

FIRST
OF ITS
KIND

THE ENGLISH PRONUNCIATION
AND SPEECH TRAINING MANUAL

Get Rid of your Accent

Tried and trusted method used in London drama schools

LINDA JAMES & OLGA SMITH

Get Rid of your Accent

THE ENGLISH PRONUNCIATION AND ARTICULATION TRAINING MANUAL

By Linda James and Olga Smith

"Precise, concise, compelling, comprehensive, achieving its targets, witty, well written and beautifully spoken, this book is a must for every student, every actor and every individual aiming for a better living and a better life in Britain and elsewhere."

John Kennedy Melling, Fellow of the Institute of Chartered Accountants, Fellow of the Royal Society of Art, author, broadcaster and critic.

"This is a fabulous book! I'm a management accountant, but because of my strong Polish accent, I sometimes felt that people were treating me like the kebab woman. Now, I listen to the CDs and practice and can see my progress; the method and exercises in the book are really working for me."

Anna Tunc, UK immigrant from Poland

"Clearly, the authors of the book have collected years of experience and expertise to create this practical and effective tool for speech study."

Joe Windley, Head of Speech, Central School of Speech and Drama, London

"The book has proved invaluable in one to one teaching, allowing me to focus on the student's problem areas. I have also used it with success in a group environment. There is sufficient material to provide meaningful practice of each sound with enough variety to keep students entertained."

Marianne Gibson, teacher, St. George International College, London

"This is by far the best pronunciation book I have ever had -- and, believe you me, I have bought and used numerous of them. The main author is evidently an expert in teaching pronunciation. The recorded exercises are excellent, too. I highly recommend this book! I am very glad that I came across it!"

JV Barrios Nunez , Berkshire, England, Amazon.co.uk reader

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Introduction

What is an accent?

An accent identifies which part of the country or world you come from. There are different types of accents: Scottish, Russian, Spanish, educated, strong, slight and many others.

According to the latest edition of the Rough Guide to England, "England is a country where accent and vocabulary can stamp a person's identity like a brand." Indeed, the biggest single factor that affects people's first impression of you is your speech and accent.

Why do we speak with different accents?

From our childhood we learn to speak by imitating our relatives, teachers and friends. The way we speak and our pronunciation are influenced by the environment we live in.

Sounds are created by our speech organs, namely lips, tongue and jaw. Positions of our speech organs are different for different sounds. For example, we drop the tongue in order to pronounce the English [æ] sound as in "cat". In order to pronounce [w] as in "way" we put our lips in a tight whistle.

Many people begin to learn English when they are adults. They may not automatically position their speech organs as native English speakers will. Moreover, they often don't know how to correctly position their speech organs in order to produce clear English sounds because not all English sounds exist in other languages.

For example, there is no [w] in Russian, and many Russians pronounce [v] instead of [w]. Another example is that in Russian they don't have long vowels, and therefore there is a natural tendency for Russians to shorten long English vowels and diphthongs. Instead of "two sheets of paper" they most likely will pronounce "two shits of paper". Instead of saying "the room is dark", they are likely to pronounce "the room is duck".

Speaking, writing and listening are taught in most colleges, but phonetics and pronunciation classes are not always part of the

curriculum, and even when they are, they tend to be very basic and focusing more on conversation than phonetics.

Is it important to have good pronunciation?

Just consider the following points:

Bad pronunciation:

- May be confusing and hard to understand for those who listen to you
- Gives the impression that you are uneducated
- Doesn't allow you to become a good public speaker.

Good pronunciation and a neutral accent:

- Allows you to become a pleasant communicator
- Is a good basis for public speaking
- Will enable you to enjoy speaking more
- Gives you confidence, and your confidence in turn opens up for you all sorts of opportunities.

Is it possible to reduce or eliminate an accent?

The earlier we start to pronounce English properly, the less accent we have. It's more difficult to reduce or completely eliminate an accent when you are older. However, it is not impossible. It all depends on your hard work, perseverance, high quality professional training, and – last, but not least – on using the appropriate book with a sound track.

Why Received Pronunciation?

Why not learn to speak with a Scottish or London Cockney accent? Why make an effort to reduce a strong Russian or Spanish accent? The reason is very simple: to help you with making your English clear and easy to understand for the majority of English-speaking people.

This book teaches you how to develop Received Pronunciation (RP). RP is simply a neutral pronunciation of educated Southern English. It's sometimes called Standard English.

Beginning over a century ago, RP spread rapidly throughout the Civil Service of the British Empire and became the voice of authority and power in a substantial part of the world. Because it was a regionally 'neutral' accent, and was thought to be more widely understood than any regional accent, it also came to be adopted by the BBC when radio broadcasting began in the 1920s.

The first Director General of the BBC, Lord Reith, when asked why he had chosen RP for the BBC, replied: "I tried to get a style or quality of English which would not be laughed at in any part of the country."

To date RP retains its considerable status. It is still the standard accent of Parliament, the Church of England, the High Courts and other British national institutions. It has long been the chief accent taught to foreigners who wish to learn a British model. RP is also taught in acting schools in the UK, as actors from different cultural and social backgrounds are required to have the ability to speak using RP when it's necessary for their performances.

It should be noted that RP is not static. Modern RP has been simplified compared to, say, what it was over 50 years ago, and now sounds more neutral and democratic. However, it will most certainly remain the accent of educated people.

Why we wrote this book

To date you can only get speech training in British drama schools or if you take speech lessons from a private speech tutor. We wanted to make this exclusive training accessible for a much wider audience. We took the method long used in London drama schools, adapted it for learners of English and collated it into a single training manual, the first of its kind.

You will find that you will get from the book what you put into your work with it. The exercises are quite intensive and will require you to work hard at your pronunciation. But, the book isn't just a study tool; we have also tried to make it amusing and interesting. Have fun, and remember that your hard work will be rewarded in full!

Three things that make our book special

- Tried and trusted method in eliminating an accent
- Fun yet very effective speech training
- Amusing vocabulary

Methodology used in this book

In our book, we set out a complete method of learning English sounds, which somebody who comes from a different country might not have in their own native language.

One of the important things about our book is that we make it absolutely clear what is happening in the mouth: where the lips go, where the tongue is placed, if the jaw is open or closed, etc. Once those three positions are checked and sorted out then there is no way that you could not make that particular English sound.

The second important part of speech training is training the muscles of the tongue, lips and jaw, so that the brain memory responds to it automatically. You train them by pronouncing words and sentences with a target sound. You finish with a little bit of verse, something interesting and amusing, but also containing a target sound.

For consonants we also give practice through articulation exercises, such as period verses and tongue-twisters, which get the tongue and the lips really moving so that we get clarity and crispness of speech. English is a very energetic and dynamic language and good articulation makes a big difference.

Exercises in the book are accompanied by a sound track on the CD. Students should listen to the CD, practice the correct sound throughout and then record themselves and listen to the recording in order to see their progress. We also encourage students to use the correct sounds in their everyday speech and support it by additional exercises at the end of each lesson.

The CD was recorded by professional actors who used drama techniques in order to make the sentences, verses and poems sound interesting and amusing. This also helps you to imagine what you are reading and that will help you to memorise sounds.

The lessons in this book are quite intensive and are aimed for those who strive to achieve outstanding results in improving their accents within a short period of time. Your results might depend on your ability to hear your own speech and the time you spend mastering the sounds.

At the end of the book we also provide students with instructions and advice on how to maintain correct pronunciation. In support of that we give a warm-up exercise for all the English sounds (see page 129).

Students will also find a table of particular difficulties with the English pronunciation which speakers of other world languages have (see page 132).

English spelling and pronunciation

In many languages letters of the alphabet are pronounced in the same way as they are spelled. However, the English language was, at different times, under French, German and Dutch influence. English inherited and includes many foreign words. This is one of the reasons why there are so many exceptions to the rule in pronunciation and spelling.

The characteristic peculiarity of the English language is that the same letter of the alphabet can be pronounced differently. For example, the letter "a" in the word "father" is pronounced as a long vowel [ɑ:], but in the word "man" it is a short vowel sound [æ]. In the word "among", where it's not stressed, it is a neutral vowel or schwa [ə]. Thus the letter "a" can be pronounced in at least three different ways.

Another difficulty is that the same English sounds have different spellings. For example, diphthong [ɪə] has several spellings: in the word 'fear' it is spelled as 'ear', in the word 'weird' it is spelled as 'eir'.

Although we highlight the practiced sound in bold and offer different spelling variations for the same sound, we should point out that there can be other spelling variations for the same sound. Therefore, when you learn a new word you should always consult a dictionary for the correct phonetic pronunciation.

Who this book is for

The book enables people to develop clear and precise English speech, and to neutralise their foreign or their British regional accent. Both native and non-native English speakers will benefit from the book.

Native English speakers include:

- Pronunciation and speech teachers
- Actors with non-RP accents who wish to pursue an acting career in the UK
- Hollywood actors who need to develop a British accent
- Professionals for whom a high standard of English and clarity of speech are important.

Non-native English speakers include:

- Students
- International businessmen and executives
- Diplomats
- Call centre employees
- Intelligence agents
- Skilled professionals: teachers, professors, doctors, journalists etc who wish to advance in their profession in Britain, the United States, Canada, Australia and other countries where English is an official or business language (e.g. India)
- People who work in service and hospitality industries and need to communicate with good English.

Method of learning

1. Put your tongue, lips and jaw in the correct position for the sound



2. Listen to the tape and try to imitate the pronunciation after the tape (5-10 min)



3. Repeat each sentence without the tape (5-10 min)



4. Record yourself on the tape, then listen to your recorder and note down your mistakes (10-15 min)



5. Repeat the word where you made a mistake in the correct way three times (5 min)



6. Activate the learned sound in your everyday speech

Explanation of the method of learning

What is needed to start working with the book?

- a mirror, to compare the shape of your own mouth to the shape of the mouth that you will find in diagrams at the beginning of each lesson;
- a tape recorder, to record your practices;
- a CD player.

See page 11 for a labelled diagram of speech organs.

How many hours you should spend on each sound:

- Practice each sound for about 20-40 minutes a day, with little breaks in between;
- Repeat on the following days for approximately the same length of time until you feel that you can use the correct sound in your everyday speech.

As shown on the previous page the method of learning is based on a six-stage process:

The first stage is to make sure that you put your lips, tongue and jaw in the right position for the learned sound. If you fail to do so, the sound will not be precise and may be different altogether. Follow the instructions on speech organ position given at the beginning of each lesson. Pronounce the sound several times looking in the mirror to make sure you do it correctly. When you feel that your sound is correct, start pronouncing the words, sentences and verses in the lesson.

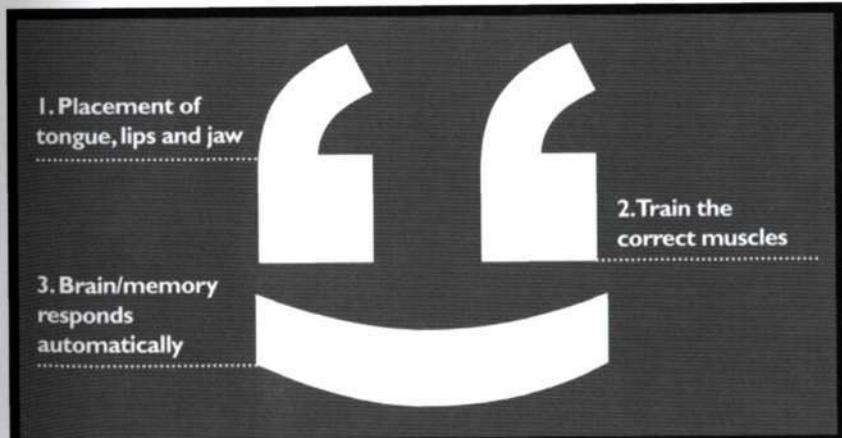
The second stage is aimed at helping you learn a sound by repeating and imitating after the tape. This exercise will help you to make the sound as correctly as possible and train your speech organs for the particular sound. The more you repeat after the tape, the better your pronunciation becomes.

The third stage gives you an opportunity to practice the sound on your own, without the help of the tape. You will be hearing yourself and mastering the sound. This stage is essential before recording yourself.

The fourth stage involves recording yourself and listening to the recording. It helps you to see whether you have progressed in mastering the pronunciation and to identify where you still make mistakes.

The fifth stage focuses on eliminating mistakes. Correctly repeating the words where you made a mistake will help you avoid repeating the same mistakes in the future.

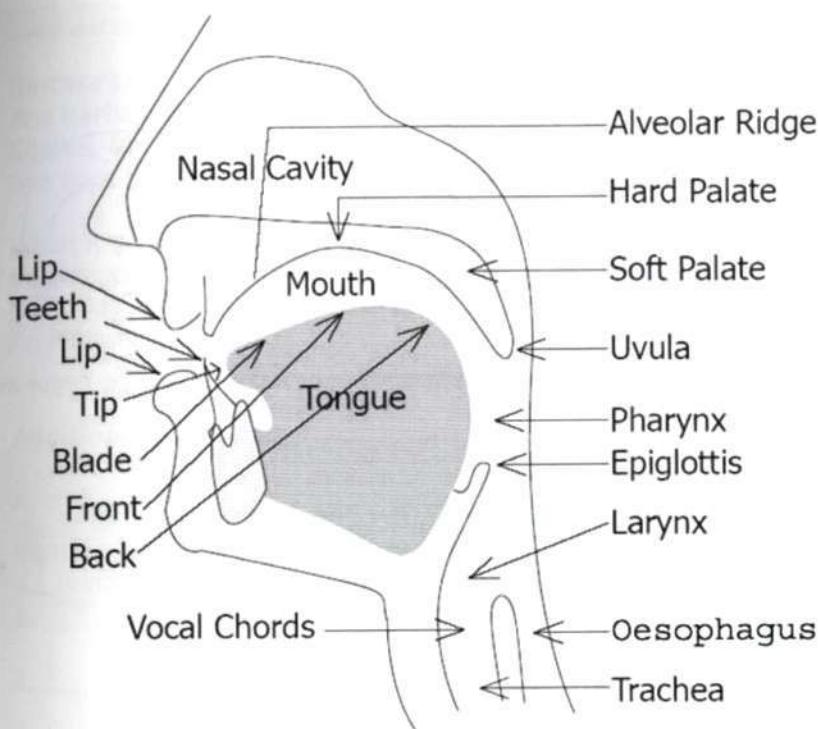
The sixth stage has the purpose of helping you incorporate the learned sound in everyday speech. It's about trying to find the learned sound in the newspapers, on the radio, on TV and in English language videos. Pay attention to how you pronounce the learned sound in your everyday speech. This will help you to activate the correctly pronounced sounds.



The Phonemic Alphabet

i: feet	ɑ: car	ɒ box	ɪə fear	eɪ cake
ɪ pit	ɜ: birth	ɔ: horse	ʊə duel	ɔɪ boy
e pen	ə banana	ʊ book	eə chair	aɪ pie
æ cat	ʌ duck	u: food	əʊ cow	əʊ snow
p pub	b bank	k king	g ghost	m monk
t trick	d drink	f fish	v victory	n nun
tʃ church	dʒ gin	s sun	z zero	ʒ song
θ thing	ð the	ʃ shock	ʒ prestige	h hat
l luck	r rock	w world	j yacht	

The Speech Organs

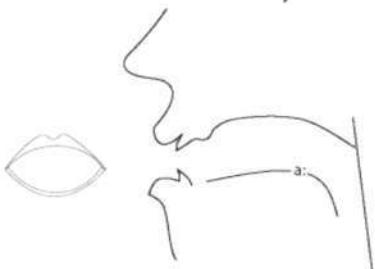


Lesson 1: The [ɑ:] sound as in "car"

Speech organs position:

Open jaw, relaxed lips,
flat tongue pulled back a little.
The sound made in the back
of the mouth.

[ɑ: a: a:]



A1

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for
the [ɑ:] sound

ar ("r" is silent)

ear, er, al, au

a before **s, n** and
th

Highlighted bold letters pronounced as [ɑ:]

art, arms, bar, mark, arch, bark, dark
heart, sergeant, clerk, Derby, psalm, laugh
bath, castle, fast, glass, disaster, rather,
enhance

A2

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **marble** bird-bath was hidden in the tall **grasses** near the path.
2. Let's **park** our **car** at **Barbara's** as the **car park** is rather **far** from the theatre.
3. At **last** **Margaret's** anxiety **passed** and she **chanced** a disastrous **dance** with a **laughing** **sergeant**.
4. I'd **rather** take a **chance** and let my **father** drive me to the **garage** in his **fast** **car**.
5. **Hard-hearted** **Margaret** was reading **psalms** in the **dark**.
6. As an office boy I made such a **mark** that I was given the post of a junior **clerk**.



Listen and copy the intonation and voice modulation on the CD.

Barbara's car is a Jaguar
 And Barbara drives rather fast.
 Castles, farms and draughty barns,
 She goes charging past.

When I, good friends, was called to the **bar**,
 I'd an appetite fresh and **hearty**,
 But I was, as many barristers **are**,
 An impecunious **party**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

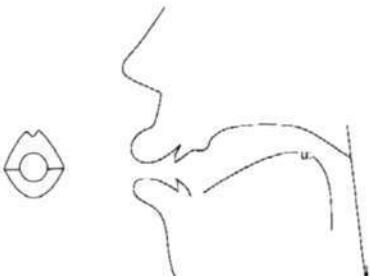
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

Lesson 2: The [u:] sound as in "beauty"

Speech organs position:

Jaw is almost closed, lips pushed forward tightly into almost a whistle shape, at the same time the back of the tongue rises up towards the soft palate at the back of the mouth.



[u: u: u:]

A4

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [u:] sound

oo

o

ue, oe

ui

Spelling variations
for the [ju:] sound

u

ew

Highlighted bold letters pronounced as [u:]

bloom, **food**, smooth, **loop**, school, **doom**
lose, **move**, **do**, who, improvement, remove
blue, **glue**, **shoes**
fruit, juice, **cruise**

Highlighted bold letters pronounced as [ju:]

tune, **tube**, music, curious, **tulips**
new, **few**, **Kew**, mews

A5

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Ruth felt in **tune** with the **cool** of a **June** evening and admired the **beauty** of the **moon**.
2. There are quite a **few** **music** **super-stars** on the London **tube**.
3. These **new** **blue** **shoes** look **beautiful** with a navy **blue** coat.
4. On our **cruise** to **Bermuda** we played **snooker** with our **schooner** **crew**.
5. **Coolies** are made from **juicy** **fruits** and sugar.

6. The music **tutor** sang a **tune** on **Tuesday** for the **duke**.
7. A **few** **beautiful** tulips **grew** in the **school** garden in **July**.

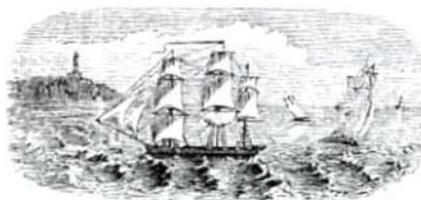
A6

VerSES

Listen and copy the intonation and voice modulation on the CD.

I'd a swallow-tail coat of **beautiful blue**-
A brief which I bought off a **booby**
A couple of shirts and a collar or **two**,
And a ring that looked like a **ruby**!

We sail the ocean **blue**,
And our saucy ship's a **beauty**;
We're sober men and **true**,
And attentive to our **beauty**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

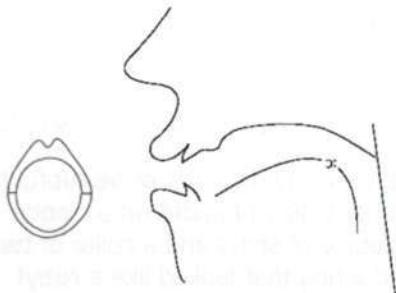
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

Lesson 3: The [ɔ:] sound as in "horse"

Speech organs position:

The lips are pushed forward but not as far forward – as in [u:] (Lesson 2) – slightly rounded, but still with a bit of tightness and tension.
The back of the tongue is rising at the back of the mouth, but not nearly as high as it would be with [u:].



[ɔ: ɔ: ɔ:]

A7

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ɔ:] sound

or	storm, door , horse, corpulent , sordid , organic
aw	awe , law , dawn , lawn , sprawl
au	caustic , Paul , cautious
augh	naughty , haughty , daughter
a before I and al	almost , ball , wall , walk , talk , appalling , although

A8

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. George was falling asleep **awkwardly** in a **sprawl**.
2. The written **laws** **ought** to prevent **thoughtless** talks.
3. This **appalling** **store** was full of **all sorts** of **ordinary** **shorts**.
4. Maud's daughter Georgina was an **awful** **daughter-in-law**.
5. **Four** hundred and **forty-four** storks flying home in the **storm**.

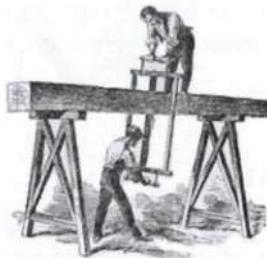
6. Paul called out when he thought he **saw** his naughty daughter fall in the water.

A9

 **Verses**

Listen and copy the intonation and voice modulation on the CD.

As I was going by Mr King's yard,
I **saw** a man **sawing**,
And of **all** the **sawyers** I ever **saw**,
I never **saw** a **saw** **saw** like that **saw** **sawed**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

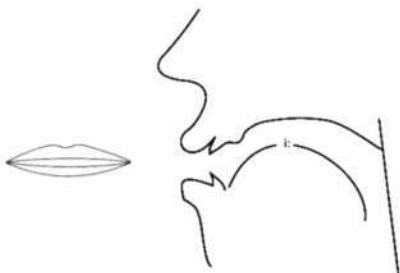
1. _____ 3. _____

2. _____ 4. _____

Lesson 4: The [i:] sound as in “feet”

Speech organs position:

Tip of the tongue is always behind the bottom teeth, jaw fairly closed, lips relaxed, not pulled back, and the front of the tongue high and forward in the mouth.



[i: i: i:]

A10

👂 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [i:] sound

Highlighted bold letters pronounced as [i:]

ee	keel, feeble, seek , heed, see , peep, feel
e	he, evening, eve , demonise, Peter, these
ea	meat, tea, leave, jeans, please, team
ie	grief, field, relief, believe
ei	receipt, deceit, seize

A11

👂 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. One **evening**, lying by the **stream** on the **green** grass, I **dreamed** of **eating sweets**.
2. **Jean**, have you **been** in a **wheat field** in **Leek**?
3. His **demeanour** **seems** to **reveal** the **secret** **reasons** for his **deceit**.
4. Demonised **teenagers** were **pleased** with their **tea**.
5. All **legal** furies **seize** you! No proposal **seems** to **please** you.
6. I **believe** my **feet** are really quite **clean**, **Evie**.

A12

Verse

Listen and copy the intonation and voice modulation on the CD.

See – see – they drink
All thought unheeding,
The tea-cups clink,
They are exceeding!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

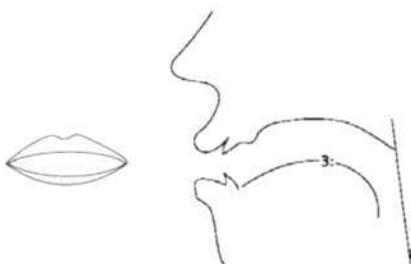
2. _____ 4. _____

Lesson 5: The [ɜ:] sound as in “third”

Speech organs position:

Relaxed lips, jaw half-open
and the centre of the tongue
just slightly rising.

[ɜ:] ɜ: ɜ:]



A13

聆听 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ɜ:] sound

Highlighted bold letters pronounced as [ɜ:]

er	perjury, commercial, were , verse , infernal
ir	shirt, first, stir, girl, Sir, bird
ear	yearn, earn , pearl
ur	urge, occur, murmuring, burden, furnace, burn
or	work, worse, world , word

A14

聆听 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **girls** in **purple shirts** **were urged** not to disturb **Sir Cuthbert**.
2. This **purple shirt** is the **worst** in the **world**! I have no **words**!
3. We **were** **working** in the **World Bank** at **first**; then we **were** **transferred** to the **Commercial Chambers** in **Perth**.
4. My boyfriend is a **perfect nerd** who makes his **earnings** when everyone else is yawning.
5. The **girl heard** that she came **third** in the **World Championships** as a **hurdler**.
6. **Ursula observed** that the boy wore a **dirty purple jersey**.

Listen and copy the intonation and voice modulation on the CD.

When I was a lad I served a **term**
As office boy to an **Attorney's firm**.

The rich **attorney** was good as his **word**;
And every day my voice was **heard**
At the Sessions or Ancient Bailey.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

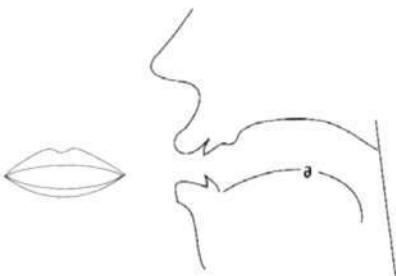
1. _____ 3. _____

2. _____ 4. _____

Lesson 6: The [ə] neutral vowel (schwa) as in "banana"

Speech organs position:

Jaw is half open, relaxed tongue and lips. Middle of the tongue is halfway up. Tongue position is a bit lower than when pronouncing [ɜ:] (Lesson 5). Tongue is not going forward. The sound is very short.



[ə] ə ə]

A16

⌚ Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Highlighted bold letters pronounced as [ə]

The first syllable unstressed **away, agree, abuse, aboard, against, advice, attain, advance, canal, correct, police, support**

The second syllable unstressed **doctor, under, figure, colour, absent, constant, standard, oral, forward, upward, awkward**

A17

⌚ Unstressed positions

and

Fish **and** chips
Salt **and** pepper
Pork **and** beans
Ladies **and** gentlemen

a

Get **a** spoon
Cut **a** piece
Here's **a** plate
Lend **a** hand

an

Have **an** apple
A question and **an** answer
An aunt and **an** uncle
Listen to **an** announcement

NB: Schwa is the most-used sound in English. Very often, unstressed syllables and words in a sentence are pronounced with a schwa.

A18

Comparison: [ə] and [ɜ:]

[ə]	[ɜ:]
slogan	girl
forward	word
awkward	third
standard	earn
upward	word
backward	work

A19

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. What **are** you doing in London? We **are** looking **for a** hairdresser.
2. Is it made **of** glass? No, it's made **of** plastic.
3. What **can** I do? What **has** she done? What **have** you done?
4. She **had** done it before she came here.
5. **A**manda, phone call **for** you!
6. The **conductor** of the orchestra was **amazed** to see the **viola** player drink **a** scotch **and** soda.
7. Tell my **sister** **A**manda to buy some **better** bananas **as well as** **potatoes** **and** **tomatoes**.



A20

⌚ Comparison: stressed and unstressed vowel position

Stressed position

What are you looking **at**? [æ]

Unstressed position, pronounced with [ə]

Look **at** him.

What is it made **of**? [ɒ]

It's made **of** cotton.

Where do you come **from**? [ɒ]

I come **from** Paris.

Who is it **for**? [ɔ:]

It's **for** you.

Wouldn't you agree? [ʊ]

I **wou**ld say yes.

Weren't you there? [ɜ:]

We **were** absent.

Wasn't he there? [ɒ]

Yes, he **was** sitting next to me.

A21

⌚ Verses

Listen and copy the intonation and voice modulation on the CD.

My **jealousy** I can't express,
Their love they **openly** **confess**;
Her shell-like ears she does not close
To their recital **of** their woes.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

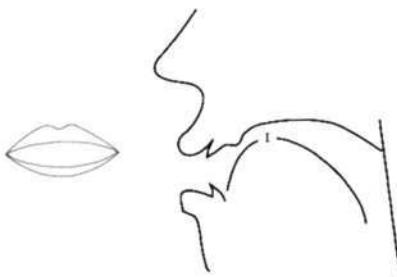
2. _____ 4. _____

Lesson 7: The [i] sound as in "pit"

Speech organs position:

The front of the tongue comes high in the front of the mouth, not quite as high as the long [i:] sound (Lesson 4) and just a fraction back.

[i: i: i:]



A22

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations Highlighted bold letters pronounced as [i]
for the [i] sound

i	him, hilarious , hideous , hint , whim , vision , spirit
a	village , cabbage
e	delete , defeat , delusion
y	crypt , synonym , symbol , symptoms , hymn

A23

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Those **lettuces** taste like **cabbages**.
2. Bill **lifted** the **lid** of the **bin** tentatively and found not a single **thing**.
3. Tell Jill I think this **is** a **silly** little game.
4. I can't stay a minute longer **in** this miserable **little** **pit**!
5. Tim Grim **is** a **solid**, respectable man and **is** a **pillar** of society.
6. This **simple** **thing**, a **wedding** **ring**, **is** a **symbol**, the **oldest** **in** history.
7. Climbing over a rocky mountain, **skip** the **rivulet** and the **fountain**.



Listen and copy the intonation and voice modulation on the CD.

Here's a first-rate opportunity
 To get married with impunity,
 To indulge in the felicity
 Of unbounded domesticity.
 You shall quickly be personified,
 Conjugally matrimonified,
 By a doctor of divinity,
 Who resides in this vicinity.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 8: Comparison [ə] - [ɪ] and [ɪ] - [i:]

A25

⌚ **Letter:** 'e' in the article 'the' is pronounced as [ɪ] and [ə]

Letter 'e' is pronounced as [ɪ] in 'pit' (Lesson 7) when the next word begins with a vowel

the instrument

the only

the Upper House

the odd

the enquiry

the oak

the elision

the illness

Letter 'e' is pronounced as a schwa [ə] in 'banana' (Lesson 6) when the next word begins with a consonant

the skill

the pill

the ship

the pitch

the kitchen

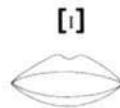
the coffin

the gymnast

the kin

A26

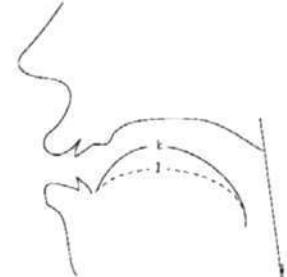
⌚ **Comparison: long [i:] and short [ɪ]**



[i:]



[ɪ]



[i:]
reason

been

ease

sleep

cheap

wheat

leap

feet

team

[ɪ]
risen

bin

is

slip

chip

wit

lip

fit

Tim

[i:]
beast

queen

deal

need

leek

people

greed

leave

sneaky

[ɪ]
bit

kin

dill

Nick

lyric

pitch

grid

live

snip

A27

聆听并重复。看口腔示意图帮助你摆正嘴唇、舌头和下颌。

Words: long [i:] highlighted as bold and underlined and short [ɪ] highlighted as bold

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

believe
reveal
defeat
recede
retrieve
receipt

greasy
easy
sneezing
thesis
seeing
serene

relieve
repeat
meeting
yielding
seizing
freezing

A28

聆听并重复。读每个句子时，先慢读，然后像跟某人自然地说话一样读。

Sentences: short [ɪ] highlighted as bold and long [i:] highlighted as bold and underlined

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The width of the sleeves still needs to fit my neat linen jacket.
2. I am not particularly keen to give the victory to a different team.
3. These silver rings belonged to Queen Elizabeth.
4. Tim is completely out of Nina's league and she isn't keen on being chased by him.
5. There is a little something missing in this meal. Have you tried to add some dill?
6. My next of kin, Mr. Bean, is a Dean of Leeds University.

A29

VerSES

Listen and copy the intonation and voice modulation on the CD.

He is an **Englishman!**
For **he** himself has said **it**,
And **it's** greatly **to** his **credit**,
That **he** is an **Englishman!**



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

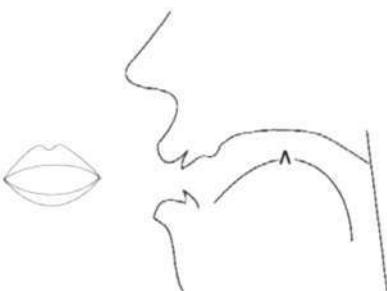
2. _____ 4. _____

Lesson 9: The [ʌ] sound as in "duck"

Speech organs position:

The jaw is quite wide open, almost as far open as in [a:] (Lesson 1), but not quite. The middle of the tongue rises in the centre of the mouth, just a little, relaxed. Lips are relaxed.

[ʌ ʌ ʌ]



A30

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ʌ] sound

Highlighted bold letters pronounced as [ʌ]

u

must, luck, dump, just, **upper**, nun, bus, lunch

o

come, worry, front, love, done, **once**, **cover**

ou

rough, tough, **country**, **couple**, **double**, trouble

A31

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. For **someone** with a **love** of **money**, the **sum** of **one hundred** pounds was enticing.
2. **Bud**, **love**! Don't **worry**; victory is in **front** of you!
3. I can't **understand** the **fun** of travelling by **bus** on such **rough** **country** roads.
4. There are a **number** of **nuns** among **us**.
5. Here I am, in **front** of a **tub** with a **rub** and a **scrub**!
6. When you **come** to **lunch** in **London** on **Sunday**, remember to bring **some** **money**.



A32

Word comparisons: [ɑ:] and [ʌ] sounds

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[ɑ:]

father
dark
bath
pardon
startle
rather
target

[ʌ]

front
duck
bud
punch
stuck
rough
tough

A33

Verse

Listen and copy the intonation and voice modulation on the CD.

Your captain was the **other**!!!
They left their foster-m**other**,
The **one** was Ralph, our **brother**,
Our captain was the **other**,
A many years ago.



A many years ago two
tender babes I nursed!
One was of low condition,
The **other** **upper crust**,
A regular patrician.
Oh, bitter is my **cup**!
However could I do it?
I mixed those children **up**...

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

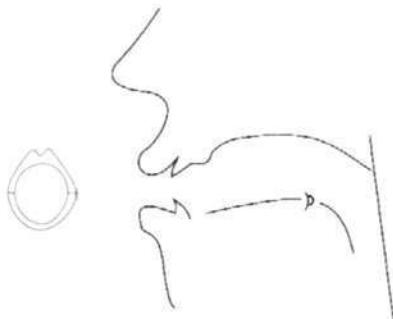
2. _____ 4. _____

Lesson 10: The [ɒ] sound as in "box"

Speech organs position:

The lips are coming forward a little, but not tight; the jaw is reasonably relaxed and quite open, and the back of the tongue is slightly rising in the mouth. The sound is pronounced in the back of the mouth.

[ɒ] ɒ ɒ]



A34

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ɒ] sound

Highlighted bold letters pronounced as [ɒ]

o	f ond , l ock, st op, g one, o dd, l ost, s orry, w rong, often, c lock, k nock, ob vious, pr omise, do ctor
a	w ant, w as, w ander, w allet, w allow, w ash, w atch, w arrior, w affle, s quat, qu antity

A35

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. A **lot** of **odd** **documents** in **strong** **boxes** are **locked** in the **office**.
2. Can I **wash** my **cotton** **socks** in the **long** **pond**?
3. The **doctor** **promised** to **watch** **Tommy's** **cough** and after four days the **cough** had **stopped**.
4. **Sorry**, I've **forgotten** my **wallet** in the **shop**.
5. The **conversation** in the **office** was



moderated when the **boss**, Mr **Oxford**, came in.

6. **Roger** and **Robin** often spend their **holidays** in **Scotland** in **October**.

A36

Verse

Listen and copy the intonation and voice modulation on the CD.

All I **want** is a **proper** cup of **coffee**,
Made in a **proper** **copper** **coffee** **pot**.
Tin or iron **coffee** **pots**,
They're no use to me,
If I can't have a
Proper cup of **coffee**
In a **proper** **copper** **coffee** **pot**
I'll have a cup of tea.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

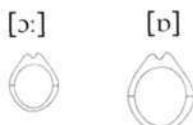
1. _____ 3. _____

2. _____ 4. _____

Lesson 11: Comparison [ɔ] - [ɔ:] and [ɒ] - [ʌ]

A37

Word comparisons: long [ɔ:] and short [ɔ]



Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[ɔ:]	[ɔ]	[ɔ:]	[ɔ]
daughter	doll	portion	polish
lawn	lofty	gorgeous	gone
law	lobster	stalk	stock
morning	mock	naughty	notch
glorious	glossy	quarter	quality
bore	boss	ought	office
door	dog	walk	what

A38

Word comparisons: [ʌ], [ɒ] and [ɔ:] sounds

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[ʌ]	[ɒ]	[ɔ:]
buddy	body	talk
tough	Chekhov	daughter
front	comment	orchestra
rough	economist	glorious
couple	politicians	ordinary

 **Sentences: short [ɒ] highlighted as bold and long [ɔ:] highlighted as black and underlined**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. I have a **lot** of **long** and **short** shirts.
2. I have **bought** these **awesome** chocolates from the **store** at the **top** of Chekhov Street in **Dorking**.
3. Tom's **naughty** **daughter** ate **all** the **lobsters** and **strawberries**.
4. There was a **glorious** picture of **Almighty** **God** on the **wall** in the **cottage**.
5. **Maud**'s mind was **caught** with **horrible** **daunting** **thoughts**.
6. What a **gorgeous** golf **course**! **Top** **notch**!
7. It doesn't **bore** Tom to **walk** his **dog** in the **glorious** **autumn** **morning**.



Additional exercises:

A: Write down 4 words with the target sounds that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____
2. _____
3. _____
4. _____

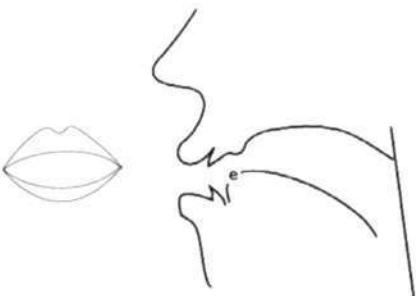
B: Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____
2. _____
3. _____
4. _____

Lesson 12: The [e] sound as in "pen"

Speech organs position:

The jaw is approximately half open, tip of the tongue is behind the bottom teeth, the front of the tongue coming to about approximately three fourths (3/4) of the way up. The sound is pronounced in the front of the mouth.



[e e e]

A40

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [e] sound

e	sensible, wren, beg, bent, gentle, generosity
eo	leopard, jeopardy
ea	head, wealth, measure, pleasure, thread, leather
ei	leisure, Leicester, friend
ay	says

Highlighted bold letters pronounced as [e]

A41

Comparison: [ə] and [e]

[ə]
canal
correct
gazette
police
support
command
American

[e]
kennel
kept
geld
pence
self-help
ketchup
embassy

A42

聋 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. "It's best for your **pet's** **health** to **rest**", **said** an **educated** **vet** to a **wealthy** **gentlemen**.
2. **Educated** **men** have always **measured** **every** word they **said**.
3. **Twenty-seven** **shepherds** **hesitated** before **entering** the **sheep-pen**.
4. It's a real **pleasure** to **rest** on a nice **leather** sofa.
5. A **red** **leather** jacket was **well** **presented** on the display.
6. The **weather** was **wet** and **windy** when the **men** were **mending** the **fence**.

A43

聋 Verses

Listen and copy the intonation and voice modulation on the CD.

Let us gaily tread the measure,
Make the most of fleeting leisure;
Every moment brings a treasure,
Of its own especial pleasure...
Let us gaily tread the measure.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

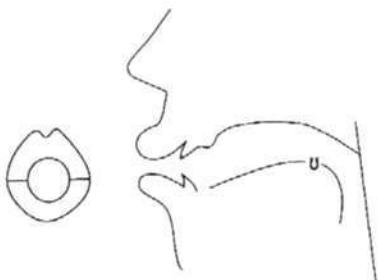
1. _____ 3. _____

2. _____ 4. _____

Lesson 13: The [ʊ] sound as in "book"

Speech organs position:

Lips rounded and forward a little, not as far forward as in long vowel [u:] but very close. The jaw is almost closed, but not quite. The back of the tongue is fairly high in the back of the mouth.



[ʊ ʊ ʊ]

A44

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ʊ] sound

u

Highlighted bold letters pronounced as [ʊ]

oo, o

put, push, full, butcher, spoonful, fulfil, cushion

oul

book, look, good, wool, wood, wolf, foot, stood

could, would, should

A45

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Could you put this good Worcester wool in the wooden chest?
2. The butcher saw a wolf looking in every nook for the fallen rook.
3. Our cook couldn't cook without looking at his cookery book.
4. If I could just get off the hook and get rid of my responsibility to cook.
5. You could easily lose your foothold in the bulrushes by the brook on the way to the



"**B**ull and **B**ush" pub.

6. If you are preparing a **p**udding you must have **s**ugar and a **g**ood **c**ookery **b**ook.

A46

Headphones **V**erses

Listen and copy the intonation and voice modulation on the CD.

Would you take this **b**ook!

Could you leave that **h**ook!

Let us walk by **f**oot!

That sounds **g**ood!

We **c**ould, we **w**ould, we **sh**ould!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

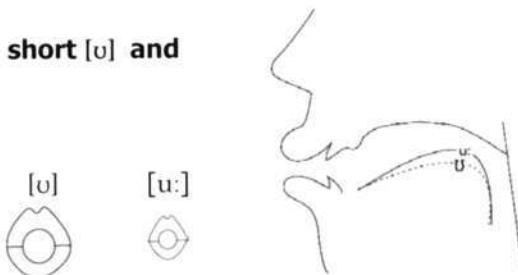
1. _____ 3. _____

2. _____ 4. _____

Lesson 14: Comparison [ʊ] and [u:]

A47

Contrast between short [ʊ] and long [u:]



[ʊ]	[u:]	[ʊ]	[u:]
could	clue	good	glued
foot	food	wood	wound
full	fruit	book	boom
look	loose	took	true
put	pool	rook	rouge
should	shoes	soot	soon

A48

Sentences: short [ʊ] sound highlighted as bold and long [u:] highlighted as black and underlined

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **wounded** wolf **couldn't** **move** his **foot** and **soon** fell asleep under the **bush**.
2. **Worcester** **wool** **would** **suit** **beautifully** for my **new** **blue** **suit**.
3. Natural **foods** contribute to a **good** diet.
4. Behaving **loosely** **could** be seen as **foolish** and **wouldn't** **improve** your **look**.
5. **Good** **books** **usually** **fulfil** people's lives.

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

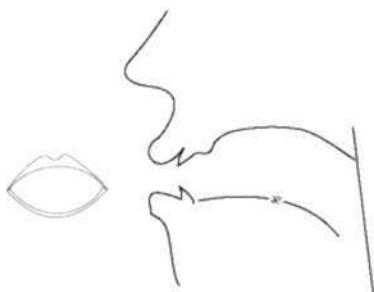
2. _____ 4. _____

Lesson 15: The [æ] sound as in "cat"

Speech organs position:

Open jaw, open loose lips,
almost flat tongue at the
bottom of the mouth,
think forward.

[æ] [æ] [æ]



A49

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Japanese, barrage, nationalities, bad, happened, land, understand,
activity, prank, miraculous, panther, ragged, man, actually

A50

Comparison: [e] and [æ] sounds

[e]	[æ]	[e]	[æ]
men	man	beg	bag
guessed	gassed	pet	pat
fed	fad	ten	tan
hem	ham	said	sad
hetero	hand	breath	bandage
wren	rank	kettle	candle

A51

Comparison: [ə], [e] and [æ]



[ə]

moraine
Beluga
banana
solution
lament
towards



[e]

mess
bend
bred
set
led
together



[æ]

mass
band
brand
sat
land
gather

A52

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. A black **fat cat** was **sad** when he couldn't **grab** a slice of **ham**.
2. It **can** be quite a challenge to **manage** a **marriage**.
3. A **man** who looked **unhappy** **sang** a **sad bad mad** **romantic** song.
4. As a **habit** I **add** some **tomato** to my **hamburger**.
5. Standing **hand** in **hand**, the **man** asked **Jan** for her **hand** in **marriage**.
6. Can you **manage** to **carry** those **magazines** **back** to the **rack**?

A53

Verses

Listen and copy the intonation and voice modulation on the CD.

What was **that**?
It was the **cat**!

Pull ashore in **fashion** steady,
For the clergyman is ready
To unite the **happy** pair!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

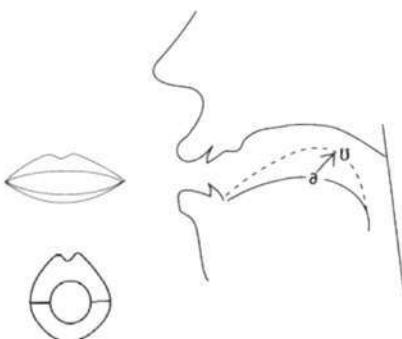
2. _____ 4. _____

Lesson 16: Diphthong [əʊ] as in "home"

Speech organs position:

Start with a relaxed schwa position [ə] (Lesson 6), then bring the lips forward into your short [ʊ] as in "book" position.

[ə ə əʊ ə ə əʊ əʊ əʊ əʊ]



A54

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [əʊ] sound

Highlighted bold letters pronounced as [əʊ]

o	hope, role , focus, those , both , clothes, bold , open, whole
oa	road, oak , coat
ow	glow, sorrow, pillow, follow, sparrow , throw
ew	sew

A55

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Joan** has a **cold** in her **nose** because she **rode** her **pony** through the **frozen snow**.
2. The **poetry** of **bold poems** imposed a strange **tone** on the **whole show**.
3. I **don't know** when I will come **home**, **although** I am closely **focusing** on the **road**. But soon, **most** probably, I will **know** and will **phone** you as I come **closer** to our **home**.
4. When speaking on the **podium** keep your **shoulders open**!



5. Discharge your **loathsome loads!** Belch forth your venom, **toads!**
6. **Joe**, don't go to **Oklahoma** or **Ohio** but come **home** to **Rome** instead.

A56

 **VerSES**

Listen and copy the intonation and voice modulation on the CD.

Moses supposes his toeses are roses,
But Moses supposes erroneously;
For nobody's toeses are posies of roses
As Moses supposes his toeses to be.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

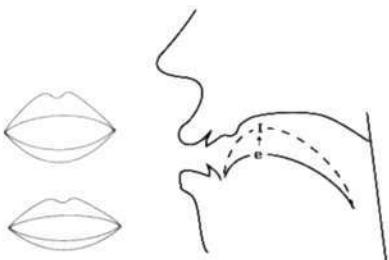
2. _____ 4. _____

Lesson 17: Diphthong [eɪ] as in "cake"

Speech organs position:

Starting with [e] as in "pet" (Lesson 10), and then tongue rises just a little to [i] as in "pit" (Lesson 7).

[e e eɪ e e eɪ eɪ eɪ eɪ]



A57

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [eɪ] sound

Highlighted bold letters pronounced as [eɪ]

a take, arrange, **late**, **tape**, amaze, change, shape,
stimulate, populate

ai aim, rainbow, **vain**, gain, plain

ay pay, gay, **tray**, betray

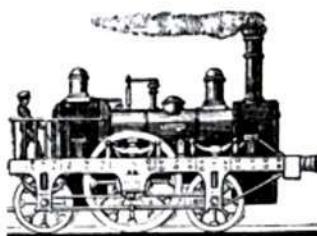
eigh, aigh weight, **eight**, straight

A58

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The train at **eight** was very **late**;
we left the **station** with frustration.
2. **Betrayed** and amazed we **aimed**
hastily for the **Chain Walk brasserie**.
3. We patiently **waited** in **vain** for our
favourite table to become **vacant**.
4. To **name** your child with an **ancient**
name some **may** consider **insane**!
5. All the **favourite cakes** that Jane
had **made** were placed on **trays**.
6. You must **pay** any **day** if you are going **away** on the **train**.



6 Verses

Instructions: Copy the intonation and modulate the voice after the CD.

Stay, Frederic, stay!
 They have no legal **claim**,
 No shadow of a **shame**
 Will fall upon my **name**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

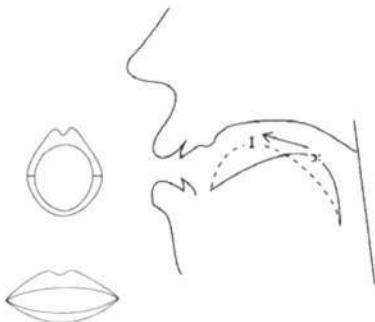
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

Lesson 18: Diphthong [ɔɪ] as in "boy"

Speech organs position:

Starting with a long [ɔ:] sound as in "court" (Lesson 3), with the lips forward and quite tight, the jaw is fairly closed, the lips relaxed. As you move the tongue it comes a little bit further forward to an [i] position, as in "pit" (Lesson 7). The lips are loose and relaxed.



[ɔ: ɔɪ ɔ: ɔ: ɔɪ ɔɪ ɔɪ ɔɪ]

A60

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ɔɪ] sound

oi

Highlighted bold letters pronounced as [ɔɪ]

coin, exploit, moisture, boil, spoil, poise, anoint,
soil, points, broil, foil, loiter

oy

enjoy, loyal, annoy, royal, toy, Lloyd, decoy,
destroy

A61

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Troy** was once **destroyed** by flamboyant **noisy** soldiers.
2. A **noisy voice** can be so **annoying** that the whole image can be **spoiled**.
3. Rice requires **moist soil** and months of **toil**.
4. Any **noise** **annoys** an **oyster**, but a **noisy noise** **annoys** an **oyster** most.
5. You can't **enjoy** the beef if the **joint** is covered with **boiling oil**.

6. Moira was very annoyed at the boisterous noise of her toy-boy enjoying his oysters.

A62

 **Verses**

Listen and copy the intonation and voice modulation on the CD.

An orphan boy,
Forgo your cruel employ,
How sad – an orphan boy.
If pity you can feel,
Leave me my sole remaining joy –
Against the sad, sad tale of the lonely orphan boy!



Additional exercises

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

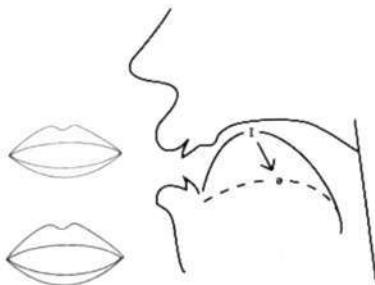
1. _____ 3. _____

2. _____ 4. _____

Lesson 19: Diphthong [iə] as in “dear”

Speech organs position:

Starting with a short [i]
position as in “pit” (Lesson 7),
then dropping the tongue
back into the schwa [ə]
(Lesson 6).



A63



 **Words**

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ɪə] sound	Highlighted bold letters pronounced as [ɪə]
ea	cereal, nuclear, gear, nearly, theatre
ie	experience, bier, pier, cavalier
io	superior, exterior
iou	mysterious, curious, spurious
ei	weird, weir
er	sphere, interfere, here, queer, peer, sheer

A64



Headphones Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Vera, dear, wipe your tears, come near here and forget your fear!**
2. **My experience of piercing Vera's ears was rather weird.**
3. **Really dear beer makes me cheerful but spurious beer makes me furious.**
4. **It was queer to experience a year with my cavalier peers at Lear's.**



5. Last **year** I had a **delirious** **experience** when I was allowed to **steer** the boat **near** the **weir**.
6. My **tearfulness** soon **cleared** when I met the **dear**, **fearless**, **mysterious** stranger.

A65

Verse

Listen and copy the intonation and voice modulation on the CD.

Sad is that woman's lot who, **year** by **year**,
Sees, one by one, her beauty **disappear**,
When Time, grown **weary** of her heart-
drawn sighs,
Impatiently begins to 'dim her eyes'!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

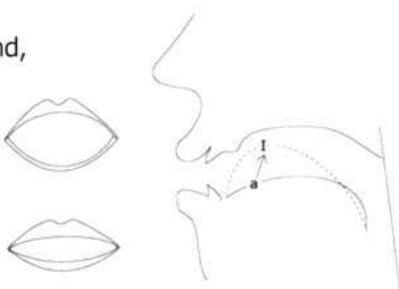
2. _____ 4. _____

Lesson 20: Diphthong [aɪ] as in "bride"

Speech organs position:

Starting with an open [a] sound, flat tongue, open jaw, then moving to [i] as in "pit", the jaw closes and the tongue rises for the second part of the sound.

[a a aɪ a a aɪ aɪ aɪ aɪ]



A66

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [aɪ] sound

Highlighted bold letters pronounced as [aɪ]

y	sky, fly , cry, supply, terrify, deny
i	idle, slide, shine, wild, advertise, design, mind
igh	might , high, nigh , delight, right
ui	quite, guide

A67

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Try to find a bright idea behind the rhymes of Oscar Wilde.
2. The sun is no longer high in the sky as the day declines.
3. "His wife is quite mild and kind." What? Are you blind?
4. There are some guys in St. Ives who have up to seven wives.
5. Holding their chins quite high nine knights were riding by.
6. Try not to be frightened of spiders, just hide when they come in sight – they won't bite!
7. Nine men with fine tenor voices decided to sing quite high in the choir on Friday night.

Listen and copy the intonation and voice modulation on the CD.

There was a lady loved a swine,
She kindly asked:
Pig-hog will you be mine?
I will build you a silver sty,
In which you will idly lie.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

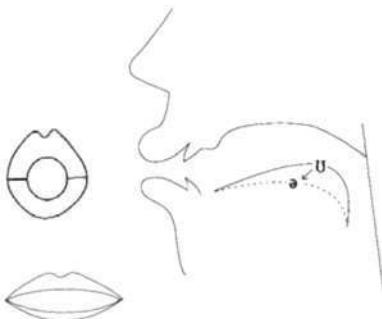
2. _____ 4. _____

Lesson 21: Diphthong [ʊə] as in “poor” and triphthong [juə] as in “fewer”

Speech organs position:

Start with lips forward like for the short vowel [ʊ] as in “book” (Lesson 11), and then glide to the neutral [ə] sound (Lesson 6) with the lips falling back and jaw opening.

[ʊ ʊ ʊə ʊ ʊ ʊə ʊə ʊə ʊə]



A69

聆听 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [ʊə] sound

or poor, moor, tour, jury, casual, lure, dour
ur insure, rural, assure, Drury, plural
ew sewer, jewel, brewer

Spelling variations
for the [juə] sound

ur manure, pure, mature, obscure
ua dual, fuel, manual
we fewer

Highlighted bold letters pronounced as [ʊə]

Highlighted bold letters pronounced as [juə]

A70

聆听 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The immature **jury** was uns**ure** and could no longer end**ure** spurious assurances.
2. Obscure rural **moors** allure Muriel more than luxurious **jewels**.
3. Dour Mr. **Ruhr** was enduring the **cure** after his fiasco in am**our**.
4. The **pure** girl was **lured** in the **sewers** by the **furious** steward.

5. I assure you, the rural Yorkshire moors are worth visiting on your tour of Europe.

A71

 **VerSES**

Listen and copy the intonation and voice modulation on the CD.

False is he whose vows alluring
Make the listening echoes ring;
Sweet and low when all-enduring
Are the songs the lovers sing!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

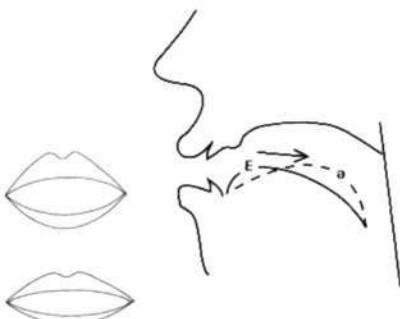
1. _____ 3. _____

2. _____ 4. _____

Lesson 22: Diphthong [eə] as in "care"

Speech organs position:

Start with the vowel [e] as in "pet", with the lips spread and the front of the tongue a little bit lifted in the front of the mouth. Then the tongue relaxes back into the neutral [ə] position and the lips become floppy and loose.



[e e eə e e eə eə eə eə]

A72

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [eə] sound

Highlighted bold letters pronounced as [eə]

air

repair, fairy, despair, flair, **mayor**, pear

a before **r**

precarious, scarcely, vicarious, nefarious, **care**

are

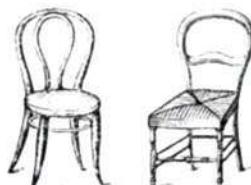
scares, square, careless, compare, beware,
glare

A73

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Please, take **care** of our **heir**! But **beware**, he can be **unbearable**.
2. I **compared** my **questionnaire** with **Clare's** and fell into **despair** as I became **aware** that my **questionnaire** was rather **bare**.
3. I cannot **dare** nor be able to **bear** an **affair** with a married man.
4. I like to **wear** my **hair** groomed with **care**.
5. I'm prepared to **swear** that the **Mayor** rarely shared a **hare**.
6. Take **care**! These **chairs** have had their **fair share** of **wear** and **tear**.



Listen and copy the intonation and voice modulation on the CD.

Oh! Chancellor unwary,
 Your attitude is vary!
 Your badinage so airy,
 Your manner arbitrary,
 Are out of place
 When face to face
 With an influential Fairy.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

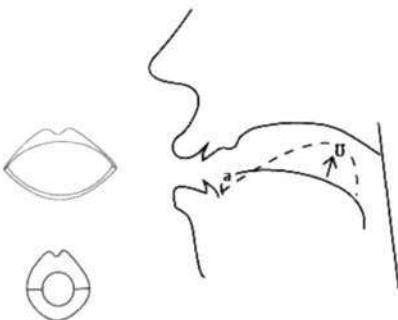
1. _____ 3. _____

2. _____ 4. _____

Lesson 23: Diphthong [au] as in "cow"

Speech organs position:

Starting with an open jaw position, a relaxed tongue and relaxed lips; the sound is made in the front of the mouth, like in [a:] vowel (Lesson 1). Then the jaw closes and the lips come forward, the tongue rises at the back of the mouth for [u] as in "book" (Lesson 13).



[a a au a a au au au au]

A75

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [au] sound

Highlighted bold letters pronounced as [au]

ou

found, **mouse**, **sprout**, **bounce**, **shout**, **loud**,
doubt, **scout**, **mountain**, **thousand**, **fountain**

ow

prow, **trowel**, **vowel**, **owl**, **now**, **endow**, **flower**

A76

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. No **doubt** we can find **thousands** of **flowers** in the Swiss **mountains**.
2. **How now** brown **cow**.
3. I saw a **clown** shouting in the **town**.
4. Here lies the body of Jonathan **Pound** who was last seen at sea and never **found**.



5. The **loud** **sound** of the **hounds** confounded the **brown** **mouse**.
6. With a **shout**, the boy **found** a **thousand** **pounds** to the **south** of the town.

A77

 **Verses**

Listen and copy the intonation and voice modulation on the CD.

Teddy worried **about**

The fact that he was rather **stout**.

But now he is **proud** of being short and **stout**.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

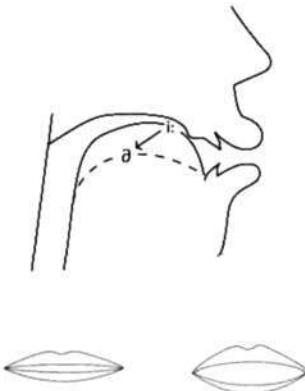
Lesson 24: Semi-vowel [j] as in "yacht"

Semi-vowels are neither vowels nor consonants. The speech organs start as if you make a pure single vowel, but instead of making that sound, they immediately move to another sound.

Speech organs position:

[j], as in "yes": The tip of the tongue behind the bottom teeth. The front of the tongue comes high in the mouth, as if you're going to say [i:], as in feet. But before you can say [i:], the front of the tongue drops rapidly to the neutral or schwa position [ə] and it's that movement coming down that forms the sound [j].

[j] j j]



B1

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [j] sound

Highlighted bold letters pronounced as [j]

y

young, **y**es, **y**ou, **y**esterday, **y**ard, **y**arn

u

use, **u**rgue, **u**alue, **u**duty, **u**gape, **u**ssume, **u**refuse,
uconfuse, **u**nisex

ew

ew, **few**er

B2**Sentences**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Yesterday, we had to queue to get into Kew.
2. I refuse to argue with you. Excuse me, I have duties to pursue.
3. I was confused that the bank refused to accept my Euros.
4. The youth yelled out, "I yearn to go to York!"
5. You knew yesterday's news about the European yachts tour, didn't you?
6. In the European Union, the sound of beautiful music is not unique.

B3**VerSES**

Listen and copy the intonation and voice modulation on the CD.

Love that no wrong can cure,
 Love that is always new,
 Love that will aye endure,
 Though the rewards be few,
 That is the love that's pure,
 That is the love that's true!

**Additional exercises:**

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

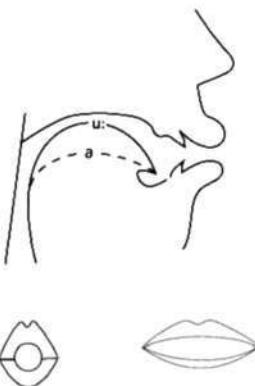
1. _____ 3. _____

2. _____ 4. _____

Lesson 25: Semi-vowel [w] as in "want"

Speech organs position:

The lips start as if they are going to say [u:], as in "blue" (Lesson 2), but before they can actually form the long vowel [u:], they shoot back once again to a neutral schwa position (Lesson 6), and it's the sound that is caused by the lips moving back that makes the [w]. Project the lips well forward. The sound is fully vocalized.



B4

Repeat once from left to right:

w	w	w	w
ww	ww	ww	w
www	www	www	w
wwww	wwww	wwww	w

B5

Repeat each line four times:

1. **Will** you?
2. **Will** you **wait**?
3. **Will** you **wait** for **Willy**?
4. **Will** you **wait** for **Willy** and **Winnie**?
5. **Will** you **wait** for **Willy** and **Winnie Williams**?



B6**听得** Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [w] sound

Highlighted bold letters pronounced as [w]

w	wax, wolf, work, wait, want, watch, weather
wh	whale, wheel, whether
u after q	queen, quench, quantity
o	once, someone

B7**听得** Words: contrasts with [v] and [w]

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[v]

vet

vest

vale

vain

via

vine

[w]

wet

west

whale

wane

wire

wine

[v]

veal

vend

vent

verse

vile

vim

[w]

wheel

wend

went

worse

while

whim

B8**听得** Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Will you be required to work in Westwood on Wednesdays?
2. I wondered whether any one of you were willing to acquire our exquisite wines.
3. The qualitative results were not what we wanted from our quantifiable questionnaire questions.
4. Every one would want to have as a wife a wondrous wise woman with beautiful eyes.
5. A Welshman in Wellington boots wandered into the woods with his cool dudes.

6. He **won** the award for having **won** the world's **worst** **worsted** waistcoat.

B9

 **Verses**

Instructions: Copy the intonation and modulate the voice after the CD.

We are blind, and **we** **would** see;
We are bound, and **we** **would** be free;
We are dumb, and **we** **would** talk;
We are lame, and **we** **would** walk.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

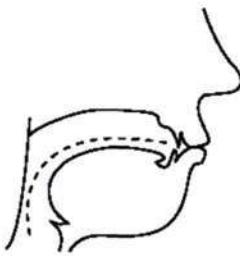
1. _____ 3. _____
2. _____ 4. _____

Lesson 26: Plosive consonants unvoiced [p] as in "pack" and voiced [b] as in "big"

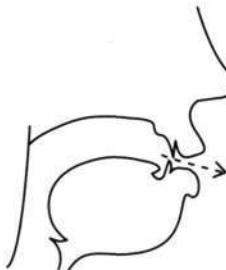
When producing plosives the passage of the air is completely blocked by two speech organs coming together somewhere between the throat and the lips. Pressure is compressed behind them pushing the air. When the speech organs are suddenly released that trapped air which was completely pressed behind the blockage shoots out, and we hear a little explosion, that sound creates the consonant.

Speech organs position:

[p] and its partner [b] are made with the lips blocking the passage of the air. [p] is made purely with breath; [b] is made exactly the same way, but you vibrate the vocal chords to make a sound. If you block the passage of the air for a split second before you make [p], you can feel a little pressure behind the blockage and then you release it. Add voice to that explosion and you get [b]. Sharp, quick sounds.



Stage 1



Stage 2

B10

⌚ Repeat once from left to right:

p
pp
ppp
pppp

p
pp
ppp
pppp

p
pp
ppp
pppp

p
p
p
p

B11

⌚ Words for unvoiced [p] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

plate, place, pantry, parsley, perform, public, present, print, impromptu, pleasant, place, personal, property, precipitate

B12

⌚ Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **pact** on “**Privacy of Personal Property**” was **printed** in the **paper**.
2. He gave a **poor explanation** of the **possibility of postponing** the **preliminary plans** to **put** a new **production manager** in **place**.
3. **Paul’s preposterous impromptu performance** was **pretty personal** and lacked **propriety**.
4. **Penelope promoted** a healthy **peasant appearance** in her new **spring compilation**.
5. Although **pizzas** are **popular**, most **people prefer** **pretzels**.
6. **Please porridge hot, please porridge cold, please porridge in the pot** nine days old.

B13

⌚ Tongue-twister

Listen and copy the intonation and voice modulation on the CD.

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper
picked?



B14

⌚ Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

A complicated gentleman allow me to present,
Of all the arts and faculties a terse
embodiment:
A great arithmetician, who can demonstrate
with ease,
That two and two are three or five, or
anything you please:
An eminent logician, who can make it clear to
you
That black is white – when looked at from the
proper point of view:
A marvellous philologist, who'll undertake to show,
That "yes" is but another form of "no".



B15

⌚ Repeat once from left to right:

b	b	b	b
bb	bb	bb	b
bbb	bbb	bbb	b
bbbb	bbbb	bbbb	b

B16

⌚ Words for voiced [b]

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

b

Nasal plosion

Labial and lateral plosion

bring, **baby**, **Bob**, **snob**, **bomb**, **balm**

cabman, **submit**, **submarine**, **sob** noisily

babble, **trouble**, **gobble**, **table**, **double**

B17**听力 Sentences**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Bill **Bobby** bought a **big black cab** and **became** a troubled **cabman**.
2. The **Bible** on the **table** **belonged** to **Brenda Blenkin**.
3. It was **brilliant** **bursting bubbles** in their **billions** during the **ball** in **Belgravia**.
4. **Bobby** and **Brenda** saw a **black bat** and a **big bumble bee** at a **barbecue** with their **neighbours**.
5. The **blackbird** **built** a **beautiful big** nest.

B18**听力 Comparison: [p] and [b]**

[p]

pocket
piece
pork
point
panther
passport

[b]

bucket
bees
bark
boiled
bender
buzzword

B19**听力 Tongue-twister: the voiced [b] sound**

Instructions: Copy the intonation and modulate the voice after the CD.

Betty Botter bought some butter,
But, she said the butter's bitter;
If I put it in my batter
It will make my batter bitter,
But a bit of better butter,
That would make my batter better.



 **Articulation exercise**

Instructions: Make consonants clear and crisp.

Bibby Bobby bought a bat; Bibby Bobby bought a ball,
With that bat he banged the ball, banged it bump against the wall,
But so boldly Bobby banged, soon he burst the rubber ball.
Boo sobbed Bobby, goodbye ball. Bad luck, Bobby, bad luck ball.
Now to drown his many troubles, Bibby Bobby's blowing bubbles!

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

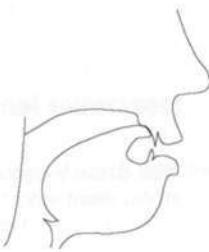
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

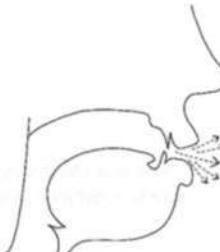
Lesson 27: Plosive consonants unvoiced [t] as in "tent" and voiced [d] as in "dog"

Speech organs position:

Sounds are made with the tip of the tongue going up to the alveolar ridge, the gummed ridge behind the top teeth. There is a blockage for a split second; the tongue tip comes down sharply, the breath escapes and we get [t]. Add sound and we get [d].



Stage 1



Stage 2

B21

Repeat once from left to right:

t	t	t	t
tt	tt	tt	t
ttt	ttt	ttt	t
tttt	tttt	tttt	t

B22

Words: unvoiced [t] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

ten, tiny, tortoise, taught, try, test, text, flute, tutor, tots, turn, table, tennis, trot, tumultuous, tactless, terrific, traffic, totalitarian

B23

聆听 Sentences: unvoiced [t] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Students **taught** by a private **tutor** from Eton passed **all** university **tests** with **outstanding** results.
2. Little **tots** were shocked **d** by the **tumultuous** shouting sound of the waters.
3. When playing **table tennis**, **take** turns every **thirty** minutes **to** avoid **fatigue**.
4. **Try** to **teach** **tots** with **tolerance** and **tact**.
5. The river **Trent** **tends** **to** be a **trickle** rather than a **torrent**.

B24

聆听 Verses

Listen and copy the intonation and voice modulation on the CD.

Timothy Titus took two ties
To tie two tulips to two tall trees,
To terrify the terrible Thomas and
Tullamees.



B25

聆听 Repeat once from left to right:

d	d	d	d
dd	dd	dd	d
ddd	ddd	ddd	d
dddd	dddd	dddd	d

B26

⌚ Words: voiced [d] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

diligent, drought, durable, did, done, drill, drag, dwell, dangerous, damage, diminish, diversified, dandruff, downdraft, dedicate

B27

⌚ Comparison: [t] and [d]

[t]	[d]
cart	card
tell	dwell
write	ride
tree	dream
trout	drought
tart	bard

B28

⌚ Sentences: voiced [d] sound

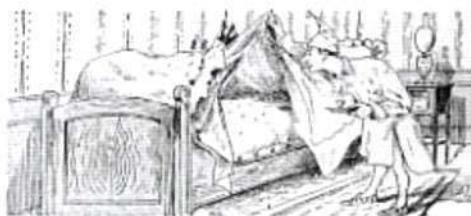
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Dunhill's **due** **diligence** revealed **d**ouble **standards** in the production of **different** **brands**.
2. Douglas' **daughter** **Deborah** turned **d** out to be a **ddancer**.
3. I've studied **d** the **documentation** for the new **kidney** **drug** in **d**etail.
4. The **dedicated** **student** **devoted** to **drama** achieved **dramatic** results of immense **depth**.
5. Duke **Douglas** **dealt** mainly with **ducks** and **drakes**.

B29**Verse**

Listen and copy the intonation and voice modulation on the CD.

Tormented with the
anguish dread
Of falsehood unatoned,
I lay upon my sleepless
bed,
And tossed and turned
and groaned.

**B30****Articulation exercise**

Listen and repeat, keeping consonants clear and crisp.

What a to do to die today at a minute or two to two
A thing distinctly hard to say but harder still to do
For they'll beat a tattoo at twenty to two a Ra ta ta ta ta ta ta too
And the dragon will come when he hears the drum
At a minute or two to two today at a minute or two to two.

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

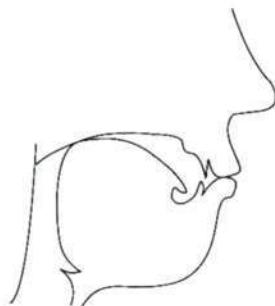
1. _____ 3. _____

2. _____ 4. _____

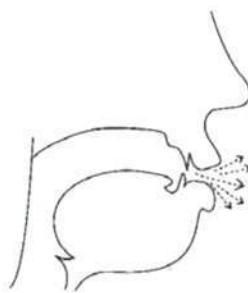
Lesson 28: Plosive consonants unvoiced [k] as in "kind" and voiced [g] as in "gloss"

Speech organs position:

The tip of the tongue behind the bottom teeth, it's the back of the tongue going right up to make contact with the soft palate at the back of the roof of the mouth, and that forms the blockage. Then let the tongue come down and the air escapes in that little explosion and you get [k]; add voice and you get [g].



Stage 1



Stage 2

B31

🔊 Repeat once from left to right:

k
kk
kkk
kkkk

k
kk
kkk
kkkk

k
kk
kkk
kkkk

k
k
k
k

B32

🔊 Words: the unvoiced [k] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [k] sound

Highlighted bold letters pronounced as [k]

k
q
c
ch

sketch, **keep**, **Kenya**, **ketchup**, **key**, **kind**
quite, **quick**, **request**, **squeeze**, **antique**
cat, **curious**, **magic**, **uncle**, **historical**, **holistic**
charismatic, **stomach**, **chemist**, **chaos**, **chord**

B33

听力 Sentences: the unvoiced [k] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Kurt can't keep his cool when criticised by his uncle.
2. Catastrophic repercussions concerning chaotic confusion in clerical circles were kept quiet.
3. For a snack Cliff had crunchy crisps, cake with creamy custard and a cup of milky coffee.
4. Charismatic Clara was keen to wear kinky clothes.
5. Constance collected coins and costumes from Canada and Cambodia.

B34

听力 Verses

Listen and copy the intonation and voice modulation on the CD.

There was a crooked man,
And he walked a crooked mile,
He found a crooked sixpence
Against a crooked stile;
He bought a crooked cat,
Which caught a crooked mouse,
And they all lived together
In a little crooked house.



B35

🔊 Repeat once from left to right:

g	g	g	g
gg	gg	gg	g
ggg	ggg	ggg	g
gggg	gggg	gggg	g

B36

🔊 Words: voiced [g] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations Highlighted bold letters pronounced as [g]
for the [g] sound

g	guessed, guard , ghost , plague, glue , struggle , angle, single, signal, language
x-[gz]	exact, examination, exaggerate , exert, exasperate, existing

B37

🔊 Comparison: [k] and [g]

[k]	[g]
creasy	graze
request	rugby
climax	glass
coast	ghost
con	gone

B38

🔊 Sentences: voiced [g] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Gladys glanced at Graham and gave him a vague **giggle**.
2. Grace struggled with her Greek grammar exam and was **glad** to get a **great grade**.
3. Gilbert Green is no longer a single **guy**.
4. Gracious Gloria gazed at the exaggerated **gleaming globe**.

5. "Good gracious," the grey ghost said, "the fog is getting thicker."

B39

⌚ Tongue-twister

Listen and copy the intonation and voice modulation on the CD.

Three grey geese in a green field
grazing,
Green were the geese and green
was the grazing.



B40

⌚ Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

pt	pt	pt	pt
kt	kt	kt	kt
ptkt	ptkt	ptkt	ptkt
bd	bd	bd	bd
gd	gd	gd	gd
bdgd	bdgd	bdgd	bdgd

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

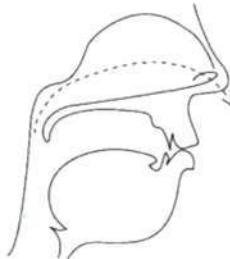
Lesson 29: Nasal consonant [m] as in "monk"

Description of nasal consonants:

Two blockages to make the breath go straight into the nose. First of all the most important blockage is at the soft palate which is right at the back of the roof of the mouth; it actually is lowered, so that it stops the breath from coming from the lungs and the throat into the mouth and it has to come up and out of the nose. At the same time we have three little positions of the speech organs which also form the blockage in the case of: [m], [n] and [ŋ].

Speech organs position:

[m]: the lips come together, so that the breath cannot escape; the sound is produced in the nose.



B41

Words: the [m] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

move, immortal, comb, smoke, asthma, prism, melody, maverick, melancholic, Manchester, mirror, monster, mimosa, meaning

B42

Sentences: the [m] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **manager** from **Manchester** recommended **making** **more** **money**.
2. **Mozart's** **melancholic** **melodies** have **bottomless** **meaning**.
3. "The **moon** looks like a **mottled** **melon**," **murmured** **Mark**.
4. **Margaret** **must** be **on time** for her **morning** lessons in **mime**.
5. **Mobiles** **made** in **Malaysia** **meet** the needs of the **most** **demanding** of **customers**.
6. **Minnie Mouse** was **moving** to the **chasm** in the **marble** **mausoleum**.

B43

Headphones Tongue-twister: the [m] sound

Listen and copy the intonation and voice modulation on the CD.

Hie to the **market**, **Mimi** come trot,
Spilt all her butter **milk**, every drop.
Every drop and every dram,
Mimi came home with an empty can.



B44

Headphones Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

My boy you may take it from me,
That of all the afflictions accursed
With which a man's saddled and hampered and addled,
A diffident nature's the worst.
Though clever as clever can be
A Crichton of early romance
You must stir it and stump it and blow your own trumpet,
Or trust me you haven't a chance!

Now take for example my case
I've a bright intellectual brain
In all London city there's no one so witty –
I thought so again and again.
I've a highly intelligent face –
My features cannot be denied –
But whatever I try, Sir, I fail in, and why Sir?
I'm modesty personified!

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

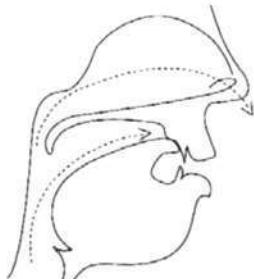
1. _____ 3. _____

2. _____ 4. _____

Lesson 30: Nasal consonants [n] as in “nun”

Speech organs position for the [n] sound:

The tip of the tongue is on the alveolar ridge, but the soft palate coming down, the sound is produced in the nose. Keep the tongue still while making the sound and then relax.



B45

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [n] sound

Highlighted bold letters pronounced as [n]

n

noble, **nunnery**, **nimble**, **naughty**, **nine**, **never**,
nest, **lawn**, **dawn**, **upon**, **down**, **penny**, **again**,
son

kn

knickers, **knit**, **knowledge**, **known**

B46

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Nina** wouldn't give her **phone** number to just **anyone**.
2. I **neither understand** nor **instantly** admire **ignorant**, **narrow-minded**, **opinionated** men without **inner** fire.
3. **Anne** finds the **news** from foreign countries **informative** and **interesting**.
4. **Naughty Nick** sneaked off to Aunt **Annie's** **barn** and **napped** till **noon** like a baboon.
5. At **nine in the morning**, the **train** for **Nottingham** comes **down** the **line**.
6. Neither **Nina** nor **Nita** needed new **knitted** **knickers**.



Verse

Listen and copy the intonation and voice modulation on the CD.

For every evil **under** the sun,
 There is a remedy or there is **none**.
 If there be **one**, try **and** find it;
 If there be **none**, never mind it.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

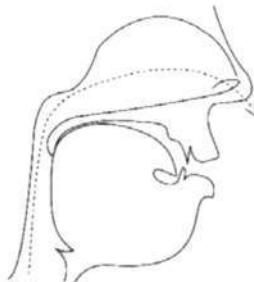
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

Lesson 31: Nasal consonants [ŋ] as in “king”

Speech organs position for the [ŋ] sound:

The tip of the tongue is down behind the bottom teeth, but the back of the tongue goes up to the soft palate, forming a blockage.



B48

🔊 Words: the [ŋ] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for [ŋ]

ng

Highlighted bold letters pronounced as [ŋ]

wing, sing, sung, ring, hang, bring, cling, sting, among, tongue, nothing, sailing, railing

n before k

think, wink, bank, honk

B49

🔊 Sentences: the [ŋ] sound

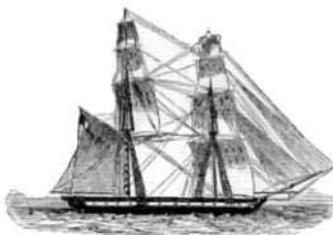
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **young** **singer** was **singing** a rousing **song**.
2. At the **beginning** of this morning's class we were practising **tongue** exercises.
3. Without **thinking**, the **King** swung on the bell and it rang with a **ting-a-ling**.
4. Paying **rent**, commuting, **eating** and **drinking** has been taking all the money I was earning from **typing**, **writing** and **publicising**.
5. Supposing he is **coming** for a meeting, will you be telling him about **separating** and **leaving** Hastings?

Verse: the [ɪŋ] sound

Listen and copy the intonation and voice modulation on the CD.

Gaily tripping,
Lightly skipping,
Flock the maidens to the shipping.
Flags and guns and pennants dipping!
All the ladies love the shipping.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

Lesson 32: Nasal plosions [tn_l] as in "cotton" and [dn_l] as in "garden"

Speech organs position:

When the nasal consonant [n] is preceded by either of the plosive consonants [t] or [d], the tip of the tongue stays on the alveolar ridge while the sounds are made at the same time and the breath escapes from the nose.

B51

⌚ Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

tn_l mutton, cotton, button, eaten, Eton, threaten, kitten, curtain, certain, heighten, tighten, fatten, frighten, beaten
dn_l hidden, burden, sadden, Haydn, pardon, sudden, madden, maiden, gladden, harden, suddenly, garden, modern

B52

⌚ Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

[tn_l]

1. For my graduation from **Eton**, I **certainly** need a nice white **cotton** shirt with **buttons**.
2. The police **threatened** to **tighten** the rules for entering the country.
3. You must always be **certain** to **tighten** the cords when hanging your **curtains**.

[dn_l]

1. I would be glad to get rid of some **burdens** of our **modern** life.
2. A frightened **maiden** has been **hidden** in the rear **garden**.
3. Haydn is not a **modern** composer but his music will either **sadden**, **gladden** or **madden** you.

Listen and copy the intonation and voice modulation on the CD.

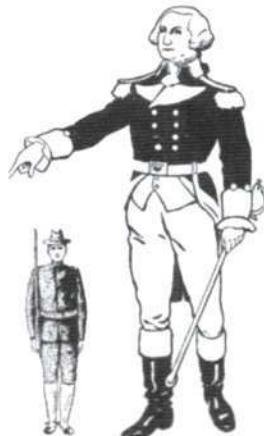


Three little kittens
They lost their mittens,
And they began to cry:
Oh, mother dear,
We sadly fear
Our mittens we have lost.
What! Lost your mittens,
You naughty kittens!
Then you shall have no pie.

Listen and repeat, keeping consonants clear and crisp.

Major-General

I am the very model of a modern Major-General
I've information vegetable, animal and mineral.
I know the kings of England and I quote the
fights historical
From Marathon to Waterloo, in order
categorical;
I'm very well acquainted too with matters
mathematical.
I understand equations, both the simple and
quadratical,
About binomial theorem I'm teeming with a lot
of news –
With many cheerful facts about the square of
the hypotenuse.
I'm very good at integral and differential calculus;
I know the scientific names of beings animalculous;
In short, in matters vegetable, animal and mineral,
I am the very model of a modern Major-General.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

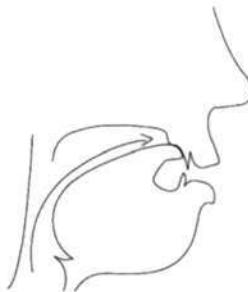
1. _____ 3. _____

2. _____ 4. _____

Lesson 33: Lateral consonant [l] as in "London"

Speech organs position:

Air escapes out of the side of the tongue. The tip of the tongue is on the alveolar ridge and the back of the tongue down; the breath has to come out of the side of the tongue to escape.



B55

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

leave, last, letter, love, lend, alone, allow, silly, chilly, fellow, shallow, holy, hollow, believe, place, plastic, blame, blue, blood, glue, glow, click, cloth, clumsy, club

B56

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Millions of letters, I believe, can be easily lost due to Royal Mail faults.
2. Luminous lamps light the whole hall marvellously.
3. Luke's ludicrous letters to Lucia are unbelievable.
4. She looked supple and elegant in her black Channel jacket.
5. Red leather, yellow leather, red leather, yellow leather.
6. Failure to calculate the yield of the field made the clever lad ill.



Listen and copy the intonation and voice modulation on the CD.



The Nightingale told his tale
In his own melodious way!
The lowly vale
For the mountain vainly sighed,
To his humble wail
The echoing hills replied.

Additional exercises

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 34: Lateral plosions [t_l] as in "little" and [d_l] as in "candle"

Speech organs position:

When the lateral consonant [l] is preceded by either of the plosive consonants [t] or [d], the tip of the tongue stays on the alveolar ridge while the two sounds are made at the same time and the breath escapes from the sides of the tongue.

B58

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

t_l	cattle, subtle, settle, rattle, total , mental , gentle , kettle, battle, brittle, metal , mettle, capital , vital , gentlemen, little
d_l	riddle, saddle, cuddle, candle , noodle, meddle, medal , bundle, pedal , tidal , fiddle, handle, poodle, paddle, middle , bridal

B59

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

[t_l]

1. It is **vital** for a **gentleman** to be **subtle**.
2. **Gentlemen**, let's estimate the **total capital** gain from our **Seattle metal** factory sale.
3. Little Lilly is so silly to fall in love with **little** Billy.
4. The noise of the **pistols** in the **battle** caused the **cattle** to be **unsettled**.

[d_l]

1. Give a **cuddle** to that **little** **poodle**!
2. For our **bridal** **candle**-lit supper we enjoyed Thai **noodles**.
3. **Paddling** to the **middle** of the **tidal** river deserves a **bundle** of **medals**.

Listen and copy the intonation and voice modulation on the CD.

Doctor Fridle went to Briddle
 In a shower of rain;
 He stepped in a puddle,
 Right up to his middle,
 And never went there again.

Of a little take a little,
 You are kindly welcome too;
 Of a little leave a little,
 This matters so to do.



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
2. _____ 4. _____

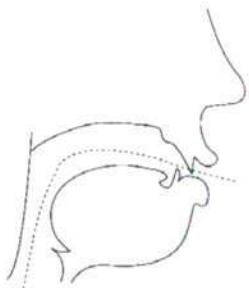
Lesson 35: Fricative consonants unvoiced [f] as in "fun" and voiced [v] as in "value"

Description of the fricative consonants:

The passage of the air is not blocked completely; it is narrowed by two speech organs coming very close together, so the breath has to squeeze its way past and as it squeezes through the small gap sets a little bit of friction, and that friction creates a sound.

Speech organs position:

It's the top teeth which gently make contact with the bottom lip. The air can squeeze past. Without any sound it forms [f] as in "fish"; add sound to that, and you get [v].



B61

聆听 Words: the unvoiced [f] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [f] sound Highlighted bold letters pronounced as [f]

f	feast, first , cleft, lift, fantasy , fantastic , finish
ft	soften, often
ph	pharmacy , phone , photograph , philosophy , physics , philharmonic
gh	rough , tough , laugh

B62

聆听 Sentences: the unvoiced [f] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Formidable Ralph** was a true **philanthropist**; in **fact**, he **often** improved the **life** of those who **felt** left out.
2. **Philip** made an **effort** to **find** his girlfriend's **favourite** **fuchsia** flowers.
3. An old **fisherman** **laughed** when he caught **five** **fresh** **fish**.

4. **F**rosty **f**rost in the **f**ridge was **ff**ix some **f**uel to **f**defrost the **f**ish **f**ingers.
5. The **f**ifty **f**riends from **f**ar-**f**lung **f**oreign lands **f**ormed a **f**raternity.

B63

聆听 Verses: the unvoiced [f] sound

Listen and copy the intonation and voice modulation on the CD.

Freddy **f**armer went to **F**rinton
And went **f**ishing in the **f**og.
When he though he'd caught a **f**ish
In **f**act he caught a **f**rog!



B64

聆听 Words: the voiced [v] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

vote, **v**irtue, **v**develop, **v**revive, **v**vacious, **v**involve, **v**arrive, **v**convince,
vthrive, **v**shore, **v**acuum, **v**Steven, **v**revival, **v**inegar, **v**olume, **v**elour

B65

聆听 Comparison: [f] and [v]

[f]
fat
file
fail
shift
effort
focus

[v]
vat
vile
vale
shove
evidence
vocal

B66

聆听 Sentences: the voiced [v] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Effervescent **V**era tried to achieve marvellous results in **vain**.
2. **V**indictive **v**endors convinced **naïve** **V**ictor to buy overpriced **velvet** and **velour**.
3. **V**ivacious **V**ivian loved to **voice** vigorous **v**erses **v**ociferously.
4. Steven **vainly** viewed **vast** **v**ales with **vacant** eyes.
5. "There are **v**ery many **v**arieties of **v**egetation on our **v**eranda," said **V**era.



B67

聆听 Verses: the [v] sound

Listen and copy the intonation and voice modulation on the CD.

Vera **vaulted** **vainly** over the garden wall,
Vera **very** nearly had a nasty fall.

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____
2. _____
3. _____
4. _____

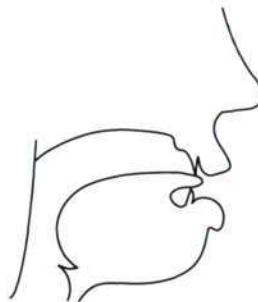
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____
2. _____
3. _____
4. _____

Lesson 36: Unvoiced consonant [θ] as in "think"

Speech organs position:

The tip of the tongue comes between top and bottom teeth gently, breath squeezes past, we hear the unvoiced [θ], as in "think"; add sound to the same process and you get [ð], as in "the".



B68

🔊 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

th **thanks, three, third, thought, thumb, thing, thin, bath, breath, cloth, tenth, sixth, truth, both, author, arithmetic**

B69

🔊 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Three** **filthy** looking **thieves** were hiding in the **thicket** of **thorny thistle** bushes.
2. The **author** revealed the uncouth **truth** in his latest **thriller**.
3. **Thelma** **thought** **that** **theocratic** **thinking** was **thrilling**.
4. Arithmetical **theorems** come from **thorough** **thinking** of enthusiastic **arithmeticians**.
5. One **wealthy** **author** only wrote the **truth** and not **filth**.

6 Comparison: [t] and [θ]

[t]

taught
trick
tin
note
matt
trade
wet

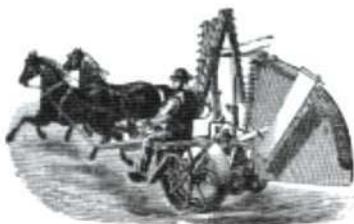
[θ]

thought
thick
thin
north
mouth
thread
hearth

6 Tongue-twister

Listen and copy the intonation and voice modulation on the CD.

A Thatcher of Thatchwood went to
Thatcher a-thatching;
Did the of Thatcher of Thatchwood
go to Thatcher a-thatching ?
If a Thatcher of Thatchwood went
to Thatcher a-thatching,
Where is the thatching the
thatcher of Thatchwood has
thatched?



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 37: Voiced consonant [ð] as in "mother"

B72

听得 Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

though, **tha**t, **th**erefore, **tha**n, **bathe**, **with**, **smooth**, **clothe**, **soothe**, **breath**e, **father**, **other**, **gather**, **rather**, **further**, **either**

B73

听得 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **This** medicine is **soothing** for my **rather** sore back.
2. I would **rather** buy **this** leather hat **than** **tha**t one **with** **the** **feathers**.
3. My **mother** and **father** adore my younger **brother** for being **rather** smarter **than** I.
4. **That** brown leather coat is made of **smoother** leather **than** **tha**t black one **in** **the** window.
5. **The** southerly wind blew **this** way and **tha**t across **the** Scottish **heather**.

B74

听得 Verses

Listen and copy the intonation and voice modulation on the CD.

The soldiers of our Queen
Are linked in friendly **tether**;
Upon **the** battle scene
They fight **the** foe **together**.
There every **mother**'s son
Prepared to fight and fall is;
The enemy of one
The enemy of all is!



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 38: Unvoiced [s] as in "son" and voiced [z] as in "zigzag"

Speech organs position:

The air escapes through a narrow passage along the centre of the tongue which squeezes between the top of the tongue and the alveolar ridge and you get [s] as in "sip"; add sound and you get [z].

B75

Words: the unvoiced [s] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations
for the [s] sound

Highlighted bold letters pronounced as [s]

s	swan, base, chase, paradise, practise, promise, gas, atlas, takes
sc	sc ientific, sc ience, sc ent
c	finance, c emetery, c ircumstances, receive

B76

Sentences: the unvoiced [s] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Sort these books on the staircase as soon as you have a spare second.
2. For supper, we've been served tasty sword fish with lemon sauce and succulent salad.
3. The symphony seemed sad and sentimental.
4. Simon saw seven silver swifts in the sea.
5. Steven Smith stood seven foot six in his stocking feet.

B77

Verse: the unvoiced [s] sound

Listen and copy the intonation and voice modulation on the CD.

Steven thought he **sang** **so** sweetly
In his **office** everyday,
But **so** **tuneless** was his **singing**
He was paid to go away...



B78

Words: the voiced [z] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [z] sound Highlighted bold letters pronounced as [z]

z	zoom, zealous , zip , zigzag , zoo , Zurich , zinc , zebra , zero , zest , Zimbabwe
s	scissors , use , does , has , is , as , was , easy , busy , dogs , trees , plays , cleanse

B79

Comparison: [s] and [z]

[s]

docks
hats
hits
cakes
nits
bits

[z]

dogs
homes
hums
kegs
nuns
bibs

B80**☛ Sentences: the voiced [z] sound**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Wise Moses had most reasonable ideas.
2. Joseph supposes that his toeses are roses.
3. Zeta rode a zebra in Zimbabwe.
4. Ideas do not fall from the trees.
5. Zoë spends pounds and pounds on snazzy shoes and gowns.
6. The bee buzzes lazily on the pansies, daisies and roses.

B81**☛ Verses: the voiced [z] sound**

Listen and copy the intonation and voice modulation on the CD.

Scissors and string, scissors and string,
When a man's single he lives like a king.
Needles and pins, needles and pins,
When a man marries his trouble begins.

**Additional exercises:**

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 39: Unvoiced [ʃ] as in "shock" and voiced [ʒ] as in "vision"

Speech organs position:

The tongue tip near the bottom of the mouth. It is the front of the tongue that comes up to almost the alveolar ridge and the little bit of hard palate next to it. As the breath squeezes past, we get [ʃ], as in "shall"; add sound and we get [ʒ], as in "measure". The tongue tip does not come to the alveolar ridge for that.

B82

Words: the unvoiced [ʃ] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʃ] sound	Highlighted bold letters pronounced as [ʃ]
sh	sheep, shirt, push, wish, fashion, cashier
ch	moustache, champagne
s, ss	pressure, session, Russia, sure, Sean
Spelling variations for the [ʃə] sound	Highlighted bold letters pronounced as [ʃə]
cio, cia	special, delicious, malicious, suspicious
tio, cia	condition, motion, nutritious, Venetian

B83

Sentences: the unvoiced [ʃ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. I **wish** I **shopped** for **shirts** with **fashionable Sheila**.
2. I am under the **suspicion** that **Russians** can be quite **emotional**.
3. During our **special session** on **nutrition** we **wished** to be served **delicious dishes** and **champagne**.
4. **Sean's shiny shoes** are made from **shark skin**.
5. **Malicious** men with **moustaches** **pressurised** us to leave the **ship**.
6. **Shimmering** and **shining** hair needs a **conditioner** and **shampoo**.



B84**听力 Tongue-twister: the unvoiced [ʃ] sound**

Listen and copy the intonation and voice modulation on the CD.

She sells seashells by the sea-**shore**;
 If **she** sells seashells by the sea-**shore**,
 Then I'm **sure** **she** sells sea-**shore** **shells**.

B85**听力 Words: the voiced [ʒ] sound**

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʒ] sound Highlighted bold letters pronounced as [ʒ]

s before **ur** **measure**, **pleasure**, **casual**, **enclosure**
s before **io** **occasion**, **decision**, **confusion**, **intrusion**,
collision

g **prestige**, **garage**, **massage**, **beige**, **rouge**

B86**听力 Comparison: [ʃ] and [ʒ]**

[ʃ]
condition
shoes
assure
vicious
vacations
devotion

[ʒ]
collision
unusual
casual
vision
occasion
decision

B87**🔊 Sentences: the voiced [ʒ] sound**

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Charles treasured the prestige of his house and disliked sudden intrusion.
2. The pleasurable occasion ended in a judicial collision due to faulty vision.
3. Disillusioned Giselle felt confusion regarding the disclosure of the family treasure.
4. Watching television without measure can be a limiting pleasure.
5. The girl usually uses red rouge but she decided to change to beige.

B88**🔊 Verses: the voiced [ʒ] sound**

Listen and copy the intonation and voice modulation on the CD.

Oh, marvellous illusion!
Or, terrible surprise!
What is this strange confusion
That veils my aching eyes?

B89**🔊 Articulation exercise**

Listen and repeat, keeping consonants clear and crisp.

In enterprise of martial kind,
When there was any fighting,
He led his regiment from behind –
He found it less exciting.
But when away his regiment run,
His place was at the fore, O –
That celebrated,
Cultivated,
Underrated
Nobleman,
The Duke of Plaza Toro!



Additional exercises:

A: Write down 4 words with the target sounds that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

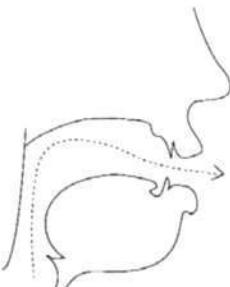
1. _____ 3. _____

2. _____ 4. _____

Lesson 40: Unvoiced consonant [h] as in "hat"

Speech organs position:

The passage of breath is narrowed by moving the vocal chords from wide apart to close together. Friction is heard when the breath squeezes between them.



B90

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

h hat, heat, hard, hurt, hideous, ahoy, behind, behave, perhaps, boyhood, rehearse, enhance, heather, heredity, inherit, adhere, dishearten, behalf
wh who

B91

Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. On behalf of the whole group, we say a hearty hello.
2. Behind his hideous behaviour, which was hurting us to the very heart, was his hard childhood.
3. In case of a horrible headache, heat wholesome heather honey and inhale it.
4. Heather inherited her father's horrendously huge house in Hammersmith.
5. Hungarian hunters on horses with hounds were horrified by hurricanes.
6. "Who," said Helen, "has eaten half of my honey cake?"



Listen and copy the intonation and voice modulation on the CD.

Henry Harvey heaved a **huge** and **heavy** hammer,
 A **huge** and **heavy** hammer Henry Harvey heaved,
 If Henry Harvey heaved a **huge** and **heavy**
 hammer,
 Where's the **huge** and **heavy** hammer Henry
 Harvey heaved?



Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____
 2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

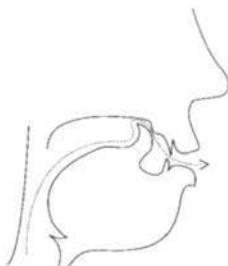
1. _____ 3. _____
 2. _____ 4. _____

Lesson 41: The [r] sound as in "rat"

Speech organs position:

Tip of the tongue curling back in the roof of the mouth, just behind the alveolar ridge, and the breath literally squeezes pass.

[r r r]



B93

Repeat once from left to right:

[ru:]	rəʊ	rɔ:	ra:	rei	ri:]
[pr u:]	prəʊ	prɔ:	pra:	preɪ	pri:]
[spr u:]	sprəʊ	sprɔ:	spra:	spreɪ	spri:]
[gr u:]	grəʊ	grɔ:	gra:	greɪ	gri:]
[br u:]	brəʊ	brɔ:	bra:	breɪ	bri:]
[fr u:]	frəʊ	frɔ:	fra:	freɪ	fri:]
[θr u:]	θrəʊ	θrɔ:	θra:	θreɪ	θri:]

B94

Words

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

r	rang, rest, road, rock, rascal, rescue
pr	proof, proud, press, prank, pressure
spr	spread, sprawl, sprain, spring, sprout
cr	crime, crawl, cruise, cry, crept, cross
gr	grand, grain, grass, gravy, grows, grot
br	bring, brave, break, brute, browse
fr	fry, frame, fright, frank, frost, freeze
thr	thrift, threat, throb, through, thrill
rr	borrow, sorrow, carry, worry, carriage

B95

听力 Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Round and round the **rugged rock**, the **ragged rascal** **ran**.
2. In spring, **Rome** is **really very pretty**.
3. **Rose Rochester's role** embraces **preparation** of the **role profiles** for **regional sales reps**.
4. I **rather prefer** **prawns** on **rye bread** to **greasy pork** with **gravy** and **rice**.
5. **Riding round** the **narrow race-track**, **Robert ran** over a **horrid brown rat**.



B96

听力 Tongue-twister

Listen and copy the intonation and voice modulation on the CD.

Robert Rowley rolled a round roll round,
A round roll Robert Rowley rolled round;
Where rolled the round roll
Robert Rowley rolled round?

Additional exercises:

A: Write down 4 words with the target sound that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Lesson 42: Affricates unvoiced [tʃ] as in "church" and voiced [dʒ] as in "gin"

Affricates are simply double consonants and they consist of one plosive consonant followed by one fricative consonant. They both have to match, they are either both unvoiced or both voiced.

Speech organs position:

[tʃ], as in "church": plosive [t] as in "time", made at exactly the same time as fricative consonant [ʃ] as in "shall". They have the position of both. Add sound and you get [d] allied with [ʒ] and you end up with the voiced [dʒ].

B97

⌚ Words: the [tʃ] sound

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

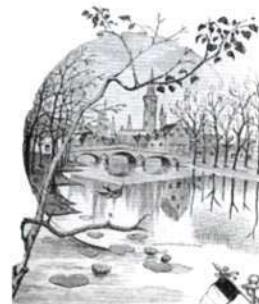
Spelling variations for the [tʃ] sound	Highlighted bold letters pronounced as [tʃ]
ch	church, Churchill, chap, which, orchard, achieve
tch	catch, butcher, clutched, matched, Thatcher
t before u	literature, posture, moisturise, architecture

B98

⌚ Sentences: the unvoiced [tʃ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The old **church** in **Chester** represents the architecture of the eighteenth century.
2. The **lecture** in **Chinese literature** was quite an adventure for the **lecturer**.
3. For **lunch**, I had some **chips** with blue **cheese** followed by **Chinese** jasmine tea.
4. We **cheerfully** **chose** **Chippendale** **chairs** to **match** our **charming** antique furniture.
5. They **chased** and **searched** for **Charlie** but they couldn't **catch** him.



B99**听力 Tongue-twister: the unvoiced [tʃ] sound**

Listen and copy the intonation and voice modulation on the CD.

How **much** wood would a wood**chuck** **chuck**
If a wood**chuck** could **chuck** wood?

B100**听力 Words: the [dʒ] sound**

Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [dʒ] sound Highlighted bold letters pronounced as [dʒ]

j job, adjoint, **joke**, **John**, **June**, **juvenile**, **rejection**
g **gem**, **luggage**, **badger**, **ledger**, **George**, **courage**

B101**听力 Comparison: [tʃ] and [dʒ]**

[tʃ]	[dʒ]
church	judge
chap	gyp
cheap	gin
chunk	junk
choose	juice
batch	baggage
adventure	average

B102

⌚ Sentences: the voiced [dʒ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. In **June** and **July** the weather is **generally** enjoyable in this **region** of **Georgia**.
2. **John** was **judging** his wife for **rejections** in his **marriage** and his boss for **injustice** in his **job**.
3. These **gherkins** with **ginger** and tomato **juice** from the **jar** are **jolly** good!
4. Even an **average** **judge** charges too much!
5. The **marriage** of **Gerald** and **Gina** was **judged** to be **joyful**.

B103

⌚ Verses: the voiced [dʒ] sound

Listen and copy the intonation and voice modulation on the CD.

Yes, now I'm a **Judge**!
Though all my law be **fudge**,
Yet I'll never, never **budge**,
But I'll live and die a **Judge**!
And a good **Judge** too!



B104

⌚ Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

Oh a private buffoon is a light hearted loon,
If you listen to popular rumour.
From the morn to the night he's so joyous and bright
And he bubbles with wit and good humour.
He's so quaint and so terse, both in prose and in verse,
Yet though people forgive his transgressions,
There are one or two rules that all Family Fools
Must observe if they love their profession.
There are one or two rules, half a dozen maybe
That all Family Fools of whatever degree,
Must observe, if they love their profession.

Additional exercises:

A: Write down 4 words with the target sounds that you often use when speaking English. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

B: Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

1. _____ 3. _____

2. _____ 4. _____

Conclusion

Vowels

- Lean on long vowels and diphthongs; do not shorten them.
- Usually, words with long vowels sound prominent and reflect the rhythm of the language.
- Schwa is very short and unstressed. Very often vowels in unstressed position are pronounced as a schwa.
- Semi-vowels [j] and [w] are fully vocalised.

Consonants

- Make the consonants sound crisp and sharp before and after short vowels.
- Energetically enunciate fricatives [f-v, θ- ð, ʃ- ʒ, s-z, h] and plosives [t-d, p-b, k-g]; pronounce them with aspiration.
- Don't over-pronounce consonants, avoid pronouncing them harshly; in words with long vowels put emphasis on long vowels rather than over-articulating the consonant.

Sentence rhythm

- Do not separate words in a sentence; glide from one word to another like in a song.
- Stress the words which carry the most important meaning.
- Usually words with long vowels are stressed and sound prominent.
- Do not stress articles or prepositions; pronounce them with a schwa [ə].
- Often, unstressed vowels are pronounced with a schwa [ə].

Maintaining correct pronunciation

Now that you have practiced and trained your speech organs for English sounds, you've reached the stage where it's important to maintain correct pronunciation. Experience shows that it is easy to revert to your original foreign or regional accent if you do not continue making an effort to pronounce correctly.

Follow the advice in order to maintain correct pronunciation:

1. Avoid speaking in your native language. Speaking in your native language will prevent you from memorising the correct placement of the speech organs and developing the speech organ muscles for the English sounds.
2. Avoid speaking too fast, pronounce every syllable. Many people are not able to make clear sounds when speaking rapidly and these lead to indistinct or 'woolly' speech".
3. Do the warm-up exercise on page 129 for about 10 minutes every day.
4. Sounds which are particularly difficult for you to pronounce need to be practiced every day until you pronounce them correctly. See page 132.
5. Read newspapers, magazines and books out loud. Audio books are fantastic to listen to and to imitate the correct pronunciation.
6. Do regular weekly recording exercises:
 - Record yourself reading,
 - Listen to your tape,
 - Make a note of sounds where you made a mistake in pronunciation,
 - Practice the sounds where you made a mistake with this book.
7. Learn poems and read them expressively; modulate your voice.

8. Go to the theatre. Many actors will be using RP in their performances and provide a great example to follow.
9. Join public speaking clubs such as Toastmasters, literature societies and book clubs where you can continue to improve your speech. See www.earlybirdspeakers.co.uk for information.

Warm-up exercises

Tongue exercises

Instructions: All exercises to be repeated 4 times.

1. Point the tongue, holding it still. Then relax the tongue.
2. Point the tongue. Circle very slowly once to right. Repeat to left.
3. Point the tongue. Circle 3 times quickly to right. Then left.
4. Stretch the tongue towards the nose, then the chin.
5. With tip of tongue behind bottom teeth, push back of tongue forwards and backwards.
6. Flick pointed tongue sideways, touching corners of lips. Gradually quicken.
7. Tap tip of the tongue against alveolar (teeth) ridge. Repeat and quicken.
8. Finish off with rhythm exercises for [t], [d], [l], [k] and [g] sounds.

Example from page 78:

B21

♀ Repeat once from left to right:

t	t	t	t
tt	tt	tt	t
ttt	ttt	ttt	t
tttt	tttt	tttt	t

Lip exercises

Instructions: All exercises to be repeated 4 times.

1. With teeth closed, spread lips back to a broad smile, and then bring forward to a tight [u:] position as in "June".
2. Repeat exercise 1, but with jaw open about 1" (2.5 cm).
3. Make a chewing motion in all directions.
4. Keeping the bottom lip still, raise top lip towards nostrils. Bring lips together again. Quicken.
5. Keeping top lip still, move bottom lip down. Bring lips together again. Quicken.
6. Move top and bottom lips alternately. Quicken.
7. To relax the lips, blow through them very gently.
8. Finish off with rhythm exercises for [p], [b], [m] and [w] sounds. For example, exercise B10 on page 72, B15 on page 74 or B4 on page 68.

We have organised consonants according to the contact of two speech organs.

Instructions: Repeat each sentence 3 times.

C1

 **Two lips coming together**

[m]

Matthew and Michael were **m**asters of **m**ime and **m**ovement.

[p] unvoiced

Percival **P** Pratt was permanently **p**laying **p**ing-**p**ong at **P**ortsmouth.

[b] voiced

The **b**race of **b**rown **b**irds was **b**agged **b**y **B**illy **B**utler.

[w]

I **w**ondered **w**hy you **w**andered **w**ay **w**hen it **w**ould have been better to have **w**aited.

C2

 **Back of the tongue and soft palate**

[k] unvoiced

Kenneth **K**ent was **clerk** to the **court** at **C**ambridge.

[g] voiced

Glorious **G**ainer **gg**aily round the **g**ravel track.

[ŋ]

They **sang** a **s**ong, but the **s**ong they **sang** was **wrong**.

C3

 **Tip of the tongue and alveolar ridge**

[t] unvoiced

Timothy made **t**entative **t**tempts at playing **t**ennis.

[d] voiced

Doubtless Dennis was **delighted** with his **double** **damask** **dressing** gown.

[n] sound

Nearly every **Sunday** and **Monday** **night**, **Nadia** sings **nautical** songs.

[l]

The **lanky** **Lord** of **London** built a castle and a mill.

[tʃ]

Fill the **little** **metal** **kettle** from the **bottle** in the **ante-natal** hospital.

[dʒ]

Don't **fiddle** with the **middle** **bundle** of **candles**.

[tŋ]

Mother **threatened** to fright**ten** the **kitten** if it ate the **utton**.

[dʒ]

The **maiden** suddenly discovered the **hidden** **arden**.

[s] unvoiced

Simply **sumptuous** **snacks** **satisfy** **simple** **souls**.

[z] voiced

Prize-winning **azaleas** surprise a dozen **dozy** damsels.

[r]

Three red **lorries** drove over the **rusty** **railway** bridge.

C4

 **Lower Lip and Upper Teeth**

[f] unvoiced

Ralph was **rough** and **tough** but also **fearless** and **frank**.

[v] voiced

Virtually **everyone** **voted** to leave the **village** **undeveloped**.

C5

Tip of the tongue and Upper teeth

[θ] unvoiced

Mathematical **theories** and mythical figures mix **maths** and **myths**.

[ð] voiced

The boy writhed and seethed with rage while being bathed by his loathsome mother.

C6

Tip and blade of the tongue on alveolar ridge

[tʃ] unvoiced

The **church** warden chose the **cheap cheese** rather than the much richer lamb **chops**.

[dʒ] voiced

George **had the** courage to say **that the** porridge was **average**.

C7

Blade of the tongue on front palate

[ʃ] unvoiced

Machine-made **shoes** **should** surely be **shown** in **shoe shop** windows.

[ʒ] voiced

After the **collision** I made a **decision** to drive to the **garage** and park with **precision**.

C8

Breath and vocal chords

[h]

In **Hampstead**, **Hastings** and **Hounslow**, **hamsters** **have been harassed**.

Difficulties in pronunciation of the speakers of world languages

As was outlined in the introduction, existence of an accent can be explained by the fact that some English sounds do not exist in your native language, and your speech organs are not trained for them. Therefore these sounds may represent a particular difficulty in pronunciation. Below we list speakers of world languages and their particular difficulties.

Main world language	Key countries where it is spoken	Particularly difficult English sounds	Recommendations
Arabic	Algeria, Egypt, Iraq, Jordan, Saudi Arabia, Syria, Tunisia, others	[r], [l], [tʃ], [ɔ:], [ʒ:]	Avoid aspirated trilled [r]
Chinese	China, Taiwan, Malaysia, Singapore	[θ], [ð], [r]	Articulation exercises, particularly fricative consonants; give enough time to every syllable; connect sounds together
Czech and Slovak	Czech Republic, Slovakia	[w], [kw], [r], [θ+ð], [æ], [ɪ]	Do not lengthen vowels in second unstressed syllables. Avoid using [a:] for [æ]

Main world language	Key countries where it is spoken	Particularly difficult English sounds	Recommendations
Dutch	Holland, S. Africa	[r], [s], [θ], [ð], [əʊ]	
Farsi	Iran Afghanistan Pakistan	[θ], [ð], [w], [v], [æ]	Avoid adding [e] before [s]
French	France, Canada	[r], [i:], [j], [œ]	Avoid nasalisation of vowels when followed by [n] or [ŋ]. Anglicise words of French origin
German	Austria Germany Switzerland	[w], [r], [æ], [œ], [v], [s], [z]	Be careful with voiced vs. unvoiced consonants
Greek	Greece	[dʒ], [tʃ]	
Hungarian	Hungary	[r], [w], [θ], [ð], [œ]	
Italian	Italy	[r], [θ], [ð], [t], [d], lateral plosion	Care needed on unstressed syllables and unpronounced letters
Japanese	Japan	[i], [r], [θ], [ð], [z], [t], [d], [œ], [z:], [s], [z]	Give enough time for each syllable

Main world language	Key countries where it is spoken	Particularly difficult English sounds	Recommendations
Korean	Korea	[v], [f], [p], [b], [l], [r], [θ], [ð], [z]	Articulation exercises
Malay	Indonesia Malaysia	[əʊ], [ɔ:], [ɜ:], [æ], [θ], [ð], [ʃ], [ʒ]	Avoid over-pronouncing syllable clusters
Mongolian	Mongolia	[j], [l], [dʒ], [ʒ]	
Nigerian	Nigeria	[r], [θ+ð], [ə], [ʌ], [ɜ:], [v]	Avoid nasalization of vowels before final [n] + [m]
Norwegian	Norway	[dʒ], [kw], [θ], [ð]	Work on voiced consonants
Polish	Poland	[l], [r], [w], [θ], [ð]	
Portuguese	Portugal, Brazil	[dʒ], [ʒ], [tʃ], [θ], [ð], [w], [æ]	Articulate endings, particularly endings spelt as 'y'; avoid nasalization of vowels when followed by [m], [n]

Main world language	Key countries where it is spoken	Particularly difficult English sounds	Recommendations
Russian	Russia, CIS countries	[w], [l], [əʊ], [æ]	Avoid shortening long vowels, diphthongs, over-pronouncing consonants
Serbo-Croatian	Balkan countries	[r], [l], [æ], [e], [θ+ð], [w]	Avoid de-voicing final voiced consonants
South Asian Languages	India Pakistan Bangladesh Nepal	[r], [w], [æ], [əʊ]	Need to weaken the [r] sound
Spanish	Spain Latin America	[b], [v], [w], [h], [j], [r], [z]	Be sure to give full value to endings of words, and pronounce final consonants
Swahili	Tanzania Kenya Uganda Zaire	Long and short vowels	
Swedish	Sweden	[w], [dʒ], [s], [z]	Work on voiced consonants
Turkish	Turkey	[θ], [ð], [r]	Avoid over-pronouncing consonants

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CD Contents

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Glossary

General

Articulation – The exercising and thus strengthening of the speech organs to produce sharp, crisp consonants, leading to good clear diction.

Intonation – The rise and fall of the voice in speaking.

International Phonetic Alphabet – An alphabet of symbols representing sounds.

Phonetics – The science concerned with the study of speech processes, including the production, reception and analysis of speech sounds.

Voice Modulation - Variation in the strength, tone or pitch of one's voice.

Sounds

Vowels – A vowel is a voiced sound which has a free passage of breath through the mouth and is shaped by different positions of the lips and tongue. There are twelve pure English vowels – five long and seven short.

Diphthongs – A diphthong is a voiced sound consisting of two vowel sounds glided together. There are eight diphthongs in English.

Triphthongs – A triphthong is a voiced sound consisting of three vowel sounds glided together. There are three triphthongs in English.

Semi-vowels – Speech organs start in the position of one vowel and immediately move to another vowel. e.g. [w], [j].

Consonants – A consonant is a sound formed by partially or completely stopping the breath stream anywhere between the larynx and the lips. There are several categories of consonants:

- 1. Plosives** – The passage is completely blocked by speech organs, pressure is built up, and on sudden release an explosive sound or “plosion” is heard. e.g. [p]-[b], [t]-[d], [k]-[g].
- 2. Glottal Stop** – A sound made when the vocal chords are closed tightly, not allowing air to flow through (like holding your breath or lifting something heavy).
- 3. Nasal** – A sound formed by complete closure of the mouth, the soft palate being lowered, so that air is free to pass out through the nose. e.g. [m], [n], [ŋ].
- 4. Lateral** - Air escapes round the sides of a blockage (tip of the tongue on the alveolar ridge). e.g. [l].
- 5. Fricatives** - The air passage is narrowed so that the air in escaping produces audible friction or a kind of hissing sound. e.g. [f]-[v], [s]-[z], [h], [r], [θ] - [ð], [ʃ]-[ʒ].
- 6. Affricates** – Have the first part Plosives followed immediately by the second part Fricative. e.g. [tʃ] - [dʒ].

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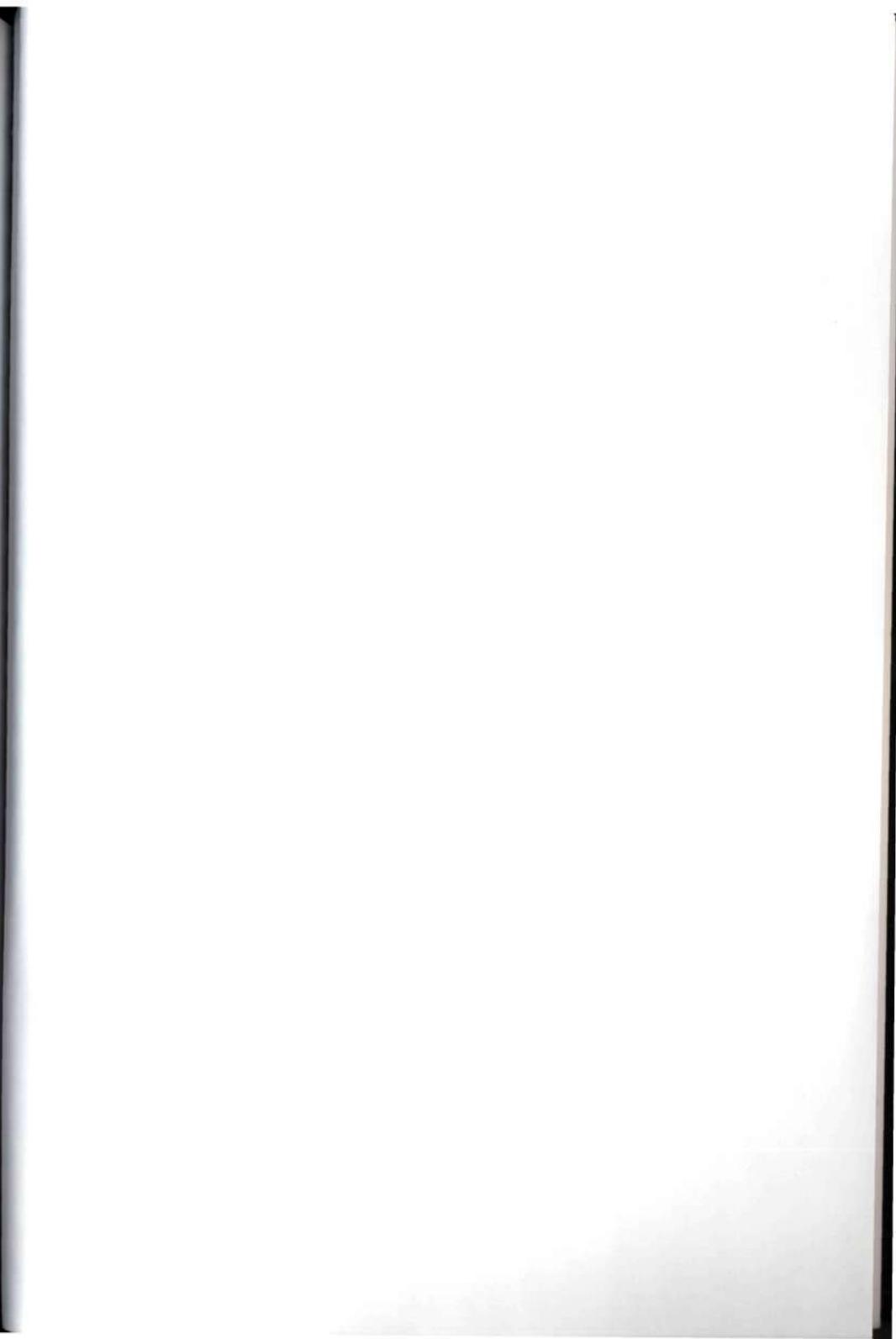
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Olga was struggling with her English pronunciation because of her strong Russian accent for 10 years. Olga managed to neutralise her accent only thanks to lessons with Linda. Their work became a source for this book.



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