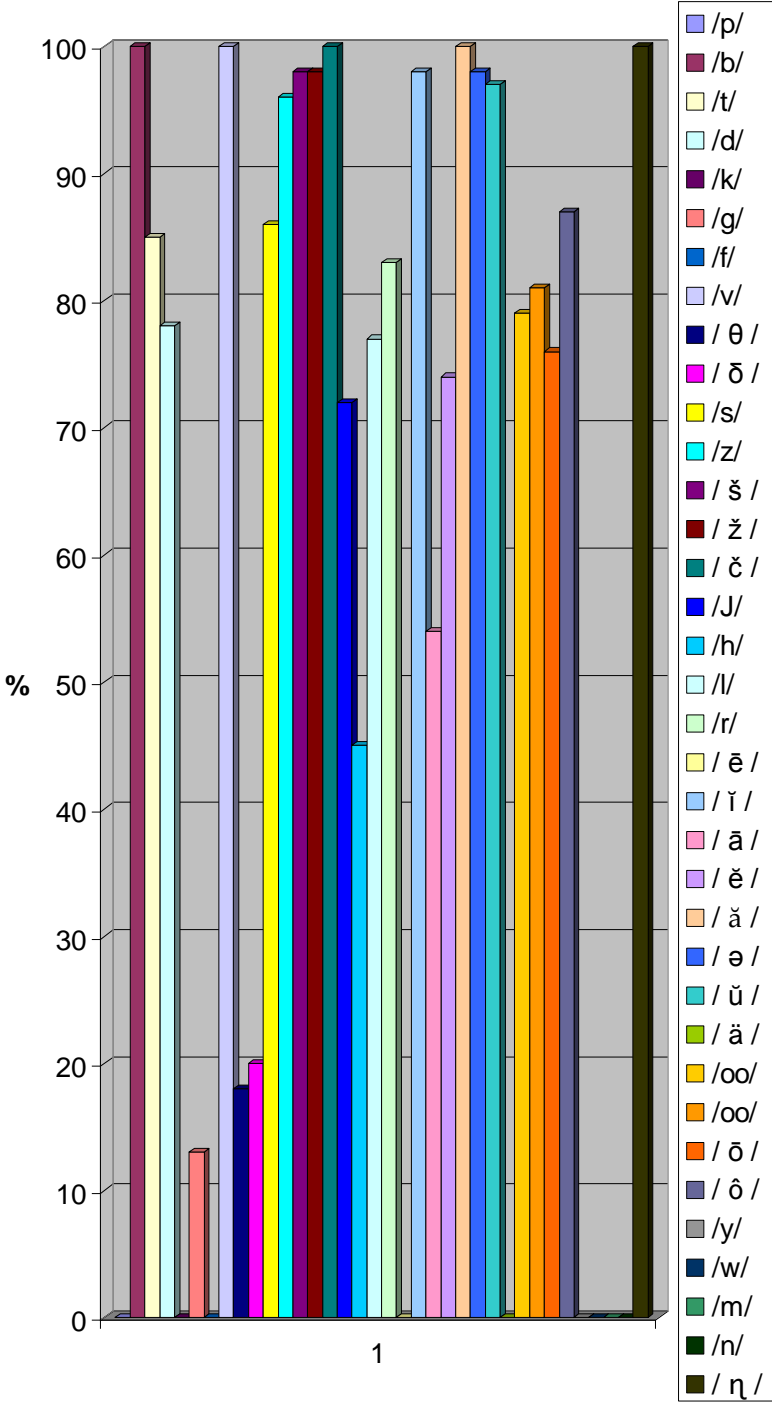
3.3 ANALYSIS AND INTERPRETATION OF DATA







PROBLEMS WITH DIFFERENT PHONEMES



3.4 REPORT

The pronunciation test was applied to a sample of 313 students of the 8th, 9th and 10th grade of Asunción School from a universe of 626 students. This sample represents fifty percent of the universe and was applied to that number of students indistinctly. As it is an oral test, and the results could not be written down, all the answers to this test were recorded.

After applying the test to the sample we obtained the following results.

/ p / From the sample of 67, 100% did not have any problems pronouncing this sound.

/ b / From the sample, 100% of students confused /b/ with /v/.

/ t / 85% of the sample had problems pronouncing /t^h/; 100% had problems pronouncing /t^o/: at the end of a word they tend to pronounce it as another syllable; and 65% had problems pronouncing alveolar tap.

/ d / 78% of the sample had problems pronouncing alveolar tap.

/ k / There is no problem with this phoneme.

/ g / 13% of the sample confused this phoneme with the Spanish phoneme /J/.

/ f / There is no problem with this phoneme.

/ v / 100% of the sample confused /v/ with /b/.

/ θ / 18% of the sample confused it with regular /t/.

/ ð / 20% of the sample confused it with Spanish /d/.

/ s / 86% of the sample pronounced it unvoiced even in situations where it should be voiced (z).

/ z / 96% of the sample pronounced it as Spanish /s/.

/ š / 98% of the sample pronounced it as Spanish /s/.

/ ž / 98% of the sample pronounced it as Spanish /s/.

/ č / 100% of the sample pronounced it as two separate sounds in the case of the liaisons

/t/+ /y/ and /ts/ + /y/ = / č /.

/ j / 72% of the sample confused it with Spanish / j /.

/ h / 45% of the sample confused it with Spanish silent /h/.

/ l / 77% of the sample pronounced it as Spanish /l/.

/ r / 83% of the sample pronounced it as Spanish /r/.

/ ē / There is no problem with this phoneme.

/ ĩ / 98% of the sample pronounced it as Spanish /i/.

/ ā / 54% of the sample tended to emphasize too much when pronouncing this phoneme.

/ ě / 74% of the sample pronounced it as Spanish /e/.

/ ǎ / 100% of the sample pronounced it as Spanish /a/.

/ ə / 98% of the sample tended to pronounce it the way it is written, not as a neutral sound.

/ ů / 97% of the sample tended to pronounce it the way it is written, not as a stressed neutral sound.

/ ä / There is no problem with this phoneme.

/oo/ 79% of the sample pronounced it as Spanish /u/.

/oo/ 81% of the sample pronounced it as Spanish /u/.

/ õ / 76% of the sample pronounced it as Spanish /o/.

/ ô / 87% of the sample pronounced it as Spanish /o/.

/ y / There is no problem with this phoneme.

/ w / There is no problem with this phoneme.

/ m / There is no problem with this phoneme.

/ n / There is no problem with this phoneme.

/ ŋ / 100% of the sample pronounced it as Spanish /n/.

After checking all this information we can conclude that there are a lot of problems in the students' pronunciation, especially with the phonemes that do not exist in Spanish, and as they have been studying English for 6 years in elementary school they know some English, and it is time to start correcting these mistakes.

CHAPTER IV
METHODOLOGICAL PROPOUSAL



PHONICS WITH FUN

Mónica Abad
&
Juanita Argudo

Teacher's Guide

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UNIT I: INTRODUCTION TO PHONETICS

Objectives:

- To introduce the concept “phonetics.”
- To identify the location of speech organs.
- To present the 39 American English sounds (phonemes).

Warm-up:

Materials: cards with pictures of speech organs and their names: lungs, air, nose, upper lip, lower lip, upper teeth, lower teeth, nasal cavity, alveolar ridge, tongue, palate, velum, uvula, and vocal cords.

- Divide the class into groups (at least 5 students but no more than 8).
- Give each student in the group two cards (if some cards are left, place them in the middle).
- Ask students to talk about the way the pictures are related and guess the theme of the class.
- The group that guesses first is the winner.

Presentation (speech organs):

- Tell students to read the LOOK box first silently, and later ask one student to read it aloud.
- Copy the concept on the board and explain the concept “speech sounds.”

Activity 1

- Make students work in groups of three and give them some time to answer the question.

Answer: to improve pronunciation, to be able to understand better when native speakers speak English.

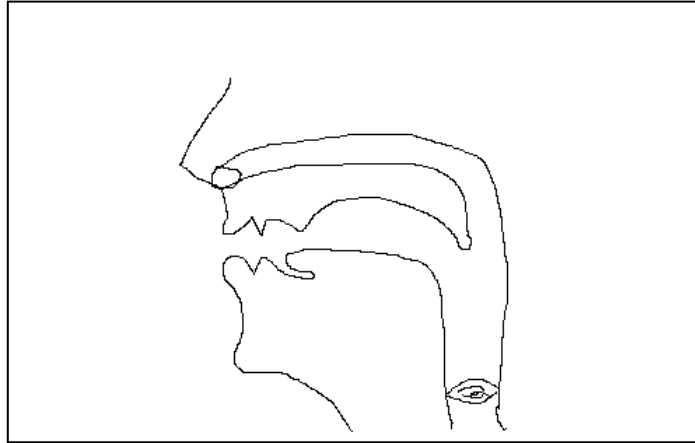
Also tell students the following:

Pronunciation is definitely the biggest thing that people notice when you are speaking English. When you meet a person, and you just say a sentence or two, “Do you think they will notice your poor vocabulary or bad grammar?” Probably not, but they will notice if your pronunciation is good or bad. If your pronunciation is poor, they will immediately think about you as “the guy/girl who speaks bad English.” Your pronunciation creates the first impression you make.

Good pronunciation should be one of the first things that you learn in English. You can live without advanced vocabulary — you can use simple words to say what you want to say. You can live without advanced grammar — you can use simple grammar structures instead. But there is no such thing as “simple pronunciation.” If you don’t have good pronunciation, you have bad pronunciation, and the results of bad pronunciation are tragic. Even if you use great vocabulary and grammar, people may simply not understand what you want to say. That’s why you should know how to say English sounds like the “ee” in sleep or the “o” in ghost, before you even learn words like sleep and ghost.

Activity 2

- Draw this picture on the board, while students follow you in the books



- Explain the following concepts:
- The alveolar ridge is located just behind the upper teeth, and it looks like a bump.
- The palate or hard palate is the roof of the mouth located behind the alveolar ridge.
- The velum, also called soft palate, extends behind the hard palate.
- The uvula or velis is like the little worm we see hanging down when we open our mouths. Its function is to act as a valve to direct the flow of air which comes from the lungs either to the mouth or to the nose. When the uvula is raised, the air flows through the mouth and oral sounds are produced; but when the uvula is lowered, the air flows through the nose and nasal sounds are produced.
- The vocal cords, also called vocal folds, are muscles in the throat which can make noise by vibrating together. When the vocal cords are closed, the air which passes from the lungs to the mouth or nose must force its way through these closed muscles, causing vibration. When the vocal cords are open, the air passes freely, so there's no vibration. This vibration can be felt by putting one's thumb and forefinger on the Adam's apple while pronouncing the letters.

Activity 3:

- Students have to complete the chart after your explanation.
- Answers:

Speech Organ	Location	Function
alveolar ridge	behind upper teeth	-----
Palate	behind alveolar ridge	-----
Velum	behind hard palate	-----
uvula	in the velum	Acts as a valve to direct the flow of air which comes from the lungs either to the mouth or to the nose. When the uvula is raised, oral sounds are produced

		When the uvula is lowered, the air flows through the nose and nasal sounds are produced.
vocal cords	throat	Make noise by vibrating together.

Activity 4

- Make students label the graph without looking at page 1.

Activity 5

- Pronounce these words: it right, emphasizing the sound of the letter “i” in each case.
 - Let students answer the questions.
- Is the letter “i” pronounced in the same way? No.

- Pronounce these words: sent cent.
- Is the first sound of the words the same? Yes.
 Are the words written in the same way? No.
 - Read the REMEMBER box and explain.

Presentation (phonetic alphabet)

- Read with the students the phonetic symbols and the examples, focusing on the pronunciation of each sound.

UNIT II: ORAL SOUNDS.- Consonants

LESSON 1:

CONSONANT CHARACTERISTICS AND CLASSIFICATION

Objectives:

- To make students concentrate on sounds, not letters.
- To present the characteristics of consonants.
- To introduce the needed elements to produce consonants.
- To introduce consonant classification.

Warm-up:

Activity 1

- Tell students to work in pairs and read the question in the Student's Book. Give them some time to come up with an answer.
- Demonstrate on the board that the word 'cat,' for example, can be written CVC, Consonant sound, Vowel sound, Consonant sound. This is a very easy example, but there are more difficult ones. 'through' is CCV, 'hour' is VC, 'carrot' is CVCVC.
- Ask students to do the same with the 5 words in their books. You can ask them to do this by looking and writing, by looking, listening (to you) and writing, by listening, saying (to each other) and writing - whichever combination seems valuable and necessary.
- Check students' answers and explain any difficulties.

Answers: new: CV; picture; CVCCVC; thing: CVC; book: CVC; photo: CVCV.

- Read the REMEMBER box.

CONSONANT CHARACTERISTICS

Activity 2

Presentation:

- Remind students that oral consonants are produced with air coming out through the mouth.
- Talk to students about the question. Answer: No.
- Read the LOOK box and explain the concept.

HOW TO PRODUCE CONSONANTS

- Read with students what is needed to produce a consonant.

Activity 3

- Tell them to complete the chart, checking the picture on page 1.

Answers:

Articulators: tongue and lower lip.

Points of Articulation: upper lip, upper teeth, alveolar ridge, palate, and velum.

Practice:

- Make the students pronounce “P” and “V” and realize what the articulator and the point of articulation are.

Answer: “P” Articulator: lower lip. Point of articulation: upper lip.

“V” Articulator: lower lip. Point of articulation: upper teeth.

CLASIFICATION OF CONSONANT SYMBOLS

- Go back to page 3 and go over the 17 oral consonants again.
- Tell students that these consonants are classified in three groups.
- Encourage students’ attention for this classification. Tell them that they are going to learn new characteristics of these sounds that will help them to improve their pronunciation.

LESSON 2

CONSONANT CLASSIFICATION.- Voicing

Objectives:

- To distinguish voiced and unvoiced sounds.

Warm-up:

- Choose 4 or 5 volunteers to come to the front.
- Tell them to follow your instructions.
- Teacher gives the instructions while modeling them.
Instructions:
 - a. Raise your index finger.
 - b. Show me your thumb.
 - c. Touch your throat.
 - d. Whisper your name.
 - e. Say it aloud.
- Repeat the instruction in random order two or three times, each time doing it as quickly as you can.
- Give the instruction without modeling, so students have to perform by themselves.
- Choose another group of 4 or 5 students and do the same.
- At the end, do it with the whole class.

Presentation:

- Read the LOOK box with the class.

Activity 1

- Read and explain voiced and unvoiced sounds. Make students pronounce “p” and “b” with their fingers on their throats. Make them complete the chart.
- Check the answers.

Tell students that we indicate voiced sounds with (+) and unvoiced with (-)

Unvoiced or voiceless (-)	Voiced (+)
/ p /	/ b /
/ t /	/ d /
/ k /	/ g /
/ f /	/ v /
/ θ /	/ ð /
/ s /	/ z /
/ š /	/ ž /
/ č /	/ j /
/ h /	

Activity 2

Practice:

Say some of the oral consonant sounds to the class. If the sound is voiced students stand up; if it is not, they remain in their seats.

LESSON 3

CONSONANT CLASSIFICATION.- Place of Articulation

Objectives:

- To recognize the articulator and the point of articulation in the 17 oral consonant sounds.
- To classify the 17 oral consonant sounds into the 8 types, according to where in the mouth the articulation takes place.
- To present some tips to pronounce these sounds.

Warm-up:

- Students make lines of at the most 10 people in front of the blackboard.
- The teacher is at the end of each line and says a secret message to the student next to him/her. This student has to pass the message to the next student, and so on, until the message gets to the person who is standing next to the board. This last person has to write the message on the board.
- At the end of the game, the teacher writes the message and compares it with the one that the students have.

Secret Message: *The tongue and the lower lip are articulators*

* The teacher doesn't have to say the whole message. It can be divided into parts like this: first message: the tongue; second message: and the lower lip; third message: are articulators.

Presentation:

Activity 1

- Students work in groups of 4 or 5 people.
- Tell students that they have to complete only the first 2 columns (articulator and place of articulation).
- Teacher pronounces a sound; students repeat and complete the first 2 columns.
- When they finish, check answers with the whole class. Make sure students have the right answers.
- Read the LOOK box

Activity 2

- Allow students some time to complete the last column of the chart.
- Check the last column answers. Explain each type.

Answers:

Consonant Sound	Articulator	Point of Articulation	<u>Type</u>
/ p /	lower lip	upper lip	Bilabial: contact between the two lips.
/ b /	lower lip	upper lip	Bilabial: contact between the two lips.

/ f /	lower lip	upper teeth	Labiodental: contact between the lower lip and the upper teeth.
/ v /	lower lip	upper teeth	Labiodental: contact between the lower lip and the upper teeth.
/ θ /	tongue	upper teeth	Dental: contact between the front of the tongue and the upper teeth.
/ ð /	tongue	upper teeth	Dental: contact between the front of the tongue and the upper teeth.
/ t /	tongue	alveolar ridge	Alveolar: the front of the tongue touches the alveolar ridge.
/ d /	tongue	alveolar ridge	Alveolar: the front of the tongue touches the alveolar ridge.
/ s /	tongue	alveolar ridge	Alveolar: the front of the tongue touches the alveolar ridge.
/ z /	tongue	alveolar ridge	Alveolar: the front of the tongue touches the alveolar ridge.
/ ʃ /	tongue	alveolar ridge and palate	Alveopalatal: the front of the tongue touches the area between the alveolar ridge and the palate.
/ ʒ /	tongue	alveolar ridge and palate	Alveopalatal: the front of the tongue touches the area between the alveolar ridge and the palate.
/ š /	tongue	palate	Palatal: the front of the tongue approaches the palate.
/ ž /	tongue	palate	Palatal: the front of the tongue approaches the palate.
/ k /	tongue	velum	Velar: the back of the tongue touches the velum.
/ g /	tongue	velum	Velar: the back of the tongue touches the velum.
/ h /	vocal cords	vocal cords	Glottal: produced in the throat.

Tips for good Pronunciation:

- Read the tips and point out that exaggeration is very important in learning pronunciation.
- Read and practice the sounds in the chart. Spend as much time as needed to practice each sound. Use a mirror to practice / θ / and / ð /.

Practice:

Activity 3

- Make students say the sound at the beginning of the 3 words. Make them exaggerate and prolong the sound.
- Model the pronunciation of the words.
- Students repeat the words.
- Model the tongue twister and make students say it. Practice many times.
- Read the LOOK! box and tell students that they can master these sounds with lots of practice.

LESSON 4

CONSONANT CLASSIFICATION.- Manner of Articulation

Objectives:

- To explain what manner of articulation means.
- To classify the 17 oral consonants by manner of articulation.

Warm-up:

- Make groups if you have a large class. If not, play with the whole class.
- Arrange students in a circle.
- One blindfolded student goes in the middle of the circle; he/she has to touch one of the students in the circle and say: buzz bee buzz. The touched student has to make the sound of a bee (zzzzzz) and the blindfolded student has to guess who the person is.
- The touched student goes in the middle and the game continues.
- You can use different commands: hiss snake hiss (sssssssssssss), bufa cat bufa (fffffffff).

Presentation:

Activity 1

- Read the remember box.
- Make students blow as long as they can; then blow again, but this time putting a piece of paper on the mouth.
- Explain that the same occurs in the mouth when producing consonants; in some consonants this obstruction is complete. In others it is partial, so there's a small space through which air passes.

Activity 2

- Make students pronounce the sounds /p/ and /s/ and try to prolong them.
- Tell students that in some consonants it is possible to prolong the sound, as in the case of /s/; the air passes through a small space between the alveolar ridge and the tongue; but in some others not, as in /p/, the air cannot pass because the sound is produced with the lips totally closed.
- Do the same with the rest of the consonants and fill in the two first columns of the chart, like this:

Answer.

S ymbol	Can be prolonged	Can't be prolonged	Name
/ p /		X	Stop: air cannot pass through the lips that are closed.
/ b /		X	Stop: air cannot pass through the lips that are closed.
/ t /		X	Stop: the tongue closes the passage of air by touching the alveolar ridge.
/ d /		x	Stop: the tongues closes the passage of air by touching the alveolar ridge.
/ k /		x	Stop: the tongue closes the passage of air by touching the velum.
/ g /		x	Stop: the tongue closes the passage of air by touching the velum.
/ f /	x		Fricative: The lower lip touches the upper teeth, leaving a small space through which air can flow.
/ v /	x		Fricative: The lower lip touches the upper teeth leaving a small space through which air can flow.
/ θ /	x		Fricative: The tongue touches the upper teeth, leaving a small space through which air can flow.
/ ð /	x		Fricative: The tongue touches the upper teeth, leaving a small space through which air can flow.
/ s /	x		Fricative: The tongue touches the alveolar ridge, leaving a small space

			through which air can flow.
/ z /	x		Fricative: The tongue touches the alveolar ridge, leaving a small space through which air can flow.
/ š /	x		Fricative: The tongue touches the palate, leaving a small space through which air can flow.
/ ž /	x		Fricative: The tongue touches the palate, leaving a small space through which air can flow.
/ h /	x		Fricative: air comes out through the vocal chords.

- Read the LOOK box and remind students that when pronouncing consonants the articulator touches the place of articulation, and sometimes the organs in the mouth are closed, so they don't let air flow, but in other consonants there is a small space through which air can flow. Explain to them that when air cannot come out the consonants are called stops, and when air has a space to come out the consonants are called fricatives.

Activity 3

- Complete the last column of the chart just with the name (fricative and stop).
- Make students answer the question first in pairs and then check the answer with the class.

Answer:

/ č / /j/

- Explain to the students that the last classification by manner of articulation is affricate and that it is a combination of a stop followed by a fricative, but so closely that it sounds like one sound.

Stop	Fricative	Affricate
-------------	------------------	------------------

t	+	š	=	/č/
d	+	ž	=	/j/

Practice:
Activity 4

- Make students practice the 17 consonants, focusing on manner of articulation.

LESSON 5
SIBILANTS: A Special Group of Consonant Sounds

Objectives:

- To introduce sibilant sounds.
- To present and practice pluralization rules.
- To present and practice s-form of verb rules.

Warm-up:

Activity 1

As I was going to St. **Ives**, I met a man with seven **wives**.
 Each wife had seven **sacks**; each sack had seven **cats**,
 Each cat had seven **kits**; **kits, cats, sacks, wives**,
 How many were going to St. **Ives**?

Riddle answer: One. I was the only one going to St. Ives. All the others were going in the opposite direction.

Presentation:

- Read the LOOK box and make sure students understand what a hissing sound is.

Activity 2

- Tell students to go back to page 3 to the chart with the 17 oral consonant sounds and find the consonants that have this hissing sound.
- Check students' answers

<u><i>Sibilant Sounds</i></u>	
Unvoiced (-)	Voiced (+)
/ s /	/ z /
/ š /	/ ž /
/ č /	/ j /

Practice:

- Make students repeat after you the sounds of the chart many times.

PLURALIZATION RULES

Presentation:

- Read the pluralization rules one by one and explain on the board, putting an example of each one. Eg. Write the word “cat”; underline the letter “t” and say that “cat” ends in an unvoiced sound, so to make the plural you add the letter “s,” and to pronounce the plural you use the phoneme /s/. Do the same with the other two rules.

Activity 3

- Allow students some time to complete the chart
- Check students' answers.

Singular Word	Word final sound: Voiced, Unvoiced or Sibilant	Written Plural	Pronunciation
			/z/ /s/ /əz/
road	voiced	roads	/z/
rock	unvoiced	rocks	/s/
dress	sibilant	dresses	/ əz/
rat	unvoiced	rats	/s/
box	sibilant	boxes	/ əz/
bag	voiced	bags	/z/

Practice:

Activity 4

- Practice saying “ssssssssssss” and “zzzzzzzzzzzzzz.” Make students prolong these sounds.
- Read the REMEMBER box and practice the sounds again.

Activity 5

- Practice the pronunciation of the words in the chart. Make students feel the vibration by putting fingers on throat.

S-FORM OF VERB RULES

Presentation:

- Read the third person singular rules one by one and explain on the board, putting an example of each one. Eg. Write the verb “talk”; underline the letter “k” and say that “talk” ends in an unvoiced sound, so to make the plural you add the letter “s” and to pronounce the plural you use the phoneme /s/. Also say that r and n are always voiced (as students will learn later) and that e at the end is silent. Put this example: come: silent “e.”
- Read the LOOK box.

Activity 6

- Allow students some time to complete the chart.
- Check students’ answers.

/s/	/z/	/əz/
eats	reads	washes
sweeps	wears	uses
cooks	cleans	teaches

cuts	drives	fixes
------	--------	-------

Practice

- Practice the pronunciation of the verbs in the chart many times: first say the /s/ sound, prolonging it, students repeat; then model the pronunciation of the words with this sound, students repeat each word after the teacher.
- Remind students to put their fingers on their throats.

LESSON 6
REGULAR PAST TENSE OF VERBS

Objectives:

- To present the pronunciation of the regular past tense of verbs.

- To practice this pronunciation.

Warm-up:

- The teacher says a verb in simple form as he/she throws a soft ball to one of the students. This student has to say the past tense of the verb. Then the student has to say another verb in simple form as he/she throws the ball to a different student.
- Repeat many times trying to make most of the students participate.

Presentation and Practice:

Activity 1:

- Ask students to read and answer the question.
- Repeat the verbs enough times for the students to hear the different endings; ask the students what they are: /t/ /d/ and /əd/.

Activity 2:

- Read the following verbs, repeating the verbs twice:
 - Remembered, divided, trained, looked, started, played, listened, helped, and planted.
- Once you have done this, ask the students to check their work in pairs and then go over the answers.

Answers:

/t/	/d/	/əd/
walked	moved	wanted
helped	remembered	divided
looked	trained	started
	played	planted
	listened	

- Read the LOOK box with the students; explain if needed.

Activity 3:

- Make students practice the pronunciation of the verbs many times.

UNIT III: ORAL SOUNDS: LIQUIDS

Objectives:

- To explain to students the reason these sounds are studied separately from the other consonants.
- To present and practice /l/.
- To present and practice /r/.

Warm-up:

Activity 1

- Students work in pairs to play the game.
- First, when everybody is ready, give the letter “l” to complete the chart with words beginning with this letter. The pair that finishes first has to say STOP, and nobody can write any more. Then, instead of giving a second letter (as in the normal game) tell them to fill in the chart with L in the middle of words.
- Check the answers with the students. Each word that is not repeated is worth 100 points; otherwise, they are worth 50 points.
- Then give them the letter “r” and do the same.

Presentation:

- Read with students the LOOK box and explain to them that these two consonants are difficult for non-native speakers because the position of the tongue in the mouth when pronouncing them is different than in Spanish, so this is the reason they are difficult, and also because it is not possible to see where the tongue is.

Activity 2

At home try this: hold a garden hose with the water running and cover the hole with your thumb for a little while (the same happens with the air when pronouncing stops). Then move your thumb just slightly so that there is only a tiny opening through which the water can escape. Pay special attention to the turbulence caused by the water. (This is what happens with the air in fricative sounds). Finally, move your thumb away a bit more so that the constriction is not as tight, you'll see that the flow of water at a certain point will become smooth. (This is comparable to what happens in the mouth when a liquid sound is produced. There is still a constriction formed that obstructs the flow of air, but it isn't narrow enough to generate the turbulent airflow that is characteristic of fricative sounds).

Retroflex Liquid /r/

Activity 3

- Make students put the right hand with the palm up, slightly dropping the back end of it. Now, tell them to curl their fingers up slightly.
- Tell them this is what happens in the mouth when pronouncing /r/.
- Make them repeat the exercise they did with their hand, but this time their tongues have to follow the movement of their hands, with the tongue in this position tell them to say /r/.
Answer: No.
- Explain to students that the tip of the tongue curls back behind the alveolar ridge, and air escapes over it.
- Read the remember box with the class and tell students that these characteristics of this sound /r/ are very important, so they have to pay special attention to them.

**Practice
Activity 4**

- Read the words to the class and call students randomly to repeat them after you.

**Lateral Liquid /l/
Activity 5**

- Now tell them that when pronouncing /l/ the tongue touches the alveolar ridge and closes the air passage, but air comes out by the sides of the tongue.
- Make students say the phrase “Leave a Little for Lola” with a clean penny between the alveolar ridge and the tongue without letting it fall.
- Read the Remember box with the class and tell students that these characteristics of this sound /l / are very important, so they have to pay special attention to them.

**Practice:
Activity 6**

- Read the words to the class and call students randomly to repeat them after you.

UNIT IV. ORAL SOUNDS: VOWELS

LESSON 1:

VOWEL CHARACTERISTICS AND CLASSIFICATION

Objectives:

- To present vowel characteristics.
- To present how vowels are produced.

- To introduce the 12 English vowel phonetic symbols.
- To introduce vowel classification.

Warm-up:

Activity 1

- First explain what a proverb is, if students don't know.
- Allow students some time to read the proverb in pairs and think about its meaning.
- A similar proverb in Spanish could be: "Las apariencias engañan" or "No todo lo que brilla es oro."
- Again students work together to find the second answer.
- To give the answer, write "a,e,i,o,u" on the board and explain that these letters are just the label of the sounds of each vowel. Use examples like: the name of the vowel "I," but it can have more than one sound, as in the words: it and I.

VOWEL CHARACTERISTICS

Presentation:

Activity 2

- Read the instructions, and make sure students understand them.
- Give students some time to come up with an answer.
Answers: NO.
 - There's vibration with all the vowels.
- Read the LOOK box and make sure students understand it.

VOWEL SYMBOLS

Presentation

Activity 3

- Tell students to read the instruction and answer the question. Answer NO.
- Read the next part, emphasizing that it's very necessary to have a different alphabet in which each symbol represents only one sound.
- Go back to pages 3 and 4 (student's book) and read the vowel chart with the students. Model the pronunciation, and students repeat after you.

Practice:

Activity 4

- Choose 12 students to come to the front and make a line facing the rest of the students.
- Give each student a vowel sound name and a big card with the symbol of the sound.
- The first student in the line has to introduce himself to the whole class, saying his/her new name and something that he/she likes. Eg. I'm "long E" and I like rap. As he/she does this, he/she has to show the card. Then the next student has to repeat

what the first student said, and then introduce himself, and so on until the last student has to repeat all the names and likes and finally introduce himself.

- Touch one of the students at the front and ask any of the students who were watching the presentation to tell the right name.

Activity 5

- Finally play BINGO. Students have to choose and write 9 of the vowel symbols on the chart. Then the teacher says the name of the symbols in random order one at a time. Students cross out the symbols they hear until one student completes the chart.

LESSON 2

VOWEL CLASSIFICATION.-TONGUE POSITION AND DEGREE OF COMPLEXITY

Objectives:

- To introduce the schwa sound and practice it.

- To present the 8 positions of the tongue when pronouncing English vowel sounds.
- To identify and practice which vowel sounds are produced in each position.
- To introduce simple and complex vowel sounds.
- To differentiate English vowel sounds from Spanish ones.
- To practice tongue position and complexity.

Warm-up:

- Choose 4 or 5 volunteers to come to the front.
- Tell them to follow your instructions.
- Teacher says the instructions while modeling them.
Instructions:
 - a. Take one step forward.
 - b. Take one step backward.
 - c. Relax your arms.
 - d. Rense your arms.
- Repeat the instructions and model in random order two or three times, each time doing it as quickly as you can.
- Say the instruction without modeling, so students have to perform by themselves.
- Say one of the instructions of the warm-up in Unit 2, lesson 2 to make the task a little more difficult and to see if students remember these instructions.
- Choose another group of 4 or 5 students and do the same.
- At the end, do it with the whole class.

Presentation and Practice: TONGUE POSITION

Activity 1

- Read the instructions with the students and tell them to look at the picture. Then they have to close their eyes and relax their tongues.
- Then, while students are relaxed and with their eyes closed, read the next instruction.
- After they make the schwa sound, tell them to open their eyes and read the next part.
- Read the WATCH OUT! box. Emphasize that this is the most common sound in English and it causes some trouble for Spanish speakers, but that it's very important students learn to make it in order to understand and be understood better.
- Read the next part and look at the next picture. Tell students that No.2 represents the highest position and No.3 the lowest position the tongue can reach during the production of vowels.
- Read the next part and look at the last picture. Explain if necessary.
- Read and explain the next part. You can also say that in No. 2 the picture corresponds to the high front position, No. 1 to mid center, and No. 3 to low back.
- Copy the vowel sound chart on the board and practice saying each vowel sound in the chart. Start with the front sounds, then the center sounds, and finally the back sounds.

/ ē /: to make this sound, spread your lips apart, your teeth should be close together, and your facial muscles must be tense.

/ ĩ /: after saying / ē /, don't move your lips or anything from that position and just say a very relaxed sound.

/ ā /: say the Spanish letters "ei" but prolong the sound, and the tongue and facial muscles are tense.

/ ě /: with the mouth at the same position for / ā / say a very relaxed sound.

/ ă /: make the sound of a sheep. Tell students this sound is characteristic of American English.

* Tell students that there are no sounds in the high center position in English.

/ ə / / ŭ /: they know how to make / ə /. Now, to make / ŭ /, just make the / ə / louder. Tell students that the only difference between them is stress, and that they will learn more about it later.

/ ä /: this sound is close to the Spanish letter "a."

/oo/: make a little circle with your lips very tense.

/oo/: with your lips in the same position as in /oo/, say a very relaxed sound.

/ ō /: this sound is like the combination of the Spanish letters "ou" but more tense and with the lips rounding at the end of it.

/ ô /: relax your tongue and drop your jaw as far down as it will go.

Activity 2

- Read the next instruction and make students realize the movement of the tongue in these two positions.
- Practice the next chart many times. Remember that you have to help students memorize the position of each sound.

Activity 3

- play this game with the students:
 - Call the 12 students that helped you with vowel names in Unit 4, lesson 1. They need to remember their names.
 - Divide the board into three columns and label each column: front, center, and back.
 - In turn, the students who are seated have to tell each of the 12 students to go to the correct column. Eg. long "U" go to the back column, Spanish "A" go to the middle column, etc.
 - When the 12 students are in the right columns, draw two lines on the board to separate the columns into three rows and write High, Mid, and Low at the beginning of each row. (the same chart as the vowel chart).
 - Again students in turn have to tell the 12 students in the columns to go to the right place. Eg. long "O" go to the middle of the column, etc.

Presentation and Practice:

DEGREE OF COMPLEXITY

- Read the LOOK box and explain. Emphasize that simple vowels are pronounced with the mouth relaxed and that complex vowels with the tongue and facial muscles very tensed.

Activity 4

- Read the sounds of the vowel chart again one by one, as students repeat and classify them. Exaggerate the facial movement of complex vowels, so students can see it.

Activity 5

- Let students do the next activity. The answers are:
high front simple .../i/.....
mid center stressed .../u/.....
low back simple .../ô/.....
- Read the WATCH OUT box and remind students to keep in mind these characteristics, so they don't pronounce English vowels the way they do the Spanish ones.

LESSON 3

VOWEL CLASSIFICATION.- Lip-Rounding and Degree of Tenseness

Objectives:

- To present and practice the pronunciation of rounded and unrounded vowel sounds.
- To present and practice tense and lax vowel sounds.

Warm-up:

- Students have to stand up.
- The teacher says these instructions and models them. Students follow the instructions.

Instructions:

- Breathe deeply.
 - Open your mouths, close them.
 - Move your mouth like a fish.
 - Put your index finger on the upper lip.
 - Round your mouths, making the shape of an egg.
 - Put your thumbs on your throat.
 - Show your tongue.
 - With your lips, make the shape of a banana.
- Repeat the instructions many times and as fast as you can

LIP-ROUNDING

Presentation

- Read the LOOK box with the students, explaining that the back vowels are rounded. Make them show a circle with their lips. After this tell the students that the front and center vowels are unrounded, and make them open their mouths with their lips spread apart. Make them repeat these two movements (circle and lips spread apart) until they get to know the correct position of their lips when pronouncing vowels.

Activity 1

- Make students work in pairs and transcribe the words; when they finish this, and after checking with the whole class, practice with students the back vowel sounds, making them exaggerate the circle with their lips.

Practice

BACK

pull /pūl/
pool /pūl/

blow /blō/

bought /bōt/

HIGH	/oo/ /oō/
MID	/ō/
LOW	/ô/

DEGREE OF TENSENESS

Presentation.

- Read the LOOK box and tell students that all the complex vowels are tense and all the simple vowels are lax.
- Read the Remember box with students and tell them that they have to pay special attention when pronouncing these sounds because we don't have lax vowels in Spanish, so it could cause some problems, and also tense vowels in English are much more tense than in Spanish, so they are not the same.

Practice.

Activity 2

- Read the words to the students, emphasizing the difference in the sound of vowels; then make them repeat after you.
- Read the words one more time, but this time call students randomly to repeat them after you, emphasizing the vowel sounds.

Activity 3

- Make students work in pairs and transcribe the words, after checking answers with the whole class, make them practice the pronunciation, paying special attention to the difference in vowel sounds.

English word	Phonetic transcription
pal	/pāl/
pole	/pōl/

seeks	/sēks/
sex	/sĕks/
left	/lĕft/
laughed	/lāft/
suck	/sük/
sock	/säk/

- Read the SHORT-VOWEL RULE box and explain.

Activity 4

- Practice pronouncing the words with the students many times.
- Read the LONG-VOWEL RULE box and explain.

Activity 5

- Practice pronouncing the words with the students many times.
- Read the next rule and explain.

UNIT V: DIPHTHONGS

Objectives:

- To define diphthongs.
- To present and practice the 3 English diphthongs.
- To present and practice the vowel lengthening rule.

Warm-up:

- Divide the class into groups of 5 people.
- Each group has to choose someone who is going to be “the dog.”
- Cover the dog’s eyes.
- The goal of the game is that the dog has to find a bone (the teacher needs to hide “the bone”) which is somewhere in the classroom, by listening to the instructions that the 4 students give. Play with two groups at the same time, and the first dog that reaches the bone is the winner. Repeat the activity with other groups until the whole class has played.

Presentation:

Activity 1

- Draw an arrow from the low center position to the high front position. This arrow should go to the upper left corner of that box.
- Draw another arrow from the low back position to the high front position; again, the arrow should go to the upper left corner.
- Draw one more arrow, this time from the low center position to the high back position; the arrow should go to the upper left corner.
- When checking answers draw the chart on the board so the students can see the correct position of the arrow; make them practice the combination of sounds.

- Read with the students the 3 questions and give them some time to think about the answers.
- Check the answers with the whole class.

Answers:

What sound is made when you go from low center to high front? It’s like the Spanish sound “ai.”

What sound is made when you go from low back to high front? Like the Spanish combination “oi.”

What sound is made when you go from low center to high back? Like the Spanish “ou.”

- Make students practice these sounds many times until they master them, remember that diphthongs are two sounds, but they are pronounced so close that they have to sound like just one sound.

- Go back to page 4, and make students practice the sounds and the words in the chart.

Activity 2

- Make students work individually; when they finish this make them compare their answers with a partner, and then check answers with the whole class.

/ ī / = / ä / + / ē /

/ oi / = / ô / + / ē /

/ ou / = / ä / + / oo /

- Make students practice the combination of sounds again many times.
- Tell students that there is no problem in the pronunciation of these sounds because we have all these 3 sounds in Spanish, when we say the words “hay,” “soy,” and “Paute.”

Activity 3

- Read with the class the 3 concepts for diphthongs; give them some time to think, and then make them compare with a partner; then make this pair compare with another pair; then check answers with the whole class

Answer

Choose the correct concept for a diphthong:

B and C.

- Read the LOOK box to the class and remind them that a diphthong is the combination of two sounds. These 2 sounds are pronounced so close together that they seem to be just one, and they are complex vowels, so the tongue and the facial muscles are very tense.

Activity 4

- Make students transcribe the words; then make random students come to the board and write the transcription they have; check if it is correct, and then practice pronunciation with them.

Answer.

Phonetic Symbol	English word	Transcription
/ ī /	ride	/rīd/
	bike	/bīk/
/oi/	soil	/soil/
	boil	/boil/
/ou/	cow	/kou/
	vow	/vou/

VOWEL LENGTHENING

- Read the REMEMBER! box and the LOOK! box. Explain the vowel lengthening rule. Use more examples like: ride /rī:d/, cab /kǎ:b/, bee /bē:/.

Activity 5

- Make students transcribe these words and practice their pronunciation.

Answers

Word	Transcription
seed	/sē:d/
seat	/sēt/
need	/nē:d/
neet	/nēt/
God	/gä:d/
got	/gät/
see	/sē:/

UNIT VI: GLIDES

Objectives:

- To introduce the concept of glide.
- To present and practice the 2 English glides.

Warm-up:

Activity 1

- In the previous class, tell students to bring some peanut butter, a piece of bread or some crackers, and a knife.
- Stand at the front of the class, so every student can see you. Say the instructions as you act them out (you also need the materials); students have to follow you.
- Again put some more peanut butter and emphasize when you say: feel how the peanut butter glides smoothly. You can repeat this once more.
- Then choose a student to go to the front and repeat the instructions as he/she acts them out.
- At the end everybody can eat the snack.

Presentation:

- Do a Brainstorm with the word glide. Ask students: What do you think the word “glide” means? It doesn’t matter if they give you answers in Spanish (deslizarse), as long as they understand the meaning.
- Tell students to write the answer in the student’s book. Meaning: to move smoothly and quietly without effort.
- Read and explain the LOOK box.

Activity 2

- Give students these instructions:
 - In the high front square write the simple vowel that belongs to it.
 - In the high back square write the simple vowel of this square.
 - Draw an arrow from high front to high back.
- Now after students have completed the chart with your instructions, draw the chart on the board with the correct instructions, so students can compare with it:

FRONT CENTER BACK

HIGH	/ĩ/	-----	/oo/
MID			
LOW			

Point out that the vowels must be written in their right place in the square; for example, short “I” is located at the lower right hand side of the high front square.

- Now make students say /ĩ/ and then /oo/ very closely together, so it sounds like one sound. Do this many times.
- Give students some time to answer the next part.
- Check the answers:
The sound is /y/.
 $/y/ = /ĩ/ + /oo/$
- Read the next part and practice the sound of /w/. Make sure students exaggerate pursing their lips.

Practice:
Activity 3

- Allow students some time to transcribe the words. Then call students to the board to do the transcription; correct if necessary. Make sure all the students have the right transcription.

Phonetic Symbol	English word	Transcription
/y/	you	/yoo/
	yes	/yěs/
/w/	why	/wī/
	wear	/wěr/

- Practice the pronunciation of the words many times. Teacher models the pronunciation and students repeat.

UNIT VII: NASAL SOUNDS

Objectives:

- To explain how nasal sounds are made.
- To present and practice the 3 English nasal sounds.

Warm-up:

- Arrange students in a circle. They have to be standing with their faces looking down to the floor.
- Teacher counts: one, two, three.
- Students raise their faces, looking at someone else. When they coincide in looking at one another they have to make some ugly faces, exaggerating the movement of their noses. The student who does it first wins; the other has to step out of the circle.
- Repeat the activity with the rest of students until one student wins against all the rest.

Presentation:

Read the remember box with the class. Explain that when the uvula is in a lowered position, the air is stopped by the lips when pronouncing /m/, by the tongue that touches the alveolar ridge when pronouncing /n/, and with the dorsa of the tongue touching the velum when pronouncing /ŋ/.

Activity 1

- Read the explanation about the sound /m/ and make students practice it, holding their noses with the thumb and the index finger so they can't prolong the sound. It is because /m/ is a nasal sound, so air escapes from the nose. The lips are closed.
- Read the question about the /n/ to the students; give some time so they can think about an answer. Tell the class that if they have the answer to raise their hands to answer. Check answers with the class.
Answer:
/n/: is called an alveolar nasal. Why? It is because the tongue obstructs the air passage at the alveolar ridge.
/ŋ/: is called a velar nasal. Why? It is because the tongue obstructs the air passage at the velum.
- Practice the sounds with the class, exaggerating the position of the tongue any time you pronounce the sound /n/.

Activity 2

- Give students time to come up with an answer for the riddle.
Answer: the letter M.

Activity 3

- Look at the pictures with the class. Make them work in pairs and give them some time to think and give an answer. Check answers with the whole class.
Answer: Picture 1 / ɲ /. Picture 2 / n /.
Make them practice the sounds, but exaggerating the position of the tongue while doing it.
- Read the explanation about the / ɲ / sound and practice one more time.
- Read the WATCH OUT! box and tell the class that /m/ and /n/ are the same sounds in Spanish, but we don't find / ɲ / in our language, and that it is very important for them to learn how to pronounce it correctly, and that it is never at the beginning of a word. It is always at the end or in the middle of it.

Activity 4

- Give students some time to transcribe the words in their notebooks; then call some students indistinctly to come to the board and do it. After this, practice pronunciation with the class many times.

English word	Transcription
swim	/swĩm/
swing	/swĩɲ/
win	/wĩn/
wing	/wĩɲ/
thin	/θĩn/
thing	/θĩɲ/

Activity 5

- Practice saying the tongue twister with different students.

UNIT VIII: STRESS IN WORDS

Objectives:

- To introduce the definition of stress.
- To present, explain, and practice the vowel reduction rule.
- To practice stress in words with suffixes.
- To make students realize the difference between English and Spanish stressed words.
- To make students realize how stress can change meaning.

Warm-up:

This warm-up is not related to the content of the unit, but it is helpful to attract students' attention.

- Students are standing up and have to count without pausing between numbers.
- Teacher says: let's count even numbers, and says 2. The next student has to say 4, the next 6, etc, until someone makes a mistake and sits down.
Now teacher says: let's count the 3 series and says 3. The next student has to say 6, the next 9, etc.
Now teacher says: let's count down and says 100. The next student has to say 99, etc.
- It's important not to always start with the same student. Choose a different student each time.

Presentation and Practice:

- Tell students that so far they have studied how to transcribe words of only one syllable and now they are going to learn how to transcribe words of two or more syllables. Also, tell them that the American Heritage Dictionary will help them a lot with the transcriptions of words, and to know how many syllables a word has. A good hint to know is that a word has as many syllables as it has vowel or diphthong sounds.

Activity 1

- Students read the instruction, and then the teacher chooses one student to read the first Spanish word aloud, then another student for the second word, and another student for the last one. Make students exaggerate the emphasis on the underlined syllable.
- Ask students the next question and elicit some answers. Some students will say that it's the way the word is said. Say that's correct.
- Read the next part and tell students that each word has its particular stress.
- Read and explain the LOOK box.

Activity 2

- Allow students some time to do the transcription.
 - Make students go to the board to write the transcription. Correct if necessary. Focus only on the correct stress.
Students can have the transcriptions of water, giraffe, and Brazil without the schwa like this:
water: /w**ô**tĕr/ giraffe: /j**ĩ**răf/ window: /w**ĩ**:nd**ô**/ Brazil: /brăz**ĩ**:l/.
- Accept these answers, and don't correct them. Students will correct them by themselves when they learn the vowel reduction rule.
- Practice the stress of the words many times.
 - Explain secondary stress. Make students look up some words in the American Heritage Dictionary. Tell them that the stress mark goes after the stressed syllable, and that primary stress and secondary stress are represented with the same mark, but the primary stress mark is darker and thicker than the secondary one.

Activity 3

- Give students time to complete the activity. Check students' answers:
Although: /**ô**ld**ô**/ submarine: /s**ũ**:b**m**ăr**ē**:n/.
- Explain the vowel reduction rule. Spend enough time explaining it. Use examples to explain the exceptions.

Activity 4

- Make students realize the difference between the Spanish and the English word "animal." Make them say it many times. Remind students that Spanish doesn't have reduced vowel sounds.
- Read the Remember Box and tell students they always have to reduce unstressed sounds, keeping in mind the exceptions.

Activity 5

- Students do the activity. Check answers and practice pronunciation.
giraffe: /j**ə**răf/ window: /w**ĩ**:nd**ô**/ Brazil: /br**ə**z**ĩ**:l/.
- Read the next part and practice the pronunciation of the words. Make students realize the difference in pronunciation when the word is a noun and when the same word is a verb. Practice many times.

Activity 6

- Explain to students the activity. Before students find the words, tell them that there are some differences in the American Heritage Dictionary (AHD) that are important to know:
 - Tell students the AHD uses some different symbols because there are many phonetic alphabets and that each dictionary uses different symbols. Anyway, students will have to use the symbols they learned in this book. Tell students to copy this chart on the last page of the dictionary:

AHD	Our symbol
/â/	/ ě /
/ch/	/ č /
/hw/	/w/
/î/	/ ē /
/ng/	/ŋ/
/ö/	/ ä /
/sh/	/ š /
/th/	/ θ /
/tñ/	/ ð /
û	/ ů /
/zh/	/ ž /

- Tell students to reduce unstressed vowels even if in the dictionary they're not reduced.
- Words ending in “tle” or “dle” are transcribed like /dɪ/ or /tɪ/ in the AHD. This is because Englishmen pronounce them like that, but Americans pronounce them like this: /dəl/ /təl/. Example: the word little, Englishmen say /lɪtɪ/, but Americans say /lɪt əl/.
- Vowel lengthening is not shown in the dictionary.

Activity 7

- In pairs, students transcribe the words. After checking their transcriptions, practice pronunciation.

kit /kɪt/
cat /kæt/

shut /šüt/
shoot /šoot/

caught /kôt/
cut /küt/

sew /sō/
saw /sô/

deep /dēp/
dip /díp/

wheel /wēl/
well /wě/

PRONUNCIATION OF /p/, /t/, /k/.

- Read and explain this part.

Activity 8

- Students do the activity many times. Make sure everybody puts out the match when pronouncing /p/.
- Read the LOOK box and use more examples to explain. Eg. table, climb, etc.

Activity 9

- Students transcribe the words. First alone, and then they compare their answers with a partner. Finally check answers with the whole class.

Answers:

paper /p^hāpər/ kitchen /k^hīčən/ trip /t^hrīp/
clean /k^hlē:n/ could /k^hoo:d/

- Read the WATCH OUT! box and explain it on the board. Eg. "impolite" /ɪ:mpəlīt/ the /p/ is not aspirated because the syllable is not stressed. "mosquito" /mäskītō/ /k/ is not aspirated because it's after /s/.

Activity 10

- Students transcribe the words. First alone, and then they compare their answers with a partner. Finally check answers with the whole class.
- Explain that aspiration is very important when we want to distinguish unvoiced stops (p, t, k) from voiced stops (b, d, g). For example in words like "pie" and "buy" what English speakers hear most is the aspiration and not the difference in voicing between /p/ and /b/. If we say both words without aspiration, English speakers may not distinguish them.

Answers:

collect /kəlěkt/ college /k^hä:lěJ/
pain /p^hā:n/ Spain /spā:n/
care /k^hě:r/ scare /skě:r/
pill /p^hī:l/ bill /bī:l/
could /k^hoo:d/ good /goo:d/

* Aspiration is not shown in the AHD dictionary.

SELF-TEST

1. Write the phonetic symbol

high front simple /i/

- alveolar fricative /s/

+ bilabial stop /b/

velar nasal /ŋ/

+ dental fricative /ð/

low back to high front /oi/

2. Transcribe the following minimal pairs

raining /rā:nɪŋ/

running /rũ:nɪŋ/

beat /bēt/

bait /bāt/

wrists /rɪsts/

rests /rɛsts/

feet /fēt/

fit /fɪt/

wood /woo:d/

good /goo:d/

pull /pʊl/

pool /pʊl/

3. Transcribe the following words

catalog /kʰætəlô:g/

impolite /ɪ:mpəlɪt/

fantastic /f əntʰəstɪk/

recipe /rɛsəpʰɛ/

appearance /əpʰɛərəns/

principle /pʰrɪ:nsəpəl/

schedule /skɛ:ʃəl/

UNIT IX: AMERICAN ACCENT

- Read the text with the students. Emphasize the importance of not having a foreign accent. Also, point out that when people talk, they don't speak word by word.

LESSON 1: INTONATION

Objectives:

- To introduce the intonation concept.
- To present and practice rising intonation, falling intonation, and rising and falling intonation.

Warm-up:

Activity 1

- Make students work in pairs and give them some time to think of many ways of saying the dialogue.
- Write the dialogue on the board
A: It's a nice day.
B: I don't think so.
- Now tell students to say the dialogue showing happiness, then sadness; next express anger; show that you are in love; express surprise; express doubt and finally express that you don't care about what you say. Students work in pairs practicing the dialogue in these 7 ways.
- Now ask 7 pairs to come to the front one at a time and perform the dialogue. Tell each pair to do it in a certain way.

Presentation:

- Read the LOOK! box and explain.

Activity 2

- Read the following sentences. Students have to choose the correct intonation: rising, falling, and rising and falling.
Answers:
a. I'm tired.
b. I don't like fish.
c. Why are you here?
d. Are you happy?
e. Do you want juice or soda?
- Students work in pairs to come up with the rules for intonation.
Answers:
Falling Intonation in positive and negative declarations and in information questions.
Rising Intonation in yes/no questions.

Rising and Falling intonation in alternative questions.

- Explain the following:

Yes/no questions are questions which are answered by “yes” or “no.” Eg. Are you tired?

Information questions or wh- questions always begin with interrogative words like what, where, when, how, etc. Eg. What’s your name?

Alternative questions are questions that require the listener to choose between two or more alternatives. Eg. Are you going by bus or by train?

Practice:

Activity 3

- Student mark the correct intonation in the sentences.
- Teacher read the sentences while students check their answers.
- Teacher mark intonation for each sentence on the board, so all the students have the correct answer.

Answers:

Do you like it?

It’s not my favorite music.

What do you think?

This is my bedroom

Do we need milk, butter, or sugar?

LESSON 2: STRESS IN PHRASES

Objectives:

- To present the difference between English and Spanish in relation to stress.
- To remind students that stress can change meaning.
- To present stressed and reduced words in sentences.

Warm-up:

- Make students form pairs and put their right hand out front with the palm of it facing the floor. One student has to put the hand first and the other has to put it on the classmate's hand, then the first student puts his/her left hand on his/her classmate's right hand, and the other does the same, then they start with the right hand again.
- While doing this they have to say the following :
- One potato, two potato, three potato, four, five potato, six potato, seven potato, more. And repeat it again; each time they have to do it faster.

Presentation:

Activity 1:

- Read the Spanish sentence: "Ella jugará tenis mañana," then read the English equivalent sentence: "She is going to play tennis tomorrow." Tell them to work individually and think about the most important difference that they hear, and then elicit some answers.

Answer:

In Spanish we pronounce each word clearly, but in English only "play," "tennis," and "tomorrow" are pronounced clearly, while the rest of the words are reduced. We almost don't pronounce "she" and "going to."

- Read and explain the LOOK! box.

Activity 2

- Make students practice the sentence in pairs several times with their teeth together because it's necessary students understand that the reduced sounds are blurry and come from the throat.

2.2 HOW TO STRESS WORDS IN SENTENCES

Activity 3

- Explain to students that a telegram is a message with very few words because they are expensive. Give students the following words SELL HOUSEGONE

ROME, and tell them that they have received a telegram with these words, so they have to guess what the message is.

- Give students time to think and then elicit some answers. Accept all the answers as correct.
- Now write “could you my because I’ve to” on the board and tell students that this is a new telegram and repeat the exercise above.
- Ask students this question “Why can’t you understand the second message even if it has more words than the first message?” Elicit some answers.
- Explain to students that content words are the key words of a sentence. They are the important words that carry the meaning or sense. SELL - HOUSE - GONE-ROME are content words that’s why you could understand the message. Structure words are not very important words. They are small, simple words that make the sentence correct grammatically, so they give the sentence its correct form or "structure." *Could - you - my - because - I’ve - to* are structure words; that’s why you couldn’t understand the message.

Activity 4

- Make students work in pairs and mix the content words with the structure words and write the correct message.

Answer: Could you SELL my HOUSE because I’ve GONE to ROME.

- Read the REMEMBER! box.

Activity 5

- Make students work in pairs, completing the chart by placing the words correctly and also giving examples.
- Give them some time to complete the chart; then make them work in groups of four to compare answers and then with the whole class.
- Auxiliary verbs; main verbs; pronouns; prepositions; nouns; articles; adjectives; conjunctions; adverbs; negative auxiliaries.

Answer:

Content words (stressed)	
Main verbs	SELL, GIVE, EMPLOY
Nouns	CAR, MUSIC, MARY
Adjectives	RED, BIG, INTERESTING
Adverbs	QUICKLY, LOUDLY, NEVER
Negative auxiliaries	DON'T, AREN'T, CAN'T

Structure words (unstressed)	
Pronouns	he, we, they
Prepositions	on, at, into
Articles	a, an, the
Conjunctions	and, but, because
Auxiliary verbs	do, be, have, can, must

Activity 6:

- Make students practice saying the sentence: "Could you SELL my HOUSE because I've GONE to ROME" stressing content words and clapping their hands making a 4/4 rhythm. While they are clapping say the sentence so each content word coincides with a clap. (It is better to use a metronome). Don't forget to make them use intonation (this time it is raising).
- Explain to students that in our sentence, the 4 **key words** (sell, car, gone, Rome) are **stressed**, and that this is important because it adds "music" to the language. It is the **rhythm** of the English language. It changes the speed at which we speak (and listen to) the language. **The time between each stressed word is the same.**
- Read students the questions in their book. Give them some time to answer them and then compare answers with the whole class.

Answers:

- How many syllables are there between SELL and HOUSE? There is one syllable between sell and house.
- How many syllables are there between HOUSE and GONE? There are three syllables between car and gone.
- Is the time between SELL and HOUSE and HOUSE and GONE the same? Yes it is. How? Because we maintain a constant beat on the stressed words. To do this, we say "my"

more **slowly**, and "because I've" more **quickly**. We change the speed of the small structure words so that the rhythm of the key content words stays the same.

- Explain to students that rhythm changes the speed at which something is said. In this way we keep the same rhythm.
- Read and explain the LOOK box.

Activity 7

- Make students practice first as a whole class saying the following sentences. This time they have to clap their hands making a 3/3 rhythm, then they have to say the sentences so each stressed syllable coincides with a clap.
- Remind students that all the sentences take the same time.
- Then make students work in pairs and repeat the sentences. They have to check on one another.
 1. **Keys open locks.**
 2. **The keys open the locks.**
 3. **The keys are opening the locks**
 4. **The keys have opened the locks**
- Read the remember box to the class and tell students that in English it is not necessary to pronounce word by word. Only content words are pronounced clearly because they are the important words in a sentence (we say something about them in the sentences). Also tell students that it is not important if they don't understand every single word in a sentence.

Activity 8

- Explain to students that a limerick is a five-line poem which has this rhyme pattern: A A B B A with lines 1, 2 and 5 containing 3 beats and rhyming, and lines 3 and 4 having two beats and rhyming. Limericks are meant to be funny. The last line of a good limerick contains the "heart of the joke." As you work with limericks, remember to have FUN!
- Read the limerick and make sure students understand its meaning.
- Make students underline the stressed words.
- Say the limerick out loud, clapping to the rhythm. Students follow you, and then they say it alone.

A **flea** and a **fly** in a **flue**

Were **caught**, so **what** could they **do**?

Said the **fly**, "Let us **flee**."

"Let us **fly**," said the **flea**.

So they **flew** through a **flaw** in the **flue**.

Activity 9

- Make students underline the stressed words in the sentences, compare their work with a partner, and call some indistinct students to practice reading the sentences aloud.

Answer:

- **John** is **coming** over **tonight**. We are **going** to **work** on our **homework** together.
- We should have **visited** some more **castles** while **we** were **traveling** through the **back roads** of **France**.
- They are **looking** forward to your **visiting** them next **January**.
- Would **you** like to **come** over and **play** a game of **chess**?
- **Shakespeare** wrote **passionate**, moving **poetry**.
- As **you** might have **expected**, **he** has just **thought** of a **new approach** to the **problem**.

2.3 STRESS CHANGES MEANING

Activity 10:

- Explain to students that they learned that content words are stressed and structure words are reduced. This is the normal rule, but sometimes this can change, depending on the meaning the speaker wants to convey.
- Read the question in the book, stressing the word “like”, and make students repeat after you two or three times. Remind them that it’s an information question, so they have to use falling intonation.

What would you **like**?

- Tell students that they have to do the same with the rest of the sentences. They have to stress a different word, each time and the meaning changes, so they have to find out the correct meaning of each question, and write it down.
- Give them some time to work on the exercise and then check answers. You could ask some volunteers to give you the answers.

Answers:

2. What would **you** like?

Meaning: this is to single out an individual from a group.

3. What **would** you like?

Meaning: you've been discussing the kinds of things he might like and you want to determine his specific desires: Now that you mention it, what would you like? Or He has rejected several things and, a little exasperated, you ask: If you don't want any of these, what **would** you like?

4. **What** would you like?

Meaning: you didn't hear and you would like the speaker to repeat him/herself, or you can't believe what you heard.

- Explain to students this happens in Spanish also. Choose a student from the group and make them say a Spanish sentence. Choose another one and make him/her say the same sentence but this time changing the stressed word. Make them notice that the meaning of the sentence changes.

LESSON 3: LIASIONS

Objectives:

- To introduce the liaison concept.
- To present and practice the ways of connecting words.
- To present and practice some phonological concepts.

Warm-up:

- Students work in groups of three. They have to find the right answer for the following riddles. Keep scores on the board. The group which gets more points is the winner.
- Read each riddle many times until students get the right answers

Riddles:

1. Which is the most self-centered letter of the alphabet? "i"
2. Which letter is always trying to find reasons? "y"
3. Which letter is not me? "u"
4. Why is number six afraid?
Because seven eight nine (seven ate nine).

Presentation:

Activity 1

- Say these sentences very slowly, enunciating every word.
- Now say the sentences in a more natural way.
- Ask the students to tell you what happens to the language when you say the sentences in a more natural way.

Answers: when we speak in a natural way, words are connected as if they were a long word.

An hour and a half: Differences: 'An' turns into /ən/ hour (using the shwa sound), we drop the 'h' off hour, 'and' turns into the weak form /ən/ and the 'a' turns into a schwa. These words are connected like these: [ənourənəhăf]

***From now on we are going to use brackets [] instead of slanted lines //. It is to show that we are talking about phrases, not only words.**

Does he like you? 'I am' contracts to 'I'm' and 'going to' turns into [gônə]; we end up saying four words rather than six.

- Read and explain the LOOK! box.
- Read and explain the consonant- vowel connection.

Activity 2

- Give students time to transcribe the sentences.

Answers:

My name is [mīnā:məz].

Can you tell me the time? [kənyoo^hɛ:lmēdət^hī:m].

- Read the next part and explain.

Activity 3

- Make sure all the students understand what non-released means.
- Read the LOOK! box and explain, with examples.

Activity 4

- Give enough time to students to do the activity.

Answers:

- Hard time [hɑ:rd^ot^h ī:m].
- The cat came [ðək^hət^ok^hɑ:m].
- Don't kick me [dōnt^ok^hik^omē:].

Activity 5

- Say the following words many times so students can hear the different ways of pronouncing “t.”
- Elicit some students to say the differences.
- Read and explain the next part, giving students enough time to do the transcriptions.

Answers:

- Italy. [ɪdəlē]
- Better. [bɛdər]
- Butter. [būdər]
- Dirty. [dūrdē]
- Thirty. [θūrdē]
- She hit a ball. [ʃɛhɪdɛbɔl]
- Certain. [sūrt^on]
- Important. [ɪmp^hɔrt^on]
- Interview. [ɪnərvyoo]
- Printer. [p^hrɪnər]
- Winter. [wɪnər]

- Read and explain vowel vowel liaison.

Activity 6

- Read these two sentences, emphasizing the connection with the glide.
Go^(w)away. I^(y)also need the^(y)other one.
- Tell students to give you an answer to the question.
Answer: the position your lips are in will dictate either (y) or (w).

For example, if a word ends in /ō/ your lips are going to be in the forward position, so a (w) quite naturally leads into the next vowel sound (Go^(w)away). Don't say Go

away and break the undercurrent of your voice. Run it all together.

After /ē/, your lips will be pulled back far enough to create a (y) glide.

- Make students pronounce the phrases after you many times, focusing on the vowel liaisons.
- Explain that these liaisons (w) and (y) don't enter in transcription.
- Read and explain T, D, S, Z + Y sounds.

Activity 7

- Students transcribe the words and phrases. Then they compare their answers with a partner. Finally, put the answers on the board so all the students can have the right answers.
- Make students practice pronunciation.

Answers:

- o Can't you do it? [k^hǎ:nčyoodooə^o]
- o Action. [ǎk^ošən]
- o Usual. [yoo:žooəl]
- o Could you tell? [k^hoo:Jət^hě:l]
- o Yes, you are. [yěšooä:r]

REDUCED WORDS

Activity 8

- Give students some time to transcribe the words.

Answers:

the [ðē:] [ðū:] of [ū:v] and [ä:nd]
 to [t^hoo:] does [dū:z] in [ĩ:n]
 that [ðǎt^o] have [hǎ:v] him [hĩ:m]
 can [k^hǎ:n]

- Read and explain the REMEMBER! box.
- Students have to transcribe the words in the unstressed form.
- Write this chart on the board so students can complete it in their books.

Word	Full Form	Weak Form	Very Weak Form	Example
The	[ðē:] - [ðū:]	[ðə]		on the right
Of	[ū:v]	[əv]	[ə]	one of us sort of nice

And	[ä:nd]	[ən]	[n]	I want some cake and some milk high and low hot and cold
To	[t ^h oo:]	[tə]	[ə]	To read better you have to practice Six to two I want to go.
In	[ĩ:n]	[ən]	[n]	I didn't say on, I said in. in a car get in a car
Does	[dü:z]	[əz]	[s] – [z]	Whatever he does What does he do? What's he do? Where's he live?
That	[ðät ^o]	[ðəd] – [ðət ^o]	[ət ^o] - [əd]	Who's that? one that isn't one that went those that went those that I want
Have	[häv]	[əv]	[v]	Why do you work? I have to. Both've been here We've seen it
Him	[hĩ:m]	[əm]		What about <u>him</u> ? we need him
Can	[k ^h än]	[kən]		You can go

- Explain that the Weak Form is the common pronunciation. The Very Weak Form is very informal pronunciation.
- Explain the following pronunciations:

- Pronunciation of “the.”
 “The” is pronounced [ðē] when it’s before a word that begins with a vowel Eg. the apple.
 “The” is pronounced [ðə] when it’s before a word that begins with a consonant Eg. the car.
- Pronunciation of “that.”
 “That” is a special case because it serves three different grammatical functions. Two of these “that” are reducible and one is not.
 When “that” is a relative pronoun or a conjunction it is reduced.
 Eg. Relative pronoun: The car that she ordered is red.
 Conjunction: He said that he liked it.
 When “that” is a demonstrative pronoun is not reduced.
 Eg. Why did you do that?

Activity 9

- Students work in pairs to transcribe the sentences.
- Make students go to the board and write the transcriptions.
- Correct if it’s necessary.

Answers:

- | | |
|-------------------|---|
| ▪ Give it to me. | [gɪ:vət ^o t ^h əmē:] |
| ▪ Rock and roll. | [ræk ^o nrō:l] |
| ▪ Who can go? | [hʊkəŋgō] |
| ▪ Listen to that. | [lɪsənəðət ^o] |

LESSON 4. HOMOPHONES

Objectives

- To explain what a homophone is.
- To practice pronunciation and transcription of homophones.

Warm-up

Activity 1

- Students work in groups of three.
- Teacher reads the following riddles and students write the answers in their books. The group that has the right answers is the winner.
- At the end of the activity, go over the answers.

Riddles:

1. This is the number before nine and the past of ‘to eat.’
2. Which word is missing: ‘I go _____ bed at ten usually’ and the number after one.
3. The past of something you do with a candle and the color of the sky.
4. A word that you can sometimes use instead of ‘very’ and something you do when you make clothes.
5. “To _____ or not to _____” – Shakespearean quote and an insect that flies.

Answers:

1. Eight and ate.
2. To and two.
3. Blew and blue.
4. So and sew.
5. Be and bee.

- Read the LOOK box with the students, and remind them that the words in Activity 1 are homophones, so they are pronounced in the same way.

Presentation and practice

Activity 2

- Make students transcribe the words in Activity 1 and practice pronunciation many times. Answers:
 1. [ăt̩]
 2. [tʰoo]
 3. [bloo]
 4. [sō]
 5. [bē]

Activity 3

- Make students say the homophones and practice pronunciation many times.

LESSON 5 SILENT LETTERS

Objectives:

- To make students realize there are some silent letters in English.
- To practice some words with silent letters.

Warm-up:

Activity 1

- Read the rhyme with the students, give them some time to answer the question.

Answer:

We work in our garden

We get down on our knees.

We kneel to plant flowers.

We kneel to pull weeds.

- Read the LOOK! box with the students and explain to them that there are no rules as to when to use silent letter or not, so you have to memorize them.

Presentation and practice.

Activity 2

- Make students pronounce the words many times, making them realize the presence of silent letters.

SELF-TEST

- **Students transcribe the phrases.**

Answers:

I know what you mean [ɪnə:wəʃəmē:n]

Taking an exam today [tʰākɪŋənəg^ozä:mtədä:]

What did you do? [wʊt^odɪ:Jədoo:]

Don't block the box [dɒnt^obläk^oðəbäk^os]

As a matter of fact [əzəmă:dərəfäk^ot^o]

Artificially [ä:rdəfɪʃəlē]

Encyclopedia [ənsɪkləp^hē:dēə]

- **Students practice pronouncing the phrases many times**



PHONICS WITH FUN

Mónica Abad
&
Juanita Argudo

*Student's
Book*

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Unit 1

Introduction to Phonetics

LOOK!

Phonetics is the study of the *speech sounds* of a language.
Speech sounds are the sounds that people make when they speak their language.

Activity 1

Work in groups of three and think about this question: Why do I have to study English phonetics?

.....
.....
.....
.....

The first step to learn to produce English sounds is by knowing where in the mouth these sounds are made.



Activity 2



Draw the Speech Organs with your teacher and label each organ.

SPEECH ORGAN TABLE

Activity 3

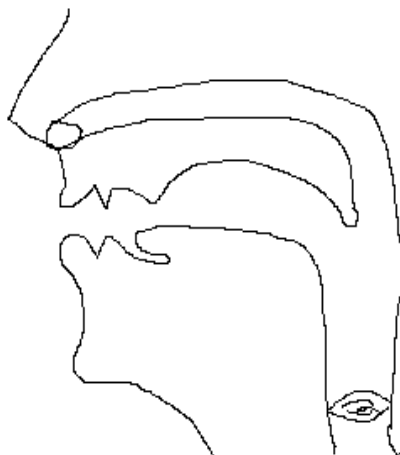
After listening to your teacher's explanation, complete this chart in groups of three.

Speech Organ	Location	Function
alveolar ridge		-----
palate		-----
velum		-----
uvula		
Vocal cords		



Activity 4

Recognize the speech organs without looking at the drawing.



Activity 5

Listen to the pronunciation of these words: it right.

Is the letter "i" pronounced in the same way? Yes/No.

Listen to the pronunciation of these words: sent cent.

Is the first sound of the words the same? Yes/No.

Are the words written in the same way? Yes/No.

Remember:

To study speech sounds, it is necessary to have a special alphabet in which one symbol represents only one English sound because the regular English alphabet deals with spelling, not with sound, and many times it causes confusion because one letter of the alphabet can have two or more sounds or a single speech sound can be represented by two or more letters.



ENGLISH PHONETIC ALPHABET

D. ORAL SOUNDS (36)

a. Oral Consonants (17)

Symbol	Name of Symbol	Sound
/ p /	pee	p ill
/ b /	bee	b ill
/ t /	tee	t ime
/ d /	dee	d ime
/ k /	kay	k ite
/ g /	jee	g ood
/ f /	ef	f ast
/ v /	vee	v ictory
/ θ /	theta	th ink
/ ð /	eth	th is
/ s /	ess	s oon
/ z /	zee	z oo
/ ʃ /	palatal ess	sh op
/ ʒ /	palatal zee	me asure
/ tʃ /	voiceless affricate	ch much
/ dʒ /	voiced affricate (jay)	ch jump
/ h /	eich	h ead

b. Liquids (2)

Symbol	Name of symbol	Sound
/ l /	El	l earn
/ r /	Ar	r un



c. Vowels (12)

Symbol	Name of symbol	Sound
/ ē /	long E	Be
/ ĭ /	short I	It
/ ā /	long A or English A	Name
/ ě /	short E or epsilon	Men
/ ā /	sheep A	At
/ ə /	unstressed schwa	About
/ ŭ /	stressed schwa	Run
/ ä /	Spanish A	Car
/ oo /	long U	True
/ oo /	short U	Good
/ ō /	long O or English O	Go
/ ô /	aw de law	Law

d. Diphthongs (3)

Symbol	Name of symbol	Sound
/ ĭ /	long I	My
/ oi /	oy de boy	Boy
/ ou /	ow de now	Now

e. Glides (2)

Symbol	Name of symbol	Sound
/ y /	wye	You
/ w /	double-U	Walk

E. NASAL SOUNDS (3)

Symbol	Name of symbol	Sound
/ m /	em	moon
/ n /	alveolar nasal	nose
/ ŋ /	velar nasal	eating



Unit 11



Oral Sounds.-Consonants

LESSON 1:

CONSONANT CHARACTERISTICS AND CLASSIFICATION

Activity 1

Work with your partner and think of another way of writing these words:

new _____ picture _____ thing _____

book _____ photo _____

Remember:

When Oral Sounds are produced, the air comes out through the mouth. (The uvula is raised).

CONSONANT CHARACTERISTICS

Activity 2

Think about this:

Try to say "P" or "V" with your mouth open. Can you do it? Yes/No.

LOOK!

Consonants touch at some point in the mouth, so there's obstruction of the air as it travels through the mouth.

HOW TO PRODUCE CONSONANTS

To produce a consonant we need an articulator and a point of articulation.

When producing a consonant:

The *Articulator* is the speech organ which moves.

The *Point of articulation* is the point of the mouth which the articulator touches.



Activity 3

Look at the picture on page 1. Can you tell which parts of the mouth are **Articulators** and which are **Points of Articulation**? Complete the chart:

Articulators

Points of Articulation

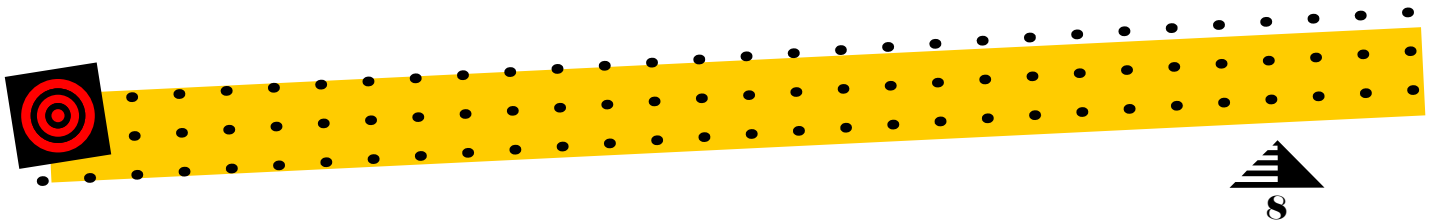
Pronounce the sounds "P" and "V" and tell what the articulator and the point of articulation are in both cases.

"P" _____

"V" _____

CLASSIFICATION OF CONSONANT SYMBOLS

The 17 oral consonants (page 3) are classified by: voicing, place of articulation, and manner of articulation, as you will see in the next lessons.



LESSON 2

CONSONANT CLASSIFICATION.- Voicing

LOOK!

Voiced sounds are produced with vibration of the vocal cords, while unvoiced sounds are produced without vibration.

When you make a consonant sound, you can feel this vibration by putting your thumb and your index finger on your throat.

Activity 1

Classify the 17 oral consonant sounds: /p/, /b/, /d/, /t/, /k/, /g/, /f/, /v/, /θ /, / ð /, /s/, /z/, / š /, / ž /, / č /, /j/, /h/.

Complete the chart, putting your fingers on your throat:

Unvoiced or voiceless (-)	Voiced (+)
/ p /	/ b /

Activity 2

Practice these sounds with your teacher.



LESSON 3

CONSONANT CLASSIFICATION.- Place of Articulation

Activity 1

Work in groups. Pronounce the 17 oral consonant sounds as you did in Lesson 1, and complete only the first 2 columns in the chart:

Consonant Sound	Articulator	Point of Articulation	<u>Type</u>
/p/			
/b/			
/t/			
/d/			
/k/			
/g/			
/f/			
/v/			
/θ /			
/ ð /			
/s/			
/z/			
/š/			
/ž/			
/č/			
/j/			
/h/			

**LOOK!**

The 17 oral consonant symbols are classified into 8 types, according to where in the mouth the articulation takes place: bilabial, labiodental, dental, alveolar, alveopalatal, palatal, velar, and glottal.

Activity 2

Can you guess what type each oral consonant sound is? Fill in the last column of the chart above. Don't forget to check your answers with your teacher.

TIPS FOR GOOD PRONUNCIATION

- Concentrate on sounds not letters.
- Exaggerate the sound's characteristic.
- Pay special attention to the sounds that cause you trouble, like these:

Sound	Compared to Spanish	<u>Tips to pronunciation</u>
/θ/	It's the sound of "cena" pronounced by Spaniards	Stick your tongue between your upper and lower teeth. Use a mirror and see your tongue while you pronounce this sound.
/ð/	We don't have this sound in Spanish.	Say /θ/ and then voice it. Also, use a mirror to see your tongue.
/č/	Is like "ch" in Spanish	No problem.
/j/	as in the loan word "Jenny"	No problem.
/š/	As in the word "Zhumir"	No problem.
/ž/	As in the Quechua word "zhuro"	Say /š/ and then voice it.
/h/	Is like "j" in Spanish	Do not confuse /h/ with the Spanish "h" which is silent.



Activity 3

Practice saying the following words, concentrating on the characteristics you have just learnt, and exaggerating them.

(/ θ /) think – thanks – thermometer

(/ ð /) this – that - they

(/ ʧ /) chair – picture – actually

(/ ʒ /) jump – jewelry – jazz

(/ ʃ /) shoes – shut – shout

(/ ʒ /) vision – casual - usual

(/ h /) house – horse - human

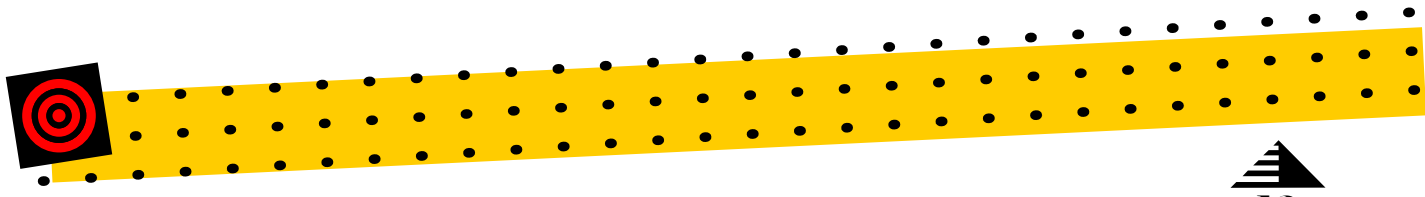
Activity 4

Try to say this tongue-twister:

Thank the other three brothers on their father's mother's brother's side .

LOOK!

There's no rule to pronounce “th” as /θ/ or /ð/. You have to memorize the pronunciation of words with “th.”



LESSON 4

CONSONANT CLASSIFICATION.- Manner of Articulation

Remember:
When producing a consonant, there's obstruction of the air as it travels through the mouth.

Activity 1

Try this:

- Blow out as long as you can.
- Blow out again; this time put a piece of paper on your mouth. Can you feel the obstruction of the air?

This kind of obstruction happens in the mouth when pronouncing consonants. In some consonants this obstruction is complete. In others it is partial, so there's a small space through which air passes.

Activity 2

Say these sounds as long as you can: /p/ and /s/.

Can you prolong /p/? Yes/No Why?

Can you prolong /s/? Yes/No Why?

Do the same with the rest of the oral consonants and complete the first 2 columns of the chart:

S symbol	Can be prolonged	Can't be prolonged	Name
/ p /		X	
/ b /			
/ t /			
/ d /			



/k/			
/g/			
/f/			
/v/			
/θ/			
/ð/			
/s/	X		
/z/			
/š/			
/ž/			
/h/			

LOOK!
Stop Consonants: are produced with total obstruction of the air, but this obstruction is momentary.
Fricative Consonants: are produced with partial obstruction of the air.

Activity 3

Now complete the last column of the chart, classifying the consonants as Stop or Fricative.

Did you notice that 2 consonants are missing? Which are they?

.....

It's because they are a combination of a stop and a fricative. They have their own name: AFFRICATE.

Can you think which stop and which fricative are involved in each one?



Stop	Fricative	Affricate
/	+	= / č
/j/	+	=

Activity 4

Go back to page 1 and practice the 17 oral consonant sounds focusing on manner of articulation.



LESSON 5

SIBILANTS: A Special Group of Consonant Sounds

Activity 1

Work in pairs. Read the riddle and think of an answer.

*As I was going to St. **Ives**, I met a man with seven **wives**.
Each wife had seven **sacks**; each sack had seven **cats**,
Each cat had seven **kits**; **kits**, **cats**, **sacks**, **wives**,
How many were going to St. **Ives**?*

Answer: _____

LOOK!

Sibilant sounds make a noise that sounds like “sssssssssssss.”

Activity 2

Can you guess which of the 17 oral consonant sounds are sibilants? Work in groups and try to complete the chart. Don't forget to check the right answers with your teacher.

<u>Sibilant Sounds</u>	
Unvoiced (-)	Voiced (+)

PLURALIZATION RULES

- If the singular word ends in a **voiced** sound: - in writing add the letter “s.”
- **in pronunciation add the phoneme / z /.**



- If the singular word ends in a **voiced** sound: - in writing add the letters "es."
 Eg. pens.

Eg. rocks.



- If the singular word ends in a **sibilant** sound: - in writing add the letters "es."
 - in pronunciation add the phonemes /əz/.
 Eg. boxes.

Activity 3

Now complete this chart, applying the rules:

Singular Word	Word's final sound: Voiced, Unvoiced or Sibilant	Writing Plural	Pronunciation	
			/z/	/s/
road				
rock				
dress				
rat				
box				
bag				

Activity 4

Imagine you are a snake, and say the /s/ sound as long as you can: "ssssssssssssssssssss". Now imagine you are a bee, and say the /z/ sound as long as you can: "zzzzzzzzzzzzzzzzzzzz."

REMEMBER:

Articulation of the /s/ sound
Placement- the tip of the tongue is close to the alveolar ridge.
Manner- air flows between the tongue and the alveolar ridge.
Voice- /s/ is a voiceless sound (no vibration).

/z/ sound
Placement- the tip of the tongue is close to the alveolar ridge.
Manner- air flows between the tongue and the alveolar ridge.
Voice- /z/ is voiced (place hand on throat to feel the vibration).

Activity 5

Now practice the...



S-FORM OF VERB RULES

- If the base form ends in a **voiced** sound: - in writing add the letter “s.”
 - **in pronunciation add the phoneme / z /.**
 Eg. reads.
- If the base form ends in an **unvoiced** sound: - in writing add the letter “s.”
 - **in pronunciation add the phoneme / s /.**
 Eg. cooks.
- If the base form ends in a **sibilant** sound: - in writing add the letters “es.”
 - **in pronunciation add the phonemes / əz /.**
 Eg. washes.

LOOK!
is, was, has, does are pronounced with the sound /z/.

Activity 6

Now put these verbs in the right place on the chart: washes, eats, reads, wears, sweeps, uses, cooks, teaches, cleans, drives, cuts, fixes.

/s/	/z/	/ əz /

Check the answers with your teacher. Practice the pronunciation of the verbs many times, putting your fingers on your throat.



LESSON 6
REGULAR PAST TENSE OF VERBS

Activity 1:

Think about the endings of the regular past tense of these verbs. Is the "ed" ending pronounced the same?

walked, wanted, moved.

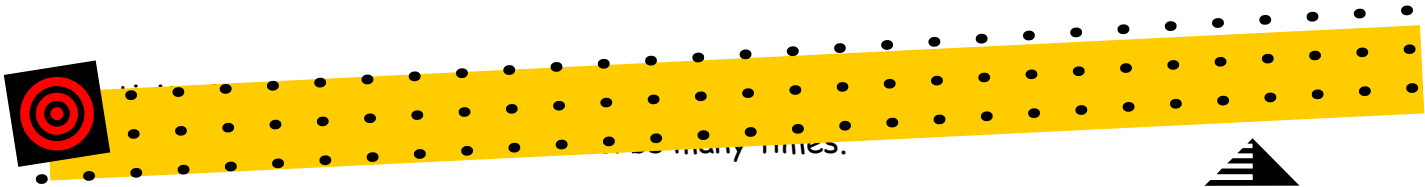
Activity 2:

Listen to your teacher say some verbs. Write the verbs in the correct column according to the sound of the ending.

/t/	/d/	/əd/
Walked	Moved	wanted

LOOK!

- if the base form of the verb ends in an unvoiced sound except /t/, the "ed" is pronounced as /t/.
- if the base form of the verb ends in a voiced sound except /d/, the "ed" is pronounced as /d/.
- if the base form of the verb ends in /t/ or /d/, the "ed" is pronounced as /əd/.



Unit III

Oral Sounds.-Liquids

Activity 1

Work in pairs and play this game. Listen to your teacher's intructions and Good Luck!

Name	thing	color	Place	total

LOOK!

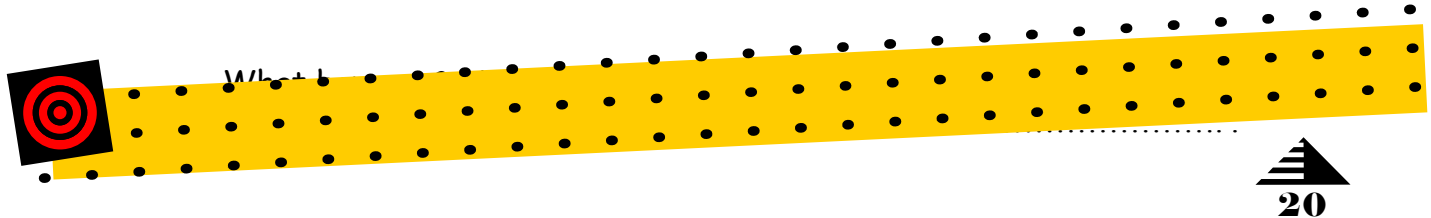
R and L are called liquids because when pronouncing these two sounds the space through which the air passes is more open than with a fricative, so it doesn't cause turbulence.

These sounds are difficult because they are not the same as the Spanish sounds of L and R.

Activity 2

At home try this:

- Hold a garden hose with the water running and cover the hole with your thumb for a little while.
What happens? How can you relate this with the mouth and air?
.....
- Then move your thumb just slightly so that there is only a tiny opening through which the water can escape. Pay special attention to the turbulence caused by water.



- Finally, move your thumb away a bit more so that the constriction is not as tight, you'll see that the flow of water at a certain point will become smooth.

What happens? How can you relate this with the mouth and air?

.....

Retroflex Liquid /r/

Activity 3

Practice with your teacher how to make this sound. Can you feel your tongue touching at some point in the mouth? Yes/No.

REMEMBER:

- R is called a retroflex liquid.
- /r/ is always voiced.
- In pronouncing /r/, the tongue doesn't touch anywhere in the mouth. The tongue is always tense.
- The lips are almost closed and the sound comes from the throat.

Activity 4

Practice these words, concentrating on the position of your tongue when pronouncing /r/. Repeat after your teacher.

ready direction warning tomorrow appear are mirror

Lateral Liquid /l/

Activity 5

Practice this phrase with your teacher: "Leave a little for Lola."

REMEMBER:

- L is called a lateral liquid because air escapes laterally
- /l/ is always voiced.
- In pronouncing /l/ the tongue is always tense.
- It's an alveolar sound, because the tongue touches the alveolar ridge.



Activity 6

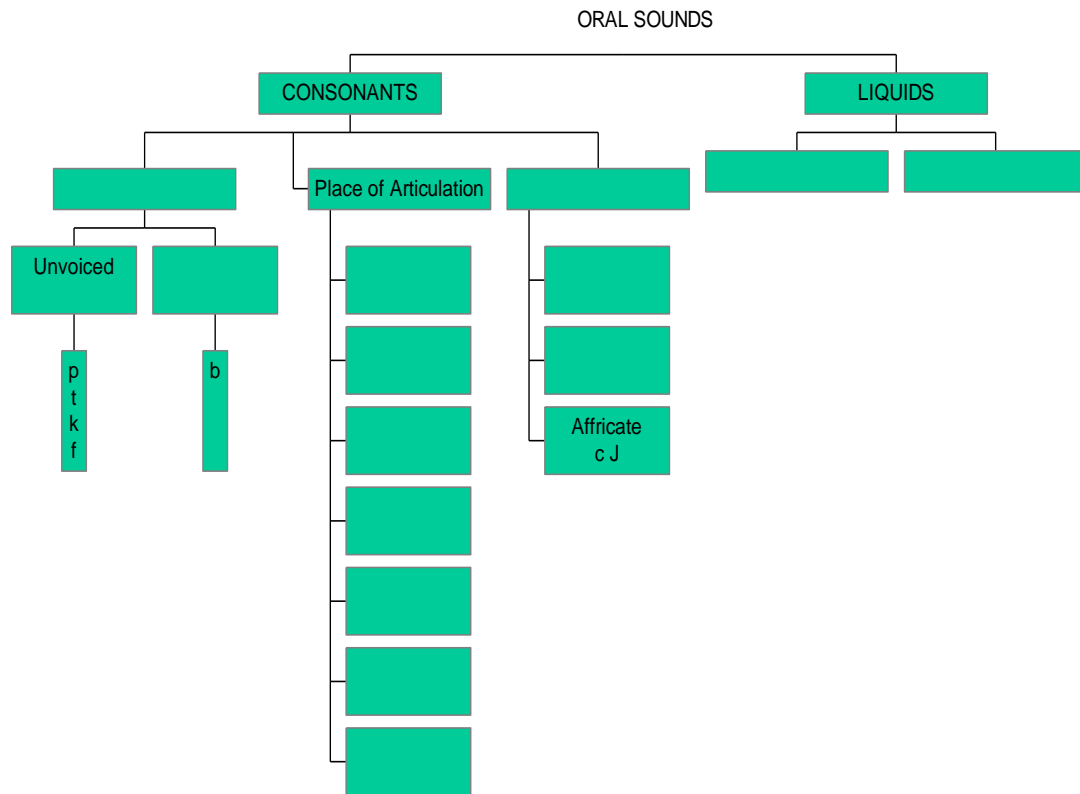
Practice these words, concentrating on the position of your tongue when pronouncing /l/. Repeat after your teacher.

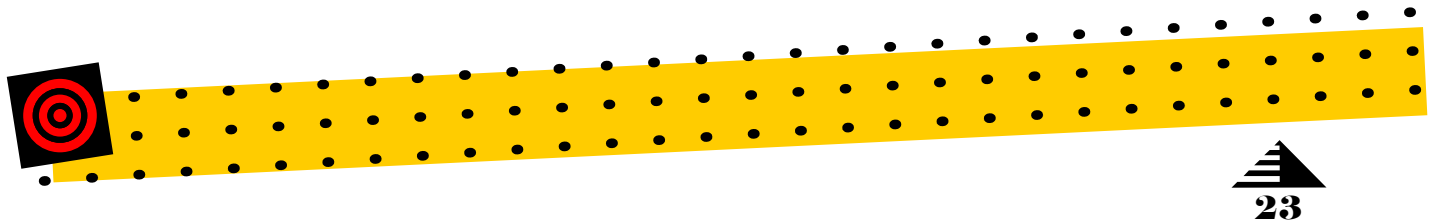
label late allergy table pill refill capsule



REVIEW OF CONSONANTS AND LIQUIDS

Test yourself on what you have learnt so far. Complete the Concept Map.





Unit 1 V

Oral Sounds.- Vowels

LESSON 1:

VOWEL CHARACTERISTICS AND CLASSIFICATION

Activity 1

Work in pairs. Read the proverb and think about what it means. Can you think of a proverb in Spanish that has the same meaning?

Don't judge a book by its cover.

Meaning:

Now, how is the proverb related with the English vowels "a,e,i,o,u"? Talk with your partner and find an answer.

Answer:

VOWEL CHARACTERISTICS

Activity 2

Try this:

- Say "a, e, i,o,u " and feel if some part of your mouth comes into contact with another. Yes/No.
- Now say the vowels again, this time placing your thumb and index finger on your throat. What happens?

LOOK!

Vowels are oral sounds produced without touching anywhere in the mouth, so there's no obstruction of the air.
Vowels are always voiced.



VOWEL SYMBOLS

Activity 3

Say these words: name cat car Is the letter "a" pronounced the same? Yes/No.

To learn the pronunciation of vowels you need special symbols which represent the sounds of the letters "a,e,i,o,u". You can find these symbols on pages 3 and 4.

Activity 4

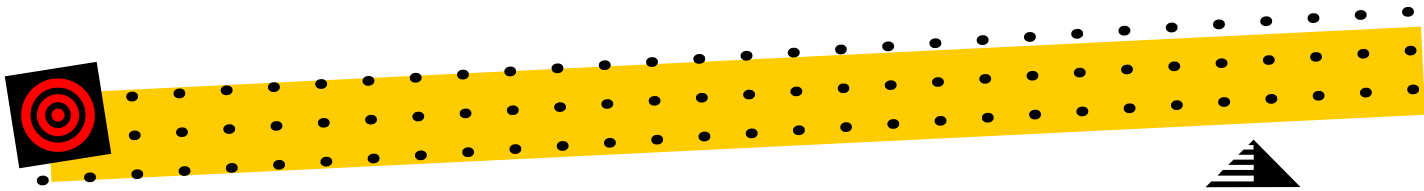
With your teacher, practice these symbols many times until you know the 12 vowel sound names. Have fun with this activity!

Activity 5

Now you are going to play BINGO. This game will also help you with the names of the vowel sounds. Good Luck!

CLASSIFICATION OF VOWEL SOUNDS

Vowel sounds are classified by degree of complexity, tongue position, lip-rounding, and degree of tenseness. You will learn about each one of these in the following lessons.



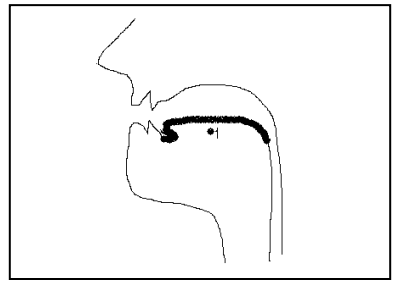
LESSON 2

VOWEL CLASSIFICATION.- Tongue Position and Degree of Complexity

TONGUE POSITION

Activity 1

Look at the picture that shows a relaxed tongue. Number 1 indicates the middle of the tongue. Close your eyes and relax your tongue.



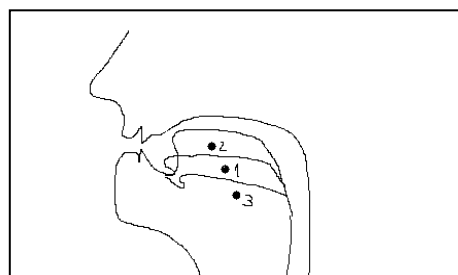
Now with your eyes still closed and without moving your jaw, tongue, or lips, make a very neutral, relaxed sound from your throat, like a person just waking up.

This is the schwa sound / ə /, the most common sound in American English.

WATCH OUT!
Relaxed sounds are difficult for Spanish speakers because in Spanish we don't have relaxed vowel sounds.

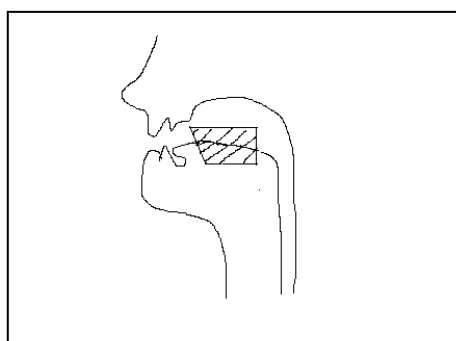
Now look at this picture.

Number 2 indicates the middle of the tongue high and forward in the mouth, and number 3 indicates the middle of the tongue low at the back.





Finally, this picture indicates the area in which the middle of the tongue can move when pronouncing the 12 American English vowel sounds. Remember that the middle of the area corresponds to the neutral schwa sound.



There are 9 sections of this tongue movement area:

	FRONT	CENTER	BACK
HIGH	/ē/ /ī/	-----	/oo/ /oo/
MID	/ā/ /ě/	/ə/ / ŭ/	/ō/
LOW	/ā/	/ä/	/ô/

The categories front, center, and back refer to where in the mouth the vowels are produced, and the words high, mid, and low are related to how high the tongue and lower jaw are when we make these vowel sounds.

* To produce / ŭ / you just have to stress / ə /.

* /ā/ is called sheep A because it has the same sound that a sheep makes. This sound is typically American.

Activity 2

Say / ē / and then immediately / ô /. Can you feel your tongue moving? These are the 2 extreme positions of the tongue.



high front	/ ē / beat	/ ĭ / bit
mid front	/ ā / pain	/ ě / pen
low front	/ ă / cat	-----
mid center	/ ə / but	/ ŭ / but
low center	/ ä / John	-----
high back	/ oo / fool	/ oo / full
mid back	/ ō / go	-----
low back	/ ô / law	-----

Activity 3

Now your teacher will play a game with you. This game will help you remember the position of the 12 vowel sounds. Have fun!

DEGREE OF COMPLEXITY

Vowels can be simple or complex.

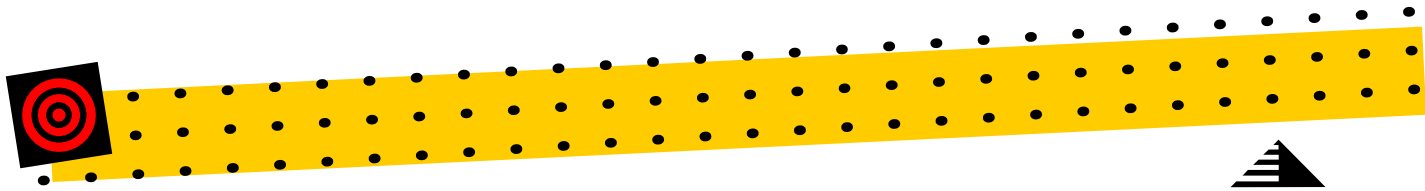
LOOK!

Simple Vowels are very reduced and are produced with the tongue very relaxed. To pronounce them, you don't need to move your face; you only need to move the back of your tongue and your throat.

Complex Vowels are produced with the tongue very tensed. The tongue moves during the production of these sounds. To pronounce them, you need to use a lot of facial muscles

Activity 4

Go back to page 24. Say the vowel sounds in the chart and try to classify the vowels as simple or complex.



Simple Vowels	Complex Vowels

Activity 5

Write the phonetic symbol:

- high front simple
- mid center stressed
- low back simple

WATCH OUT!
 English vowel sounds are completely different from the Spanish sounds:
 Simple Vowels are very relaxed; we don't have them in Spanish.
 Complex Vowels are more tense than the Spanish sounds.

VOWEL CLASSIFICATION.- Lip Rounding and Degree of Tenseness

LIP-ROUNDING

Vowels can be rounded or unrounded.

LOOK!
Rounded Vowels are produced with the lips like a circle. All the back vowels are rounded.

Unrounded Vowels are produced with the lips spread apart. Front and center vowels are unrounded.



Activity 1

Transcribe the words and practice the back vowel sounds, exaggerating the shape of a circle with your lips.

		BACK	
HIGH	/oo/	pull
	/oō/	pool
MID	/ō/	blow
LOW	/ô/	bought

DEGREE OF TENSENESS

Vowels can be tense or lax.

LOOK!

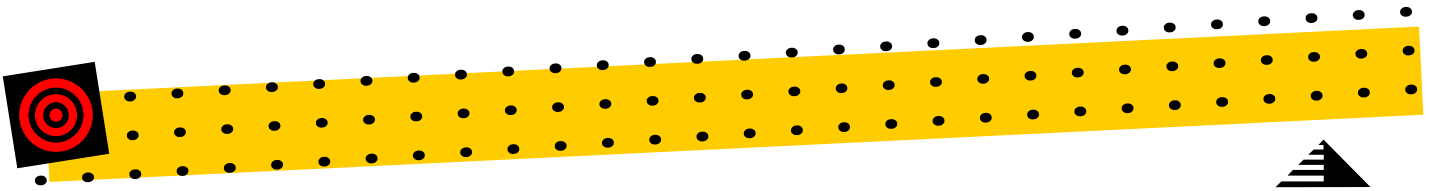
Tense Vowels are complex vowels
Lax Vowels are simple vowels.

REMEMBER:

Spanish vowels are tense, but English complex vowels are more tense.
In Spanish we don't have lax vowels.

Activity 2

Practice the following words, keeping in mind that the vowel sound is different in each case:



English lax sound	Spanish Sound	English tense sound
mill	mil	meal
said	sed	seed
pull	pulpa	pool

Activity 3

Transcribe the following English words and practice their pronunciation.

English word	Phonetic transcription
pal	
pole	
seeks	
sex	
left	
laughed	
suck	
sock	

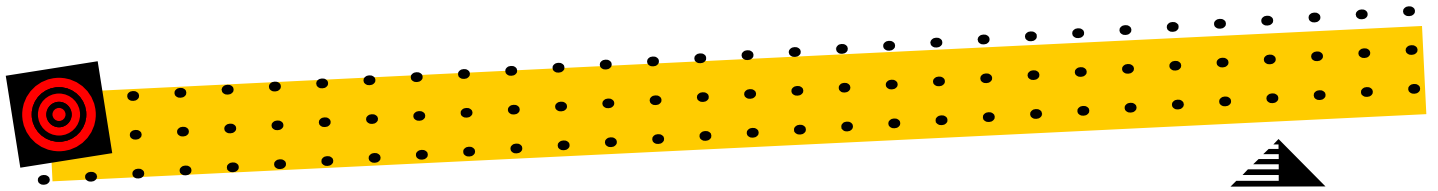
SHORT-VOWEL RULE:
 If a word has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short. Eg. am, bag, fox.

Activity 4

Practice saying these words:

fish, web, pig, lock, duck, gift, bell, cup.

LONG-VOWEL RULE:
 If a word has two vowels, the first vowel usually stands for the long sound and the second vowel is silent. Eg. rain, jeep, ray.
 In a short word with “e” at the end, the first vowel is usually long. The “e” is silent. Eg. kite, cake, take.
 Exception: the vowel sound “ea” doesn’t always follow the rule, it makes the /ě/ sound. Eg. feather, head.

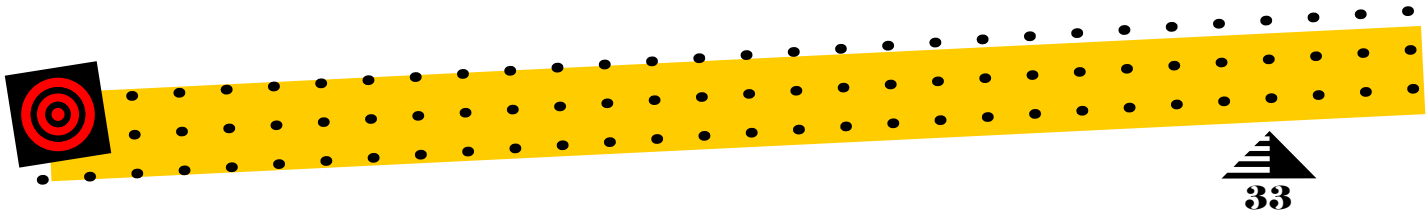


Activity 5

Practice saying these words:

smile, sheep, rope, braid, play, meat, goat, weed, soap, weather, ready, sweater.

* The letters “au” and “aw” make /ô/. Eg. faucet, because, straw, crawl, laundry.



Unit V

Diphthongs

Activity 1

Listen to the instructions that your teacher gives you to work on the vowel chart.

	FRONT	CENTER	BACK
HIGH		-----	
MID			
LOW			

What sound is made when you go from low center to high front?

What sound is made when you go from low back to high front?

What sound is made when you go from low center to high back?

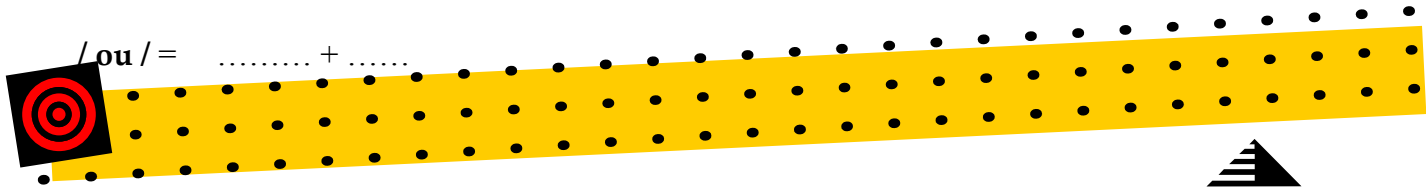
You will find these symbols on page 4.

Activity 2

Now Complete:

/ **ī** / = +

/ **oi** / = +



/ou/ = +

Activity 3

Choose the correct concept for a diphthong:

- a. A simple sound.
- b. A complex sound that begins with one vowel and gradually changes to another.
- c. Two sounds.

LOOK!

A diphthong is a combination of two vowel sounds that are spoken quickly and sound as a single vowel sound. The tongue goes from one vowel position to another. The tongue and the facial muscles are tense.

Activity 4

Transcribe the following words and practice them many times.

Phonetic Symbol	English word	Transcription
/ī/	Ride	
	bike	
/oi/	soil	
	boil	
/ou/	Cow	
	Vow	

VOWEL LENGTHENING

REMEMBER:

English vowels are pronounced differently than the Spanish ones. Sometimes we have to prolong English vowels.

LOOK!

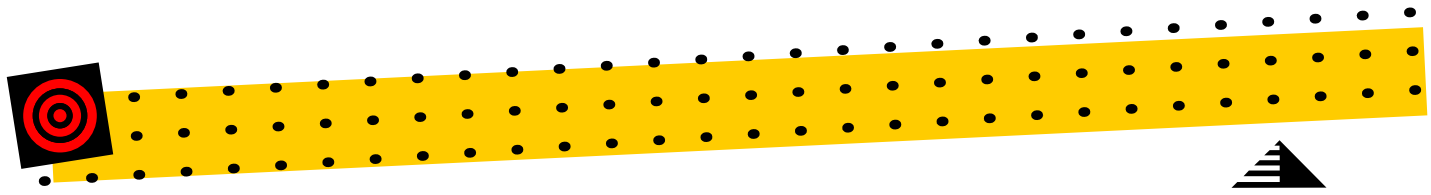
Vowel lengthening Rule:
 A stressed vowel is lengthened when it is at the end of a word or before a voiced sound.
 A lengthened vowel is represented with two dots after the vowel. eg. /kä:r/.



Activity 5

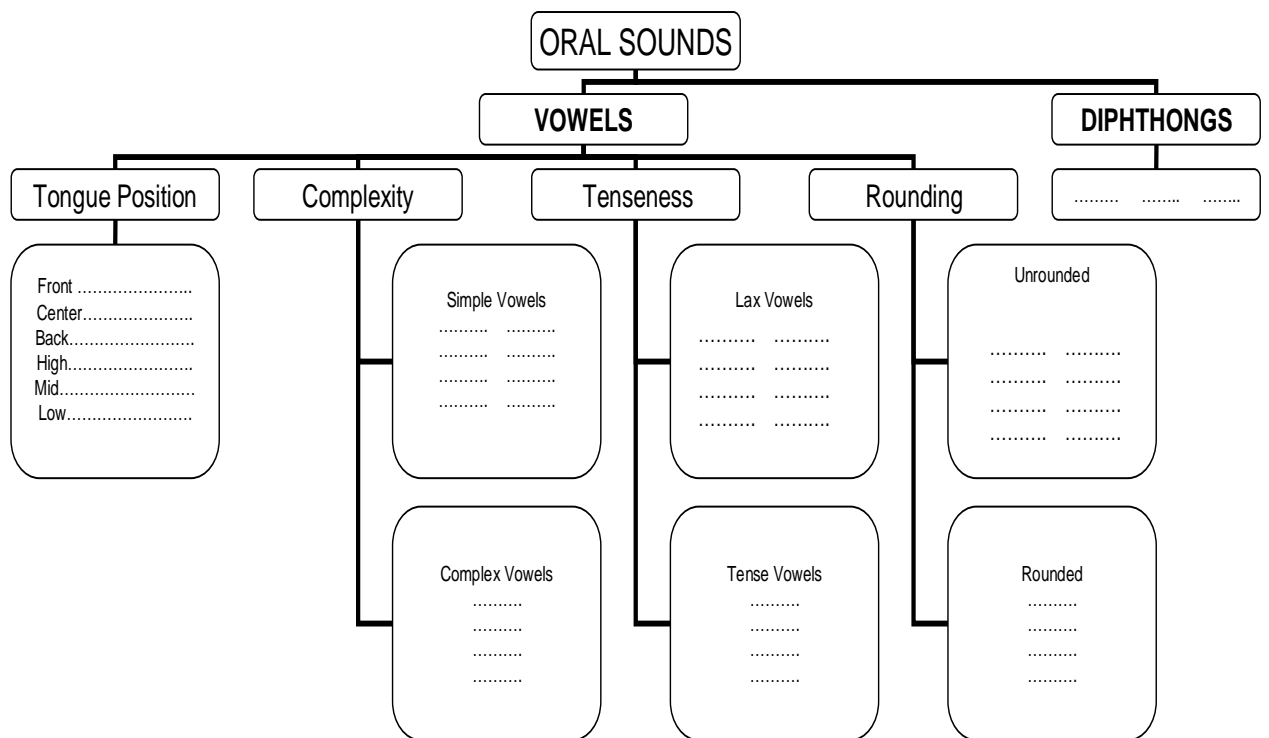
Transcribe these words and practice their pronunciation.

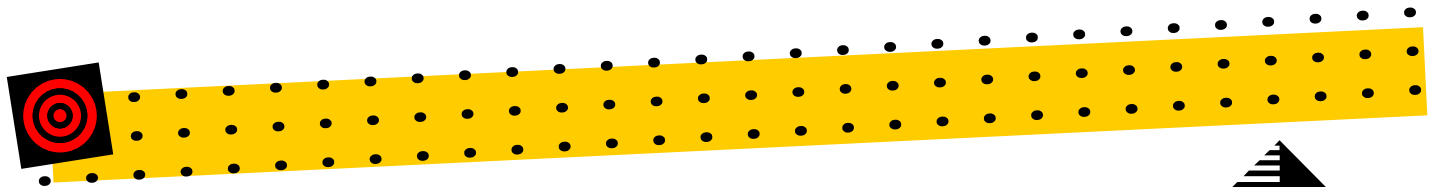
Word	Transcription
seed	
seat	
need	
neat	
got	
God	
see	



REVIEW OF VOWELS AND DIPHTHONGS

Test yourself on what you have learnt about vowels and diphthongs. Complete the Concept map.





Unit VI

Glides

Activity 1

Try this:

- Take some peanut butter with a knife.
- Put the peanut butter onto a piece of bread or a cracker feeling how the peanut butter glides smoothly.

Now, can you tell what the word "glide" means?

.....

LOOK!

Glides are considered semi-consonants because they always occur before or after a vowel.

Glides are also considered semi-vowels because there's little obstruction of air during their production.

Activity 2

Listen to the instructions that your teacher will give you to work on the vowel chart.

	FRONT	CENTER	BACK
HIGH		-----	
MID			
LOW			



What sound is made when you go from high front simple to high back simple?

Now Complete:

/y/ = +

There are 2 English glides: /y/ and /w/.

You won't have any trouble with /w/ because it has the same sound as /oo/.

Activity 3

Transcribe the following words and practice them many times.

Phonetic Symbol	English word	Transcription
/y/	you	
	yellow	
/w/	why	
	wear	



Unit VII

Nasal Sounds

Remember:
 When Nasal Sounds are produced, the air comes out through the nose. (the uvula is lowered).
 The lips and the tongue also help to prevent the escape of air through the mouth.

There are 3 nasal sounds in English: /m/,/n/, and / ŋ /.

/m/: is called bilabial nasal because the lips obstruct the passage of air through the mouth.

Activity 1

To make /m/ sound, put your lips together and use your voice while the air escapes through the nose.

Now try holding your nose and making the sound. Can you do it? Yes/No.
Why?.....

/n/: is called alveolar nasal. Why?
.....

/ ŋ / : is called velar nasal. Why?
.....

Activity 2

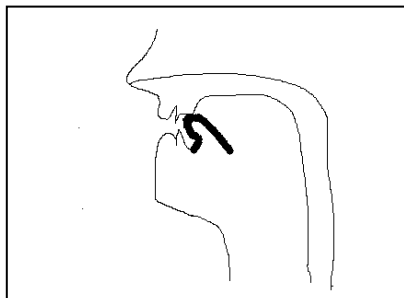
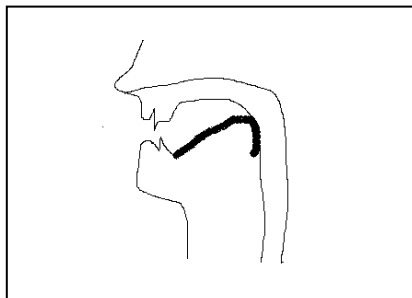
Think of an answer for this riddle.

*What occurs once in every minute, twice in every moment,
yet never in a thousand years?*



Activity 3

Look at these pictures. Write the sound that is made in each picture:



To make /ŋ/ put your tongue up against the velum (as if you are going to say /k/ or /g/) and make a sound using your voice.

WATCH OUT!

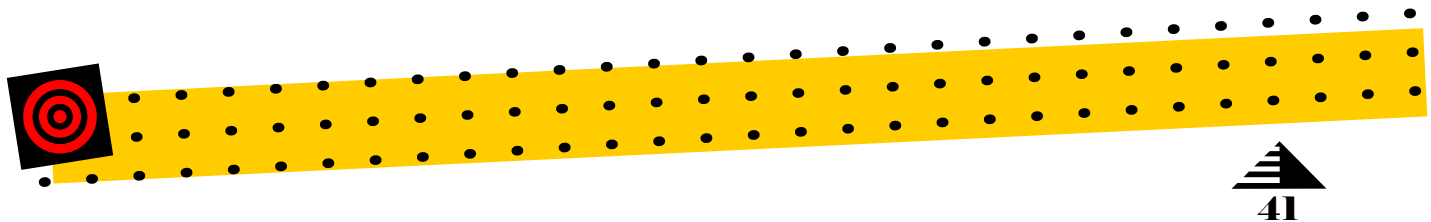
/m/ and /n/ are easy for you to make because we have these sounds in Spanish, but be careful with /ŋ/. We don't have it in Spanish, so it's very important you learn how to pronounce it correctly.

- In English, the /ŋ/ sound is only found at the end or in the middle of a word. It cannot start a word.

Activity 4

Transcribe the following words and practice them many times:

English word	Transcription
swim	
swing	
win	
wing	
thin	
thing	



Activity 5

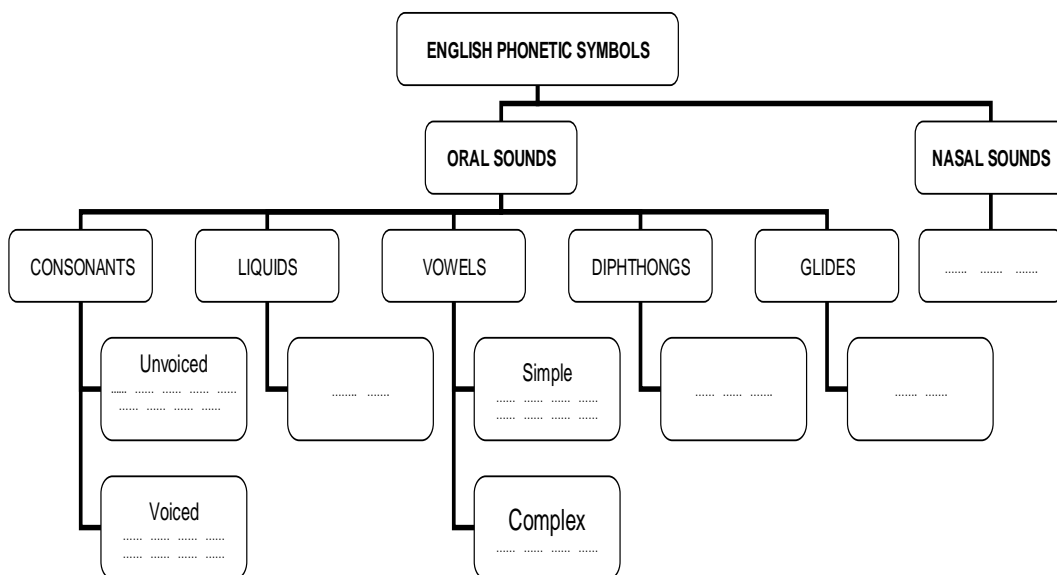
Say this tongue twister as fast as you can many times.

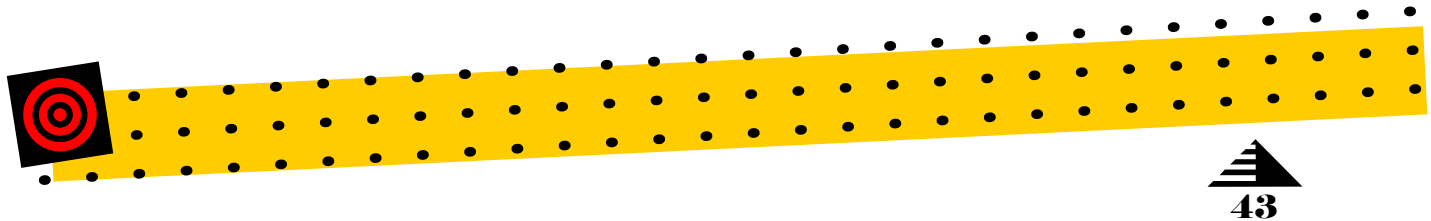
Nine nice night nurses nursing nicely.



REVIEW

Test yourself on what you have learnt so far. Complete the Concept Map.





Unit VIII

Stress in Words

Activity 1:

Read the following Spanish words, emphasizing the underlined syllables.

escuela escuelala escuela

Why is the pronunciation of the first two words incorrect?

The same happens in English. A word has its own stress that has to be learned as a part of the word.

LOOK!

- Stress is the emphasis given to a syllable in a word (it's the same as "acento" in Spanish).
- Words of two or more syllables have stress.
- Stress is represented with this mark (ˈ)(like the Spanish tilde) over the vowel or diphthong sound.

Example: today: /t ədā/.

Activity 2:

Transcribe the following words. Don't forget to show stress.

water giraffe..... window Brazil.....

The stress you have just learned is called primary stress or principal stress. But a word can also have secondary stress, like this:

nonsense: /nānsəns/

Notice that secondary stress is represented with a "tilde" slanted the other way.



Activity 3:

Transcribe the following words:

although..... submarine

THE VOWEL REDUCTION RULE:

LOOK!

A vowel without stress (primary or secondary) is reduced to schwa.

Exceptions:

- An unstressed complex vowel is not reduced to schwa when it is at the end of a word. Eg. “follow” /f əlō/.
- Unstressed / ĭ / is not reduced to schwa when it is before / š / / ž / / č / / J / / k / / g / and / ŋ / .
Eg. “building” /bīldīŋ/.
- Unstressed / ĭ / is not reduced to schwa in the prefixes “in, im” Eg. “insert” / ĩnsĕrt/.

For example the word “water” that you transcribed before knowing this rule was like this: : /wôtĕr/ , but applying the vowel reduction rule the / ě / is reduced to /ə/ , so the correct transcription of “water” is: /wôtər/.

Activity 4:

Say the Spanish word “animal” and notice that the sound of the vowels doesn’t change in the unstressed syllables. Now say the English word “animal” and notice how the second and third vowel sounds are reduced to schwa: / ānəməl/.

Remember:

Reduce unstressed sounds because the English tongue loves the neutral position, the schwa, and always wants to return to this position.



Activity 5:

Can you write the correct transcription of the words in activity 2?

giraffe..... window Brazil.....

The next chart shows words that are written in the same way, but are pronounced differently because the stress is on a different syllable, which changes the meaning and also the function of the word Eg.

Noun	Transcription	Verb	Transcription
a pro test	/pr ō tĕst/	to pro test	/pr ə tĕst/
a re cord	/rĕ k ərd/	to re cord	/r ə k ô rd/
a sus pect	/s ŭ s p ĕkt/	to sus pect	/s ə s p ĕkt/

Activity 6:

Work in pairs and find 6 words of three syllables in the American Heritage Dictionary and transcribe them. Before you do it listen to your teacher about the differences you will find in this dictionary.

.....

.....

.....

Activity 7:

Transcribe and practice pronunciation:

- kit
- cat
- shut
- shoot
- caught
- cut
- sew
- saw
- deep
- dip
- wheel
- well



PRONUNCIATION OF /p/, /t/, /k/.

When /p/, /t/ and /k/ are at the beginning of a stressed syllable, they are pronounced with aspiration.

What is aspiration?

Activity 8

Try this: hold a lighted match in front of your mouth and say the word "pen" exaggerating the /p/ sound, so a burst of air comes out of your mouth, putting out the match.

LOOK!

- Aspiration is a tiny explosion we produce in the mouth.
- /p/, /t/, and /k/ are pronounced with aspiration when they begin a stressed syllable.
- We show aspiration by putting a little ^(h) at the upper right of the phoneme. Eg. pen /p^he:n/.

Activity 9

Transcribe the following words. Don't forget to show aspiration.

paper

kitchen

trip

clean

could

WATCH OUT!

/p/, /t/, and /k/ are not aspirated at the beginning of an unstressed syllable and after "s."



Activity 10

Transcribe and practice pronunciation. Exaggerate aspiration.

collect

college.....

pain.....

Spain.....

care.....

scare.....

pill.....

bill

could

good



SELF-TEST

1. Write the phonetic symbol.

high front simple

- alveolar fricative

+ bilabial stop

velar nasal

+ dental fricative

low back to high front

2. Transcribe the following minimal pairs.

raining

running

beat

bait

wrists

rests

feet

fit

wood

good

pull

pool

3. Transcribe the following words.

catalog

impolite

fantastic

recipe

appearance

principle

schedule



Unit IX

American Accent

Accent is a combination of: intonation, liaisons, and pronunciation. So far you have just learned how to pronounce words, so if you want to have a good American Accent, you need to learn about the other two components because English is not spoken word by word. From now on we're also going to talk about phrases and sentences, not only words.

LESSON 1: INTONATION

Activity 1

Work in pairs and think of many different ways of saying this dialogue:

- A: It's a nice day.
- B: I don't think so.

What you have just done is to put intonation in the sentences.

LOOK!

- Intonation is the music of a language.
- Intonation can change meaning.
- Intonation helps to express feelings.

Sentences can have different intonation: falling (), rising (), and rising and falling.

Activity 2

Listen to your teacher saying these sentences. Mark the correct intonation.

- f. I'm tired.
- g. I don't like fish.
- h. Why are you here?
- i. Are you happy?
- j. Do you want juice or soda?

Now talk to your partner and try to guess the intonation rules.

We use:



Falling Intonation in

Rising Intonation in

Rising and Falling intonation in

Activity 3

Mark the correct intonation in the following sentences and practice them many times.

Do you like it?

It's not my favorite music.

What do you think?

This is my bedroom

Do we need milk, butter, or sugar?



LESSON 2: STRESS IN PHRASES

Activity 1

Say this Spanish sentence aloud: “Ella jugará tenis mañana.”

Now listen to the English equivalent sentence: “She is going to play tennis tomorrow.”

What is the most important difference you hear?

.....

2.1 DIFFERENCE BETWEEN SPANISH AND ENGLISH:

LOOK!

- Spanish is a syllabic language: each syllable and word in a sentence are important, so each word has its own duration.
- English is a stressed language: only stressed words (and their stressed syllables) are important, while unstressed words are pronounced very quickly, and reduced.

In the Spanish sentence “Ella jugará tenis mañana.” each word has its own duration.

In the sentence “She is going to play tennis tomorrow.” only the words “tennis” and “tomorrow” are pronounced clearly, while “She”, “is”, “going”, and “to” are pronounced very quickly, and reduced.

Activity 2

Work in pairs and notice the difference between Spanish and English:

- First, say the Spanish sentence as you speak Spanish normally.
- Then say the English sentence stressing the words “tennis” and “tomorrow” and say the rest of the words very quickly and with your teeth together.

2.2 HOW TO STRESS WORDS IN SENTENCES



Activity 3

Work in pairs. Imagine you received this telegram message:

SELL HOUSE GONE ROME

Can you guess what the complete message is?

.....

Now imagine your received this message:

could you my because I've to

Can you guess what the complete message is?

.....

LOOK!

- Content words are the key words of a sentence. They are the important words that carry the meaning or sense.
SELL - HOUSE - GONE - ROME are content words; that's why you could understand the message.
- Structure words are not very important words. They are small, simple words that make the sentence correct grammatically, so they give the sentence its correct form or "structure".
could - you - my - because - I've - to are structure words; that's why you couldn't understand the message.

Activity 4

Work with your partner and mix the Content words with the Structure words of Activity 3 and write the correct message.

.....

REMEMBER!

In a sentence, content words are stressed, while structure words are reduced and spoken very quickly.



Activity 5

Work with your partner. Place the words in the right chart and give examples. auxiliary verbs; main verbs; pronouns; prepositions; nouns; articles; adjectives; conjunctions; adverbs; negative auxiliaries.

Content words (stressed)	
main verbs	eat, play, sell, give

Structure words (unstressed)	
auxiliary verbs	do, be, have, can, must

Activity 6

Say the sentence, focusing on the content words and reducing the structure words:

Could you SELL my HOUSE because I've GONE to ROME?

Now clap your hands, making a 4/4 rhythm. While you are clapping say the sentence so each content word coincides with a clap. Do it many times.

Now answer these questions:

- How many syllables are there between SELL and HOUSE?
.....
- How many syllables are there between HOUSE and GONE?
.....
- Is the time between SELL and HOUSE and HOUSE and GONE the same? How?
.....



LOOK!

English is called a stress-timed language because stresses tend to occur at regular intervals of time, and the length it takes to say something depends on the number of stressed syllables rather than the number of syllables itself.

Activity 7

Practice saying these sentences. Clap your hands, making a 3/3 rhythm; then say the sentences so each stressed syllable coincides with your clap. Remember that all the sentences take the same time.

1. **Keys** open locks.
2. The **keys** open the **locks**.
3. The **keys** are **opening** the **locks**
4. The **keys** have **opened** the **locks**

REMEMBER!

When you speak English don't try to pronounce all the words so clearly. Just pronounce content words clearly and reduce structure words.

When you listen to English don't worry if you don't understand every single word. Just pay attention to the stressed words.

Activity 8

Underline the stressed words and practice this limerick:

A flea and a fly in a flue
Were caught, so what could they do?
Said the fly, "Let us flee."
"Let us fly," said the flea.
So they flew through a flaw in the flue.



Activity 9

Underline the stressed words.

- John is coming over tonight. We are going to work on our homework together.
- We should have visited some more castles while we were traveling through the back roads of France.
- They are looking forward to your visiting them next January.
- Would you like to come over and play a game of chess?
- Shakespeare wrote passionate, moving poetry.
- As you might have expected, he has just thought of a new approach to the problem.

2.3 STRESS CHANGES MEANING

You learned that content words are stressed and structure words are reduced. This is the normal rule, but sometimes this can change depending on the meaning the speaker wants to convey.

Activity 10

Say this sentence. Notice it's an information question, so use falling intonation and stress the last word.

1. What would you **like**?

Now say the same sentence, but putting stress on different words. Does each question have the same meaning?

2. What would **you** like?
Meaning:
3. What **would** you like?
Meaning:
4. **What** would you like?
Meaning:



LESSON 3: LIAISONS

Activity 1

Listen to your teacher read each of these sentences twice. Work in pairs and think of the differences you find in the same sentence when it's read for the second time.

An hour and a half
Does he like you?

LOOK!
Liaisons are the connections between words. These connections make a sentence sound like a long word.

There are 4 ways of connecting words:

1. Consonant/vowel sounds.
2. Consonant/consonant sounds.
3. Vowel/vowel sounds.
4. T, D, S, or Z + Y sounds.

1. CONSONANT / VOWEL SOUNDS:

Words are connected when a word ends in a consonant, liquid, or nasal sound and the next word starts with a vowel, diphthong, or glide sound. We show this connection with a dot (.) that separates the last consonant of the preceding word and makes it part of the next word. The transcription of the sentences in Activity 1 is like this:

An hour and a half [ə.nou:.rə.nəhǎf]

Does he like you? [də.zē:lī.kyə]

Activity 2

Transcribe the following sentences and practice the pronunciation.

My name is.....



Can you tell me the time?

2. CONSONANT / CONSONANT SOUNDS

Words are connected when a word ends in an oral consonant, liquid, or nasal sound and the next word starts with an oral consonant, liquid, or nasal sound.

At this point it's very important to learn the following concepts:

2.1 Non-release

Remember aspiration? Non-release is the opposite. Non-release means not letting the air come out of the mouth.

Activity 3

Say the word "cup", putting your hand in front of your mouth. Can you feel the air that comes out of your mouth?

Now say the same word "cup" but this time don't let the air come out of your mouth. This is non-release.

LOOK!

- The six stops p, t, k, b, d, g are non-released at the end of a word or phrase.
- In the middle of a word or phrase, the six stops are non-released before oral consonants and nasals.
- To show non-release we use a small circle like this:
"cup" [k^hʊp^o]; "actor" [ˈæktər]; "sit down" [sətˈdaʊn].

Activity 4

Transcribe the following phrases and practice pronunciation.

- hard time
- the cat came
- don't kick me

2.2 Different ways of pronouncing "t."

Activity 5

Listen how "t" is pronounced in the following words:

- ten city party It isn't? written sentence



Can you tell the different pronunciations of "t"?

There are some rules to pronounce "t":

- "t" at the beginning of a stressed syllable is aspirated. You already know that.

Eg. ten, take, Italian.

- "t" between 2 vowel sounds (after a stressed vowel and before an unstressed vowel).

Eg. city, Italy, better, butter.

This "t" sound is represented by /d/.

city [sɪdē]

Now transcribe the rest of the words:

Italy

better

butter

- "t" after a stressed vowel sound + /r/. Eg. party, dirty, thirty.

party: [p^hɑːrdē]

Now transcribe the rest of the words:

dirty

thirty

- "t" between 2 vowel sounds (when "t" is before a word that begins with a vowel).

Eg. **It** isn't? She **hit** a ball.

It isn't: [ədɪznt^o]

She hit a ball:

- "t" after a stressed syllable and before / ən / is "held". Listen carefully to the following words: written, certain, important.

To pronounce this "held" "t" we put the tongue at the alveolar ridge and instead of releasing the air (as in aspirated "t"), we let the air come out through the nose to pronounce /n/. The schwa is not pronounced.

Eg. written: [wɪt^on]

certain

important

- "t" can be swallowed up by "n". Eg. sentence, interview, printer, winter, international.

sentence: [sɛːnənz]

interview:



printer:
winter:

3. VOWEL /VOWEL SOUNDS

When a word ends in a vowel sound and the next word begins with another vowel, these two vowels are connected using a glide between them.

Activity 6

Listen to these examples:

Go^(w)away

I^(y)also need the^(y)other one

How do you know which glide is used?

.....

Pronounce the following phrases focusing on the liaisons of vowels.

She isn't; who is; so honest; he is; to open.

4. T, D, S or Z + Y SOUNDS

When /t/, /d/, /s/ or /z/ are followed by /y/ both sounds are connected.

/t/ + /y/ = / č /	Actually [ǎk ^o čooelē]
/ts/ + /y/ = / č /	What's your name? [wəčərnā:m]
/d/ + /y/ = /J/	Education [ē:Jək ^h āšən]
/dz/ + /y/ = /J/	She needs you [šēnē:Jə]
/s/ + /y/ = / š /	Nation [nāšən]
/z/ + /y/ = / ž /	Pleasure [p ^h l ē:žər]

Activity 7

Transcribe and pronounce the following words and phrases:

Can't you do it?

action

usual

Could you tell?

Yes, you are



REDUCED WORDS

Activity 8

Transcribe the following words:

the	of	and
to	does	in
that	have.....	him
can		

REMEMBER!

We pronounce the full form of these words when they are not in a context because we assume they are stressed. However, when they are in a context of phrases, they are usually unstressed, therefore, reduced.

If you pronounce the stressed form of these words when the unstressed form is more appropriate, you'll have a strange English accent

Now transcribe the same words, assuming they are not stressed.

the	of	and
to	does	in
that	have.....	him
can		

Now complete this chart with your teacher:

Word	Full Form	Weak Form	Very Weak Form	Example
The	[ðe:] - [ðu:]			on the right
Of	[ʊ:v]			one of us sort of nice
And	[ɑ:nd]			I want some cake and some milk high and low hot and cold
To	[t ^h oo:]			To read better you have to practice Six to two I want to go.
In	[ɪ:n]			I didn't say on, I said in. in a car get in a car
Does	[dū:z]			Whatever he does What does he do?



				What's he do? Where's he live?
That	[ðæt]			Who's that? one that isn't one that went those that went those that I want
Have	[hɑ:v]			Why do you work? I have to. Both've been here We've seen it
Him	[hɪ:m]			What about <u>him</u> ? we need him
Can	[kʰɑ:n]			You can go

Activity 9

Transcribe the following sentences.

Give it to me

Rock and roll

Who can go?

Listen to that.



LESSON 4. HOMOPHONES

Activity 1

Work in groups of three people and play a game with your teacher. Have fun!

- 1.
- 2.
- 3.
- 4.
- 5.

Say each pair of words many times. Do you find any difference in the pronunciation of each word in the pair?

LOOK!

Homophones are words that sound the same in English but have different spellings and different meanings.

All the words you have in Activity 1 are homophones, so remember to pronounce them in the same way.

Activity 2

Transcribe the 10 words in activity 1 and practice their pronunciation many times.

- 1.
- 2.
- 3.
- 4.
- 5.



Activity 3

Practice the pronunciation of the following homophones.

1. stare - stair
2. plain - plane
3. rain - reign
4. die - dye
5. four - for
6. no - know
7. tales - tails
8. sale - sail
9. eye - I
10. peace - piece
11. hi - high



LESSON 5 SILENT LETTERS

Activity 1

Read the following rhyme.

*We work in our garden
We get down on our knees.
We kneel to plant flowers.
We kneel to pull weeds.*

Can you underline three words in which one letter is not pronounced?

LOOK!

When we have 2 or more consonants together, sometimes we don't pronounce all of them. Silent letters are arbitrary, so there are no rules to know when to pronounce them or not. It's good to memorize when a letter of a word is silent.

Activity 2

Practice the pronunciation of the following words. Pay attention to silent letters.

honest
write
scissors
often
listen
Wednesday
grandmother
island
answer
doubt

light
half
walk
tongue
months
textt
acts
receipt
cupboard



SELF-TEST

Transcribe these phrases, using all you have learnt: vowel reduction, stress, vowel lengthening, intonation, aspiration, non-release, the different ways of pronouncing "t", etc.

I know what you mean

Taking an exam today

What did you do?

Don't block the box

As a matter of fact

Artificially

Encyclopedia

CONCLUSIONS AND RECOMMENDATIONS

After a long period of doing research and working hard in the current work, we came to the following conclusions and recommendations:

- We think that the study of Phonetics and Phonology should be a must if we want our students to improve their pronunciation and understanding of English.
- Learning meaningful material in a meaningful way should be one of the most important goals of teachers who want students to recall information for long periods of time, and therefore keeping students away of rote learning which is easily forgotten.
- We emphasize that the teacher must be a good model to imitate not only in what refers to pronunciation, but also in many other aspects like fairness, punctuality, hard-working, reliability, preparation, love to work, etc, because as Albert Bandura says, people learn by observing other people's actions.
- We found the Total Physical Response method (TPR) as an excellent way to begin a class, because after doing these exercises, the teacher and the students feel happy and relaxed, preparing this way a good learning environment; that's why we included in our book some TPR exercises as warm-ups.
- Not only it's important to learn the right pronunciation of words in sentences, but also the intonation, gestures, and body language required in a real conversation.
- This book should be used in addition to the regular established program, maybe one or two hours per week. The teacher must spend enough time doing the practice activities so that students consolidate what the learnt before going on the next lesson.



PHONICS WITH FUN

Mónica Abad
&
Juanita Argudo

Listening pack

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