



Basic English Course: **Pronunciation**

Mariana Lafón

Who is your teacher?

- I live in Mexico City.
- BA and MA in Acting.
- Studied my MA in London.
- Passionate about the English language!





In this course you will learn:

- How we produce different **sounds in English.**
 - **Vowel and Consonant** sounds
 - What is **IPA?**
 - **Contractions** of the verb to be, will and have.
- 

What you'll need:



Recording device
(voice recorder, phone,
laptop, tablet...)



Hand-mirror



Notebook
Take notes!

MODULE 1: INTRODUCTION

English sounds



English letters

There are **26 letters** in the English alphabet:

- **5 vowels:**

A E I O U

- **21 consonants:**

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

English sounds

...but there are more
than **40 different
sounds** in English!



WHAT?



Letters = sounds

Same number of letters and sounds.



C	A	T
1	2	3

3 letters, 3 sounds





Letters = sounds

Same number of letters and sounds.



P	L	A	N	T
1	2	3	4	5

5 letters, 5 sounds





Letters $\neq$ sounds

More letters than sounds.



Q	U	E	E	N
1	2	3		4

5 letters, 4 sounds



Have you seen these symbols?



ciation in speaking or singing
dictio from *dicto* *dict-* say
dictionary /'dɪksənəri/ n.
book listing (usu alphabet)
explaining the words of a language.
giving corresponding words
language. 2 reference book
the terms of a particular



Let's see if they help us!

p	r	a	c	t	i	c	e
p	r	æ	k	t	ɪ	s	-

8 letters, 7 sounds

/'præk.tɪs/

IPA Transcription





What is IPA?

Because we have more sounds than letters and because sometimes letters don't match the sound they represent linguists use symbols to write pronunciation.

This writing system is called the **International Phonetic Alphabet** or **IPA**.



The study and transcription of speech sounds is called:



PHONETICS

IPA quick guide

/ 'præk.tɪs/

//

Slashes indicate where the IPA transcription begins and ends.

'

High vertical line marks where the stress is.

.

Period separates syllables

ː

Length mark indicates when a sound is long.

Don't worry, be /'hæp.i/ !



“

One must always practice slowly. If you learn something slowly, you forget it slowly.

”

Itzhak Perlman



Are you ready to
/'præk.tɪs/
letters and sounds?



The word **happy** has:



h	a	p	p	y
---	---	---	---	---

5 letters, 4 sounds

4 letters, 4 sounds

The word **happy** has:



h	æ	p	i
---	---	---	---

5 letters, 4 sounds

4 letters, 4 sounds

The word **coffee** has:



c	o	f	f	e	e
---	---	---	---	---	---

4 letters, 6 sounds

6 letters, 4 sounds

The word **coffee** has:



c	a:	f	i
---	----	---	---

4 letters, 6 sounds

6 letters, 4 sounds

The word **pink** has:



p	i	n	k
---	---	---	---

4 letters, 4 sounds

3 letters, 3 sounds

The word **pink** has:



p	i	n	k
---	---	---	---

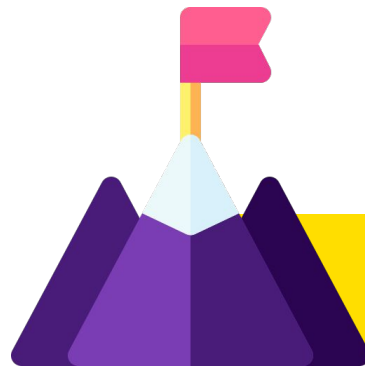
4 letters, 4 sounds

3 letters, 3 sounds



GREAT JOB!





NOW IT'S YOUR TURN!

2. Match → these words with their IPA transcription. Then record yourself reading them out loud.

blue	→	/blu:/
red		/bɪg/
big		/mu:n/
give		/red/
moon		/gɪv/



Use a recording device.

MODULE 1: INTRODUCTION

**How do we
produce speech?**

Speech:

1. The expression of or the ability to express thought and feelings by **articulate sounds**.
(*Oxford Languages*)
2. The **ability** to **talk** or the **way** a person talks.
(*Cambridge Dictionary*)



How do we produce speech?



Breath is power



We need **air**
to produce sound.

The Voice Box



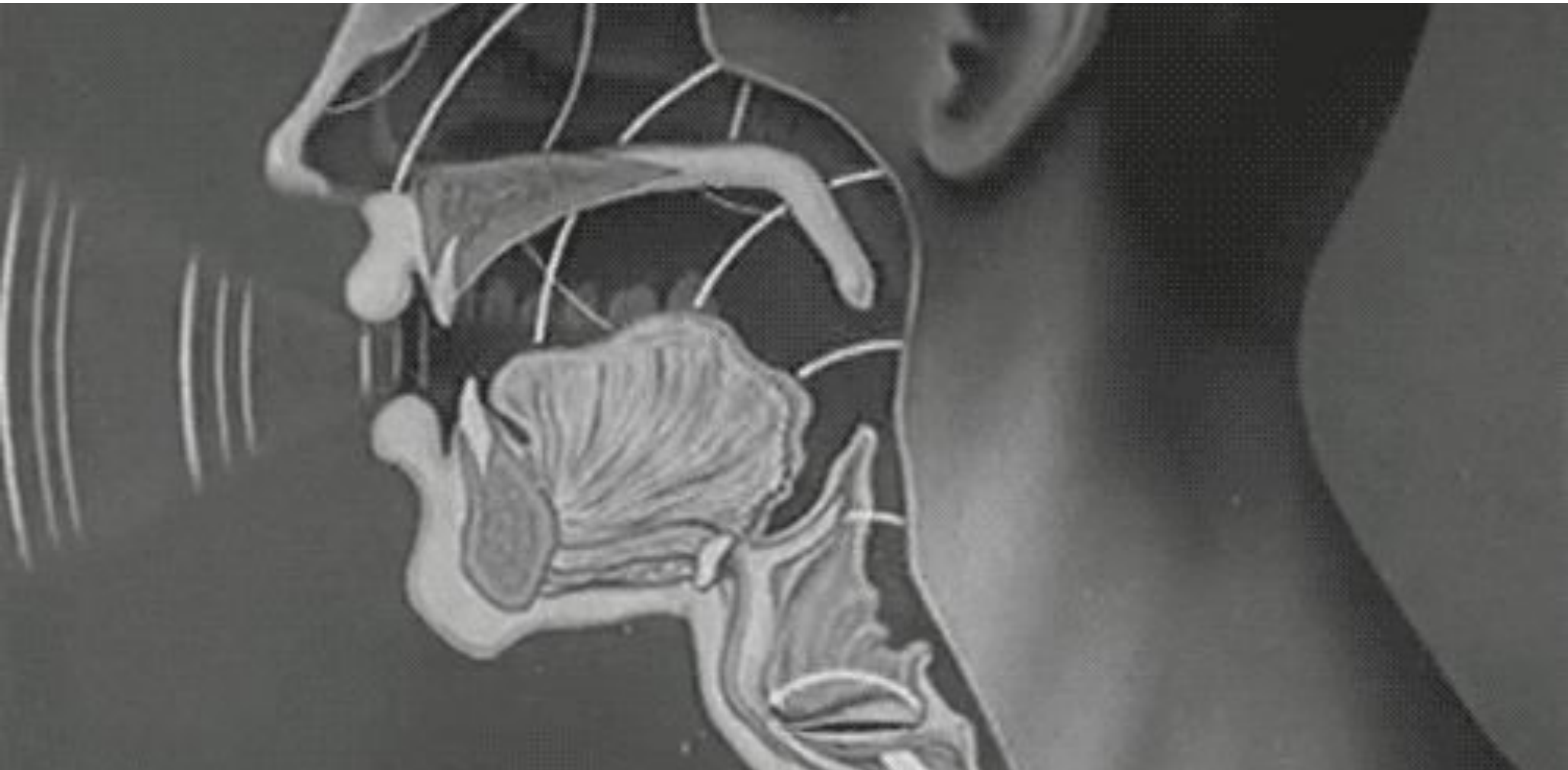
Inside your *larynx* or voice box
you have your *vocal cords*!

Vocal cords



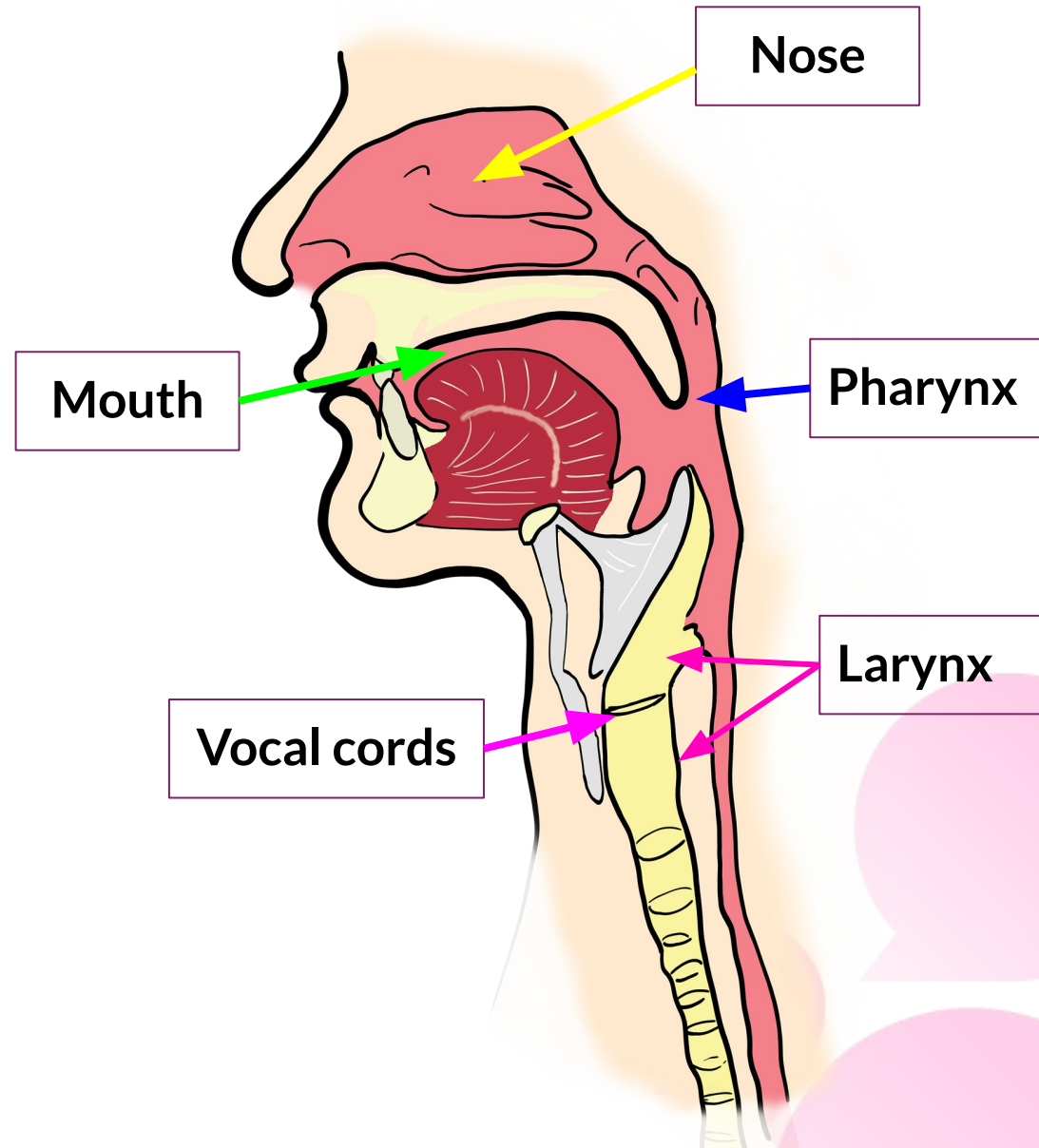
**Your *vocal cords* open and close to
create *voiced* and *voiceless* sounds!**

**See how sound travels
through your vocal tract!**



Vocal tract: where sound is created

Sound vibrates in your *nose*, *mouth* and *pharynx* to create different sounds!

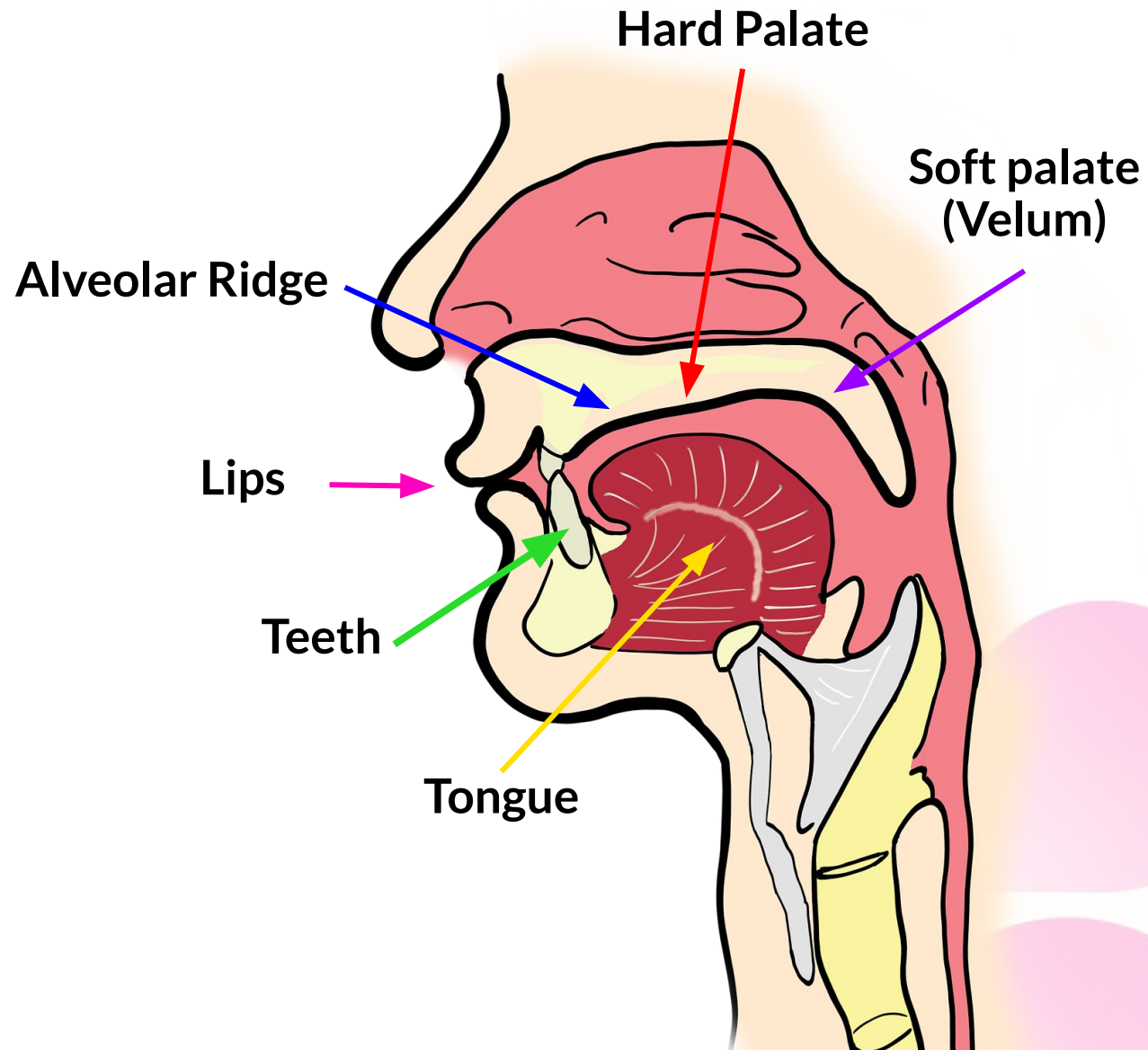


Think of yourself as an instrument!



How do we produce different sounds?

Articulators
shape sounds
by coming in
contact with
one another.



We divide sounds into two categories:

- **Vowel sounds:**
made by making a different shape with the mouth but leaving it open.

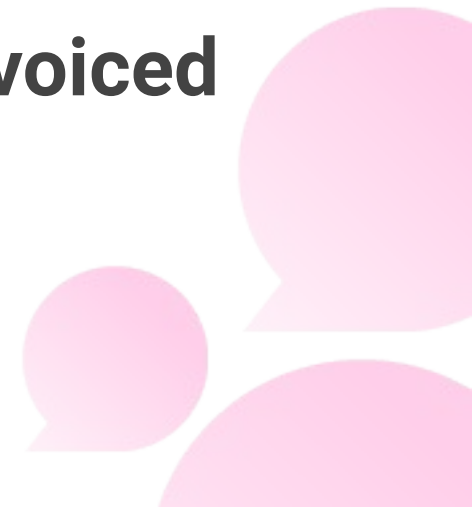
Always **voiced**.
- **Consonant sounds:**
made by blocking the airflow with the articulators.

Both **voiced** and **voiceless**.



Recap

- **Breath:** we need **air** to produce sound.
- Air goes through the **larynx** or **voice box** where we have our **vocal cords**.
- **Vocal cords** open and close, creating **voiced** and **voiceless** sounds.

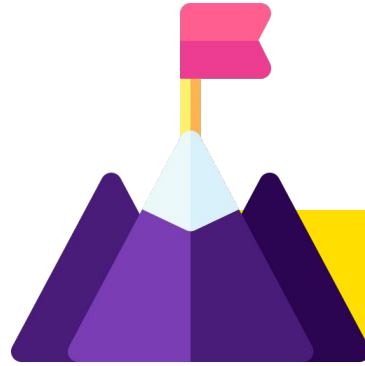




Recap

- The **vocal tract** turns sounds into words with the help of the **articulators**.
- We divide English sounds into two categories: **vowel sounds** and **consonant sounds**.





NOW IT'S YOUR TURN!

3. Record yourself saying the following words. Listen to me and repeat this part of the class as many times as you need.

Word + IPA transcription	
Tongue /tʌŋ/	Air /er/
Mouth /maʊθ/	Sound /saʊnd/
Nose /noʊz/	Speech /spi:tʃ/
Lips /lɪps/	Voice /vɔɪs/
Teeth /ti:θ/	Vocal cords /'voʊ.kəl kɔ:rdz/



Use a recording device.

MODULE 1: INTRODUCTION

**Get your
articulators
ready!**

Face

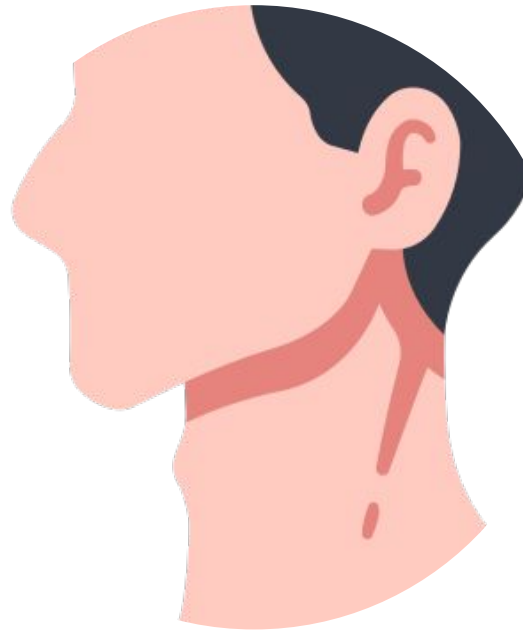


Finger massage

Sour and Spicy



Jaw



Gentle massage

Jaw Shake

Tongue

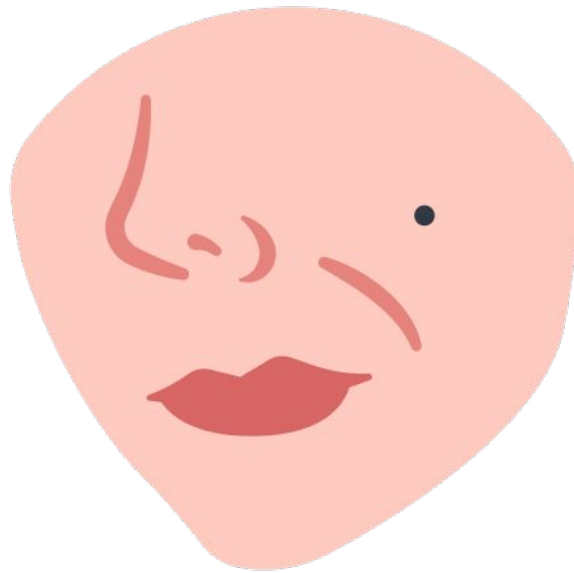


Tongue circles

Tip out, Flat in



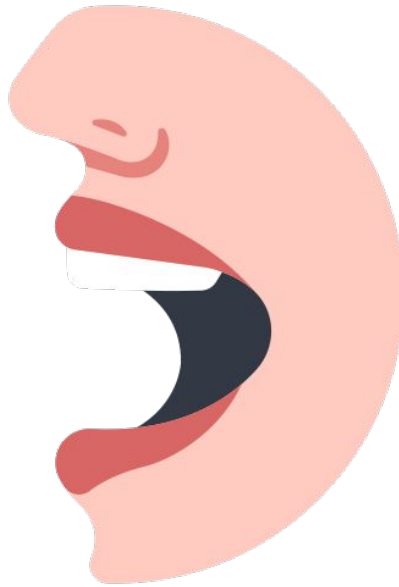
Lips



Lip rub

Horse buzz

Soft Palate (Velum)



Apple bite

Opening a little gift



**You are all
warmed-up!**



MODULE 2: VOWEL SOUNDS

**A, E, I, O, U
and mooore...**

What do we know about vowel sounds?

1. English has 5 vowel letters: **A, E, I, O, U.**
 2. We have **different vowel sounds.**
 3. Vowels are speech sounds made by making a different shape but **leaving the vocal tract open.**
- 

Quick note!

In this course, we will be talking about the vowel sounds used in **North American English**.

*BUT... we **love** and **welcome** all accents!*



How do we distinguish vowel sounds from each other?





Duration



Short vowels

i as in sit
e as in pet
a as in cat
u as in cut
o as in pot
oo as in put



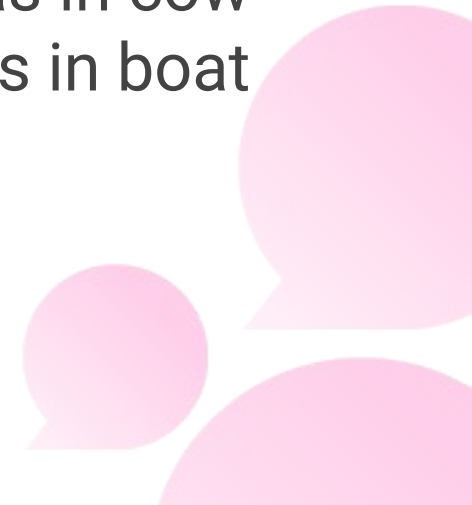
Long vowels

ee as in meet
er as in pert
ah as in part
or as in port
ooo as in boot



Traveling vowels

ey as in bait
igh as in bite
oy as in boy
ow as in cow
ou as in boat



Short, long or traveling?



Halloween

Hallow[~]ee[—]n

/ˌhæl.ouˈiːn/

IPA

Short, long or traveling?



I hate Mondays too!

Ī hāte Mōndays tōō!

/aɪ heɪt 'mʌn.deɪz tuː/

IPA



Use your hand mirror

Lips



Round
/u:/



Unround
/i:/

Jaw

A. Open

B. Closed



Use your hand mirror



Use your hand mirror

Tongue



Up
/i: /



Down
/ɑ: /



Use your hand mirror

Tongue



Front

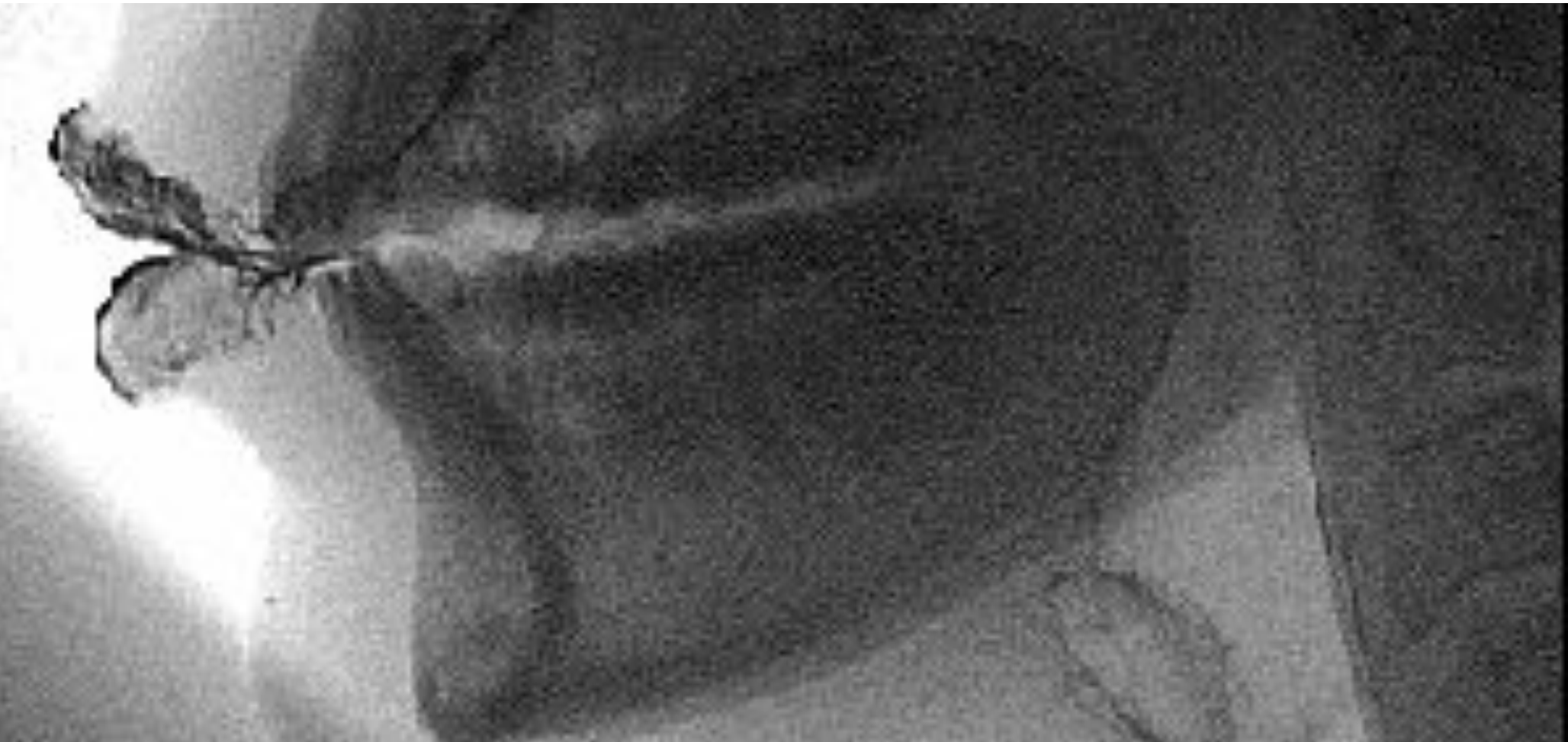
/i:/



Back

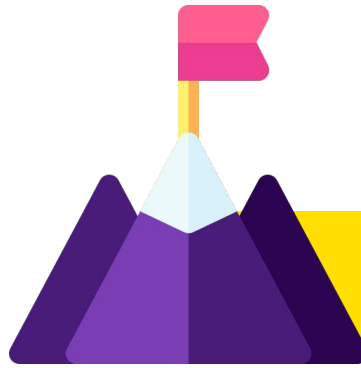
/ɑ:/ or /u:/

**Can you see the mouth, jaw
and tongue moving?**



Differences between vowels

- 1. Duration:** short, long, traveling
- 2. Lips:** round or unrounded
- 3. Jaw:** open or closed
- 4. Tongue:** up or down / front or back



NOW IT'S YOUR TURN!

5. Record yourself saying the following words. Short vowel are in **red**, long vowels in **blue** and traveling vowels in **green**.



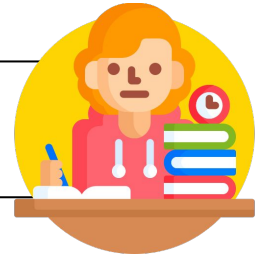
doctor

pilot



painter

student



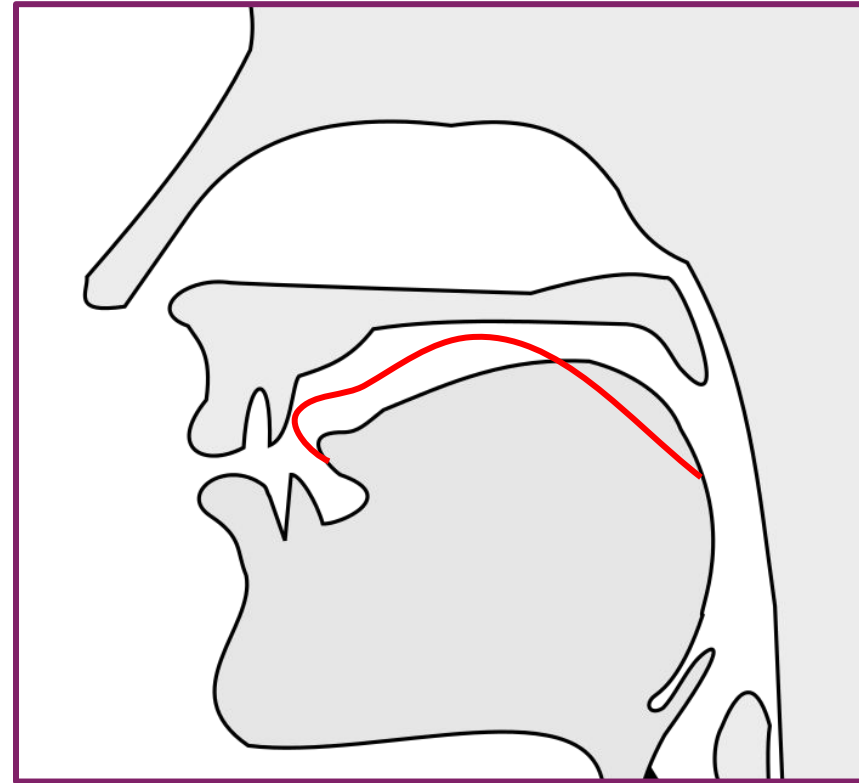
Use a recording device.

MODULE 2: VOWEL SOUNDS

**Pizza in Italy,
please!**

/i:/ as in cheese

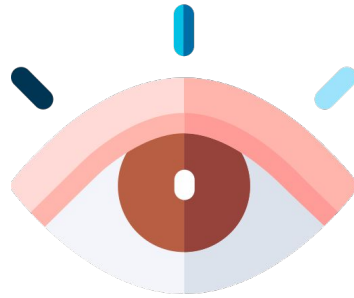
- It's a **long** sound
- Lips are **unrounded**
- Jaw is **closed**
- The **front** of the tongue is **up**



Use your hand mirror

Listen and repeat

see



/si:/

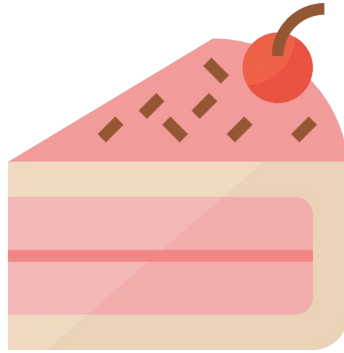
seat



/si:t/

Listen and repeat

piece



/pi:s/

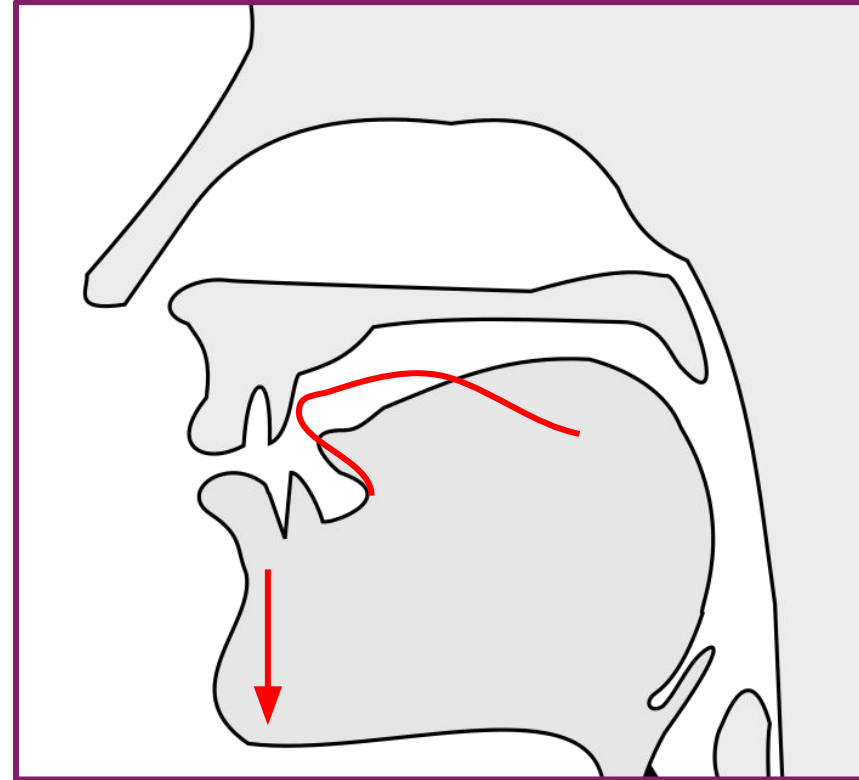
key



/ki:/

/ɪ/ as in sit

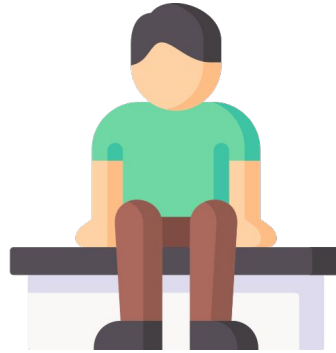
- It's a **short** sound
- Lips are **unrounded**
- Jaw is **closed but a little bit more open**
- The **front** of the tongue is **up**



Use your hand mirror

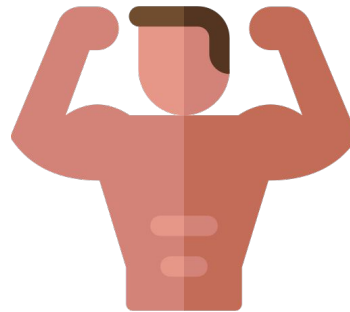
Listen and repeat

sit



/sɪt/

fit



/fɪt/

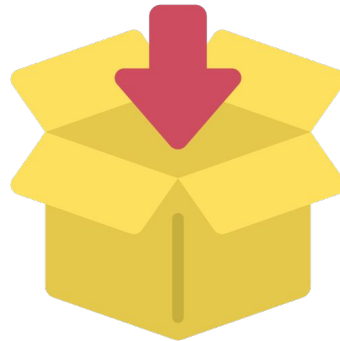
Listen and repeat

swim



/swɪm/

in



/ɪn/

/i:/ and /ɪ/

Pizza in Italy, please!

Pizza in italy, please!

/ˈpi:t.sə in ˈɪt.əl.i pli:z/





**Can you distinguish
between i: and ɪ?**



eat has the vowel sound:



i: (long)

ɪ (short)

eat has the vowel sound:



i: (long)

ɪ (short)

dinner has the vowel sound:



i: (long)

ɪ (short)

dinner has the vowel sound:



i: (long)

ɪ (short)

listen has the vowel sound:



i: (long)

ɪ (short)

listen has the vowel sound:



i: (long)

ɪ (short)

feet has the vowel sound:



i: (long)

ɪ (short)

feet has the vowel sound:



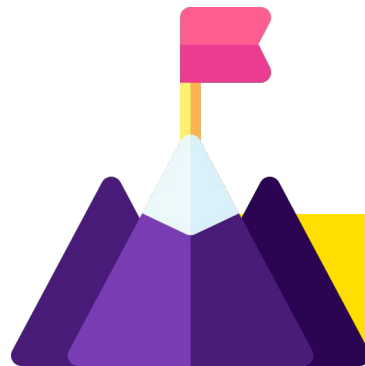
i: (long)

ɪ (short)



GREAT JOB!





NOW IT'S YOUR TURN!

6. Put the following words in the correct column. Then, record yourself reading them out loud.

team police six coffee in it sleep his green hit

<i>/i:/</i> as in cheese	<i>/ɪ/</i> as in sit



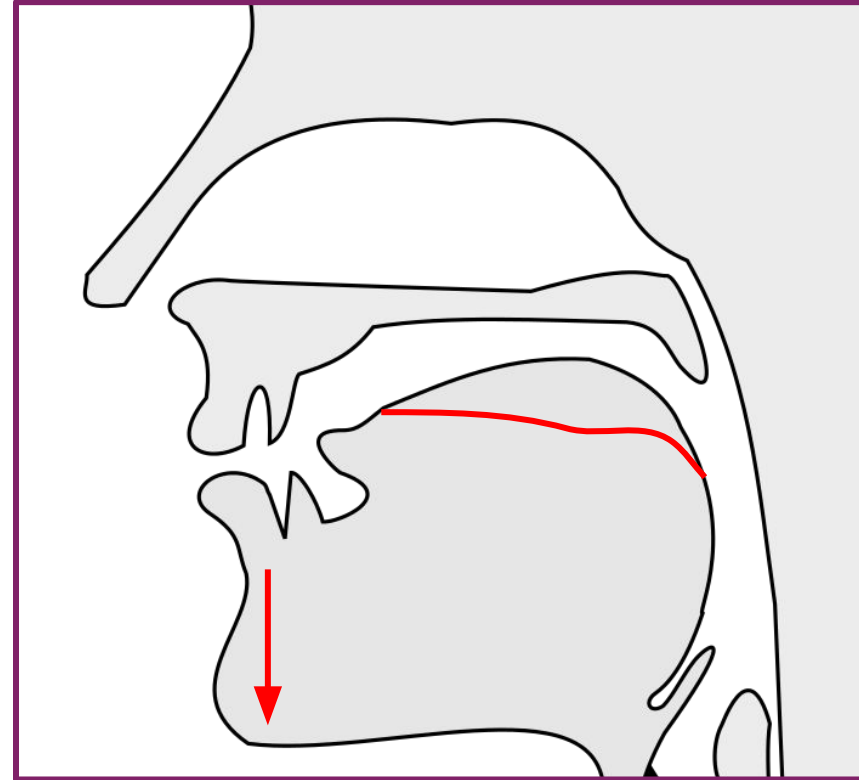
Use a recording device.

MODULE 2: VOWEL SOUNDS

Lend a hand!

/e/ as in pet

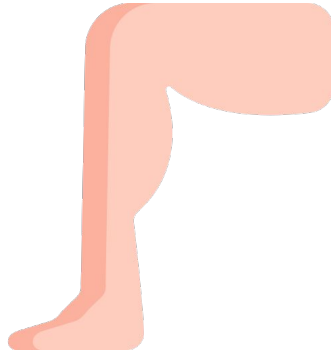
- It's a **short** sound
- Lips are **unrounded**
- Jaw is **closed but a little bit more open**
- The tongue is **in the middle** of the mouth but the **back** is a little **down**



Use your hand mirror

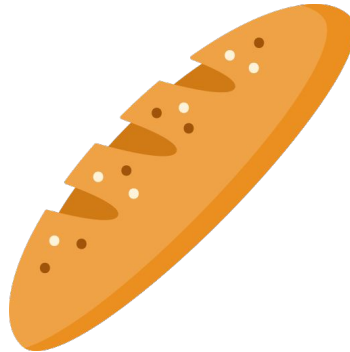
Listen and repeat

leg



/leg/

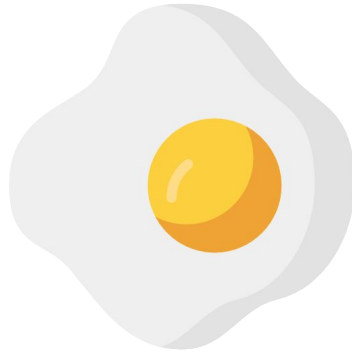
bread



/bred/

Listen and repeat

egg



/eg/

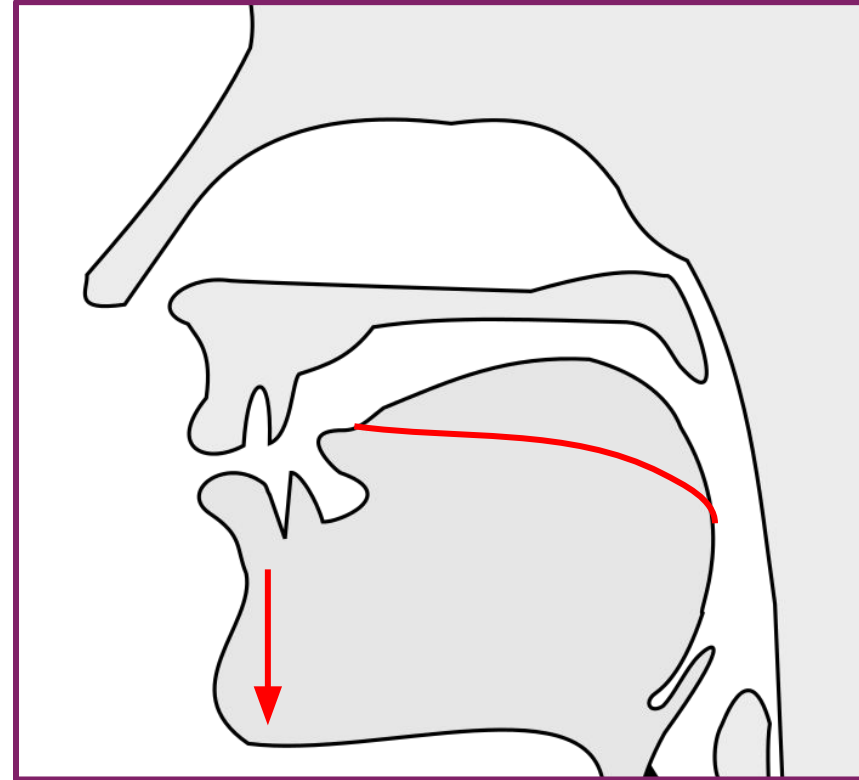
ten



/ten/

/æ/ as in map

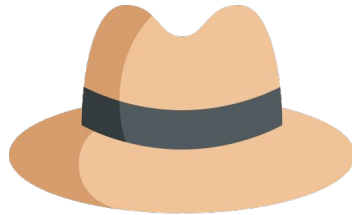
- It's a **short** sound
- Lips are **unrounded**
- Jaw is **open**
- The **back** of the tongue is **down**



Use your hand mirror

Listen and repeat

hat



/hæt/

plan



/plæn/

Listen and repeat

stamp



/stæmp/

cat



/kæt/

| /e/ and /æ/

Lend a hand!

• •
Lend a hand!

/lend ə hənd/





**Can you distinguish
between /e/ and /æ/?**



bad has the vowel sound:



e

æ

bad has the vowel sound:



e

æ

bet has the vowel sound:



e

æ

bet has the vowel sound:



e

æ

band has the vowel sound:



e

æ

band has the vowel sound:



e

æ

dress has the vowel sound:



e

æ

dress has the vowel sound:



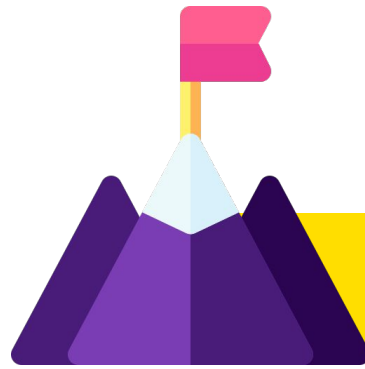
e

æ



YOU'RE THE B/e/ST





NOW IT'S YOUR TURN!

7. Put the following words in the correct column. Then, record yourself reading them out loud.

met men seven mad bag ham vet rest bank back

/e/ as in pet	/æ/ as in map



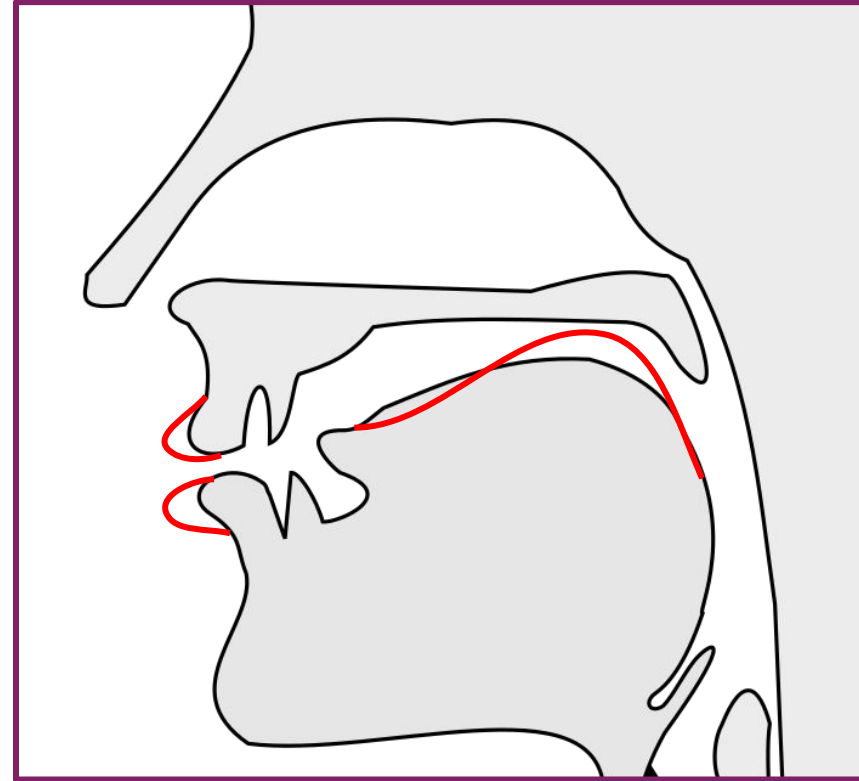
Use a recording device.

MODULE 2: VOWEL SOUNDS

**I took a boot for
my foot too!**

/u:/ as in goose

- It's a **long** sound
- Lips are **rounded**
- Jaw is **closed but a little bit open**
- The **back** of the tongue is **up**



Use your hand mirror

Listen and repeat

two



/tu:/

moon



/mu:n/

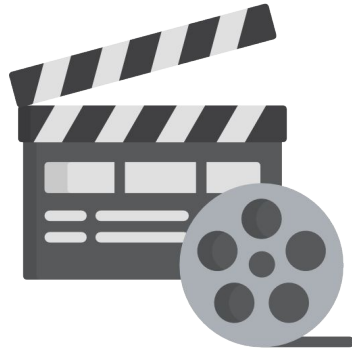
Listen and repeat

soup



/su:p/

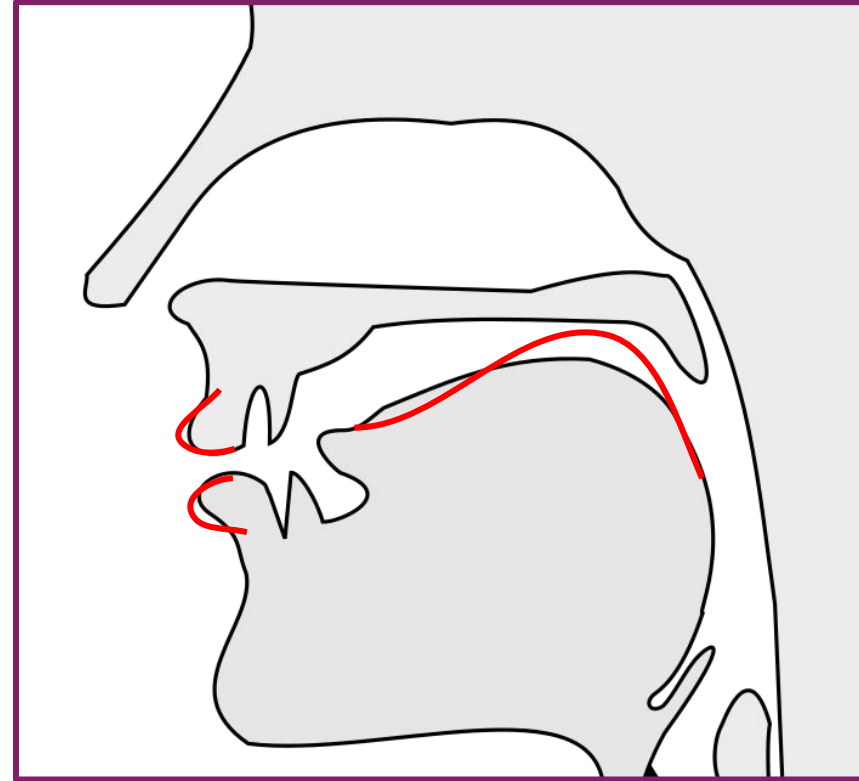
movie



/mu:vi/

/ʊ/ as in foot

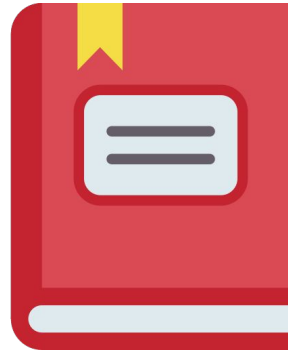
- It's a **short** sound
- Lips are a **rounded**
- Jaw is **closed but a little bit open**
- The **back** of the tongue is **up**



Use your hand mirror

Listen and repeat

book



/bʊk/

woman



/wʊm.ən/

Listen and repeat

wood



/wʊd/

wolf



/wʊlf/

/u:/ and /ʊ/

I took a boot for my
foot too!

I **to**ok a b**oo**t for my
f**oo**t **too**!

/aɪ tʊk eɪ bu:t fɔ:r maɪ
fʊt tu:/





/u:/ or /ʊ/?



Which word **DOES NOT** belong
in the group?



soon

boot

moon

look

Which word **DOES NOT** belong
in the group?



soon

boot

moon

look

Which word **DOES NOT** belong
in the group?



pull

full

spoon

sugar

Which word **DOES NOT** belong
in the group?



pull

full

spoon

sugar

Which word **DOES NOT** belong
in the group?



too

put

two

to

Which word **DOES NOT** belong
in the group?



too

put

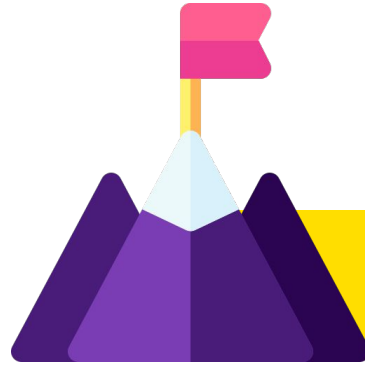
two

to



G/ʊ/D JOB!





NOW IT'S YOUR TURN!

8. Complete the sentences with the words from the box. The vowel sound is given. Then, record yourself reading the sentences out loud.

good room moon June juice book school Tuesday cook wolf

1. My birthday is in **/u:/** _____. This year it falls on a **/u:/** _____.
2. This **/ʊ/** _____ teaches you how to **/ʊ/** _____ rice!
3. Pick up your **/u:/** _____ before you take the bus to **/u:/** _____!
4. Fruit **/u:/** _____ is **/ʊ/** _____ for your health.
5. Did you hear the **/ʊ/** _____ howling at the **/u:/** _____?



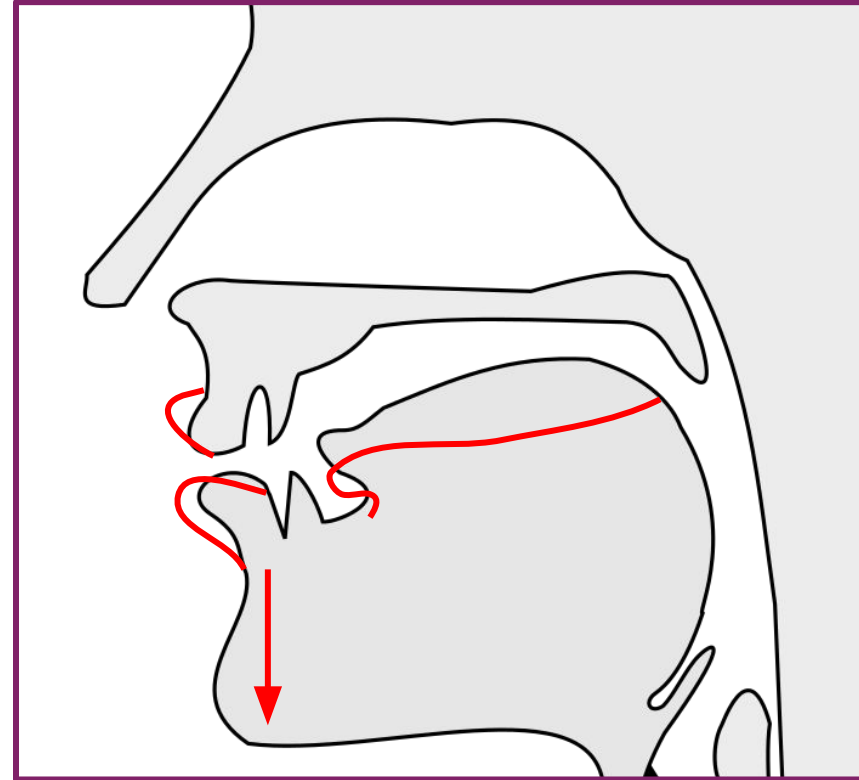
Use a recording device.

MODULE 2: VOWEL SOUNDS

Born in the north

/ɔ:/ as in north

- It's a **long** sound
- Lips are very **rounded**
- Jaw is more **open**
- The **back** of the tongue is **up**



Use your hand mirror

Listen and repeat

storm



/stɔ:rm/

orange



/'ɔ:r.ɪndʒ/

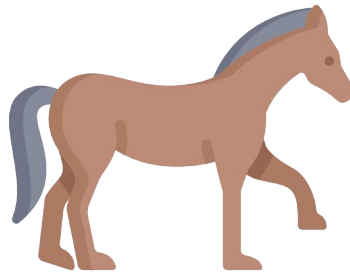
Listen and repeat

door



/dɔːr/

horse



/hɔːrs/

Born in the north



American English (GA)

/ɔː/ **vowel sound** is used to pronounce words like:

born and *north*

When /ɔː/ is followed by “r”, this consonant sound is **always pronounced**.

British English (RP)

/ɔː/ **vowel sound** is used to pronounce words like:

born, north, and thought

When /ɔː/ is followed by “r”, this consonant sound is **normally silent**.



“

**In many parts of North America
/ɑ:/ and /ɔ:/ sound the same. In
this accent /ɔ:/ appears only
followed by /r/, as in "north" or
"force".**

”

TELPEDIA





Listen to the conversation

A: Where were you **born**?

B: I was **born** in **North** America.

A: Canada **or** USA?

B: USA. I live in New **York**.

A: New **York**? That's what I **thought**!

B: Oh no! There's a **storm** coming!

A: Here, you can use the umbrella I **brought**.





Next class:

/ɑ:/

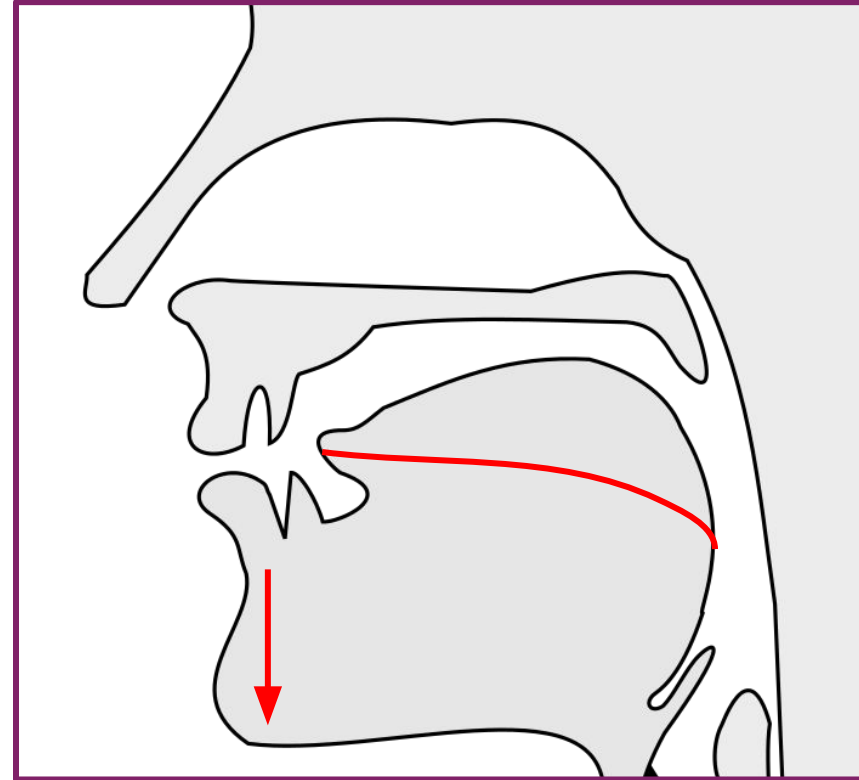


MODULE 2: VOWEL SOUNDS

**Not another
money problem!**

/ɑ:/ as in part

- It's a **long** sound
- Lips are **unrounded**
- Jaw is **open**
- The **front** of the tongue is **up** and the back is **down**



Use your hand mirror

Listen and repeat

car



/kɑ:r/

star



/sta:r/

Listen and repeat

heart



/ha:rt/

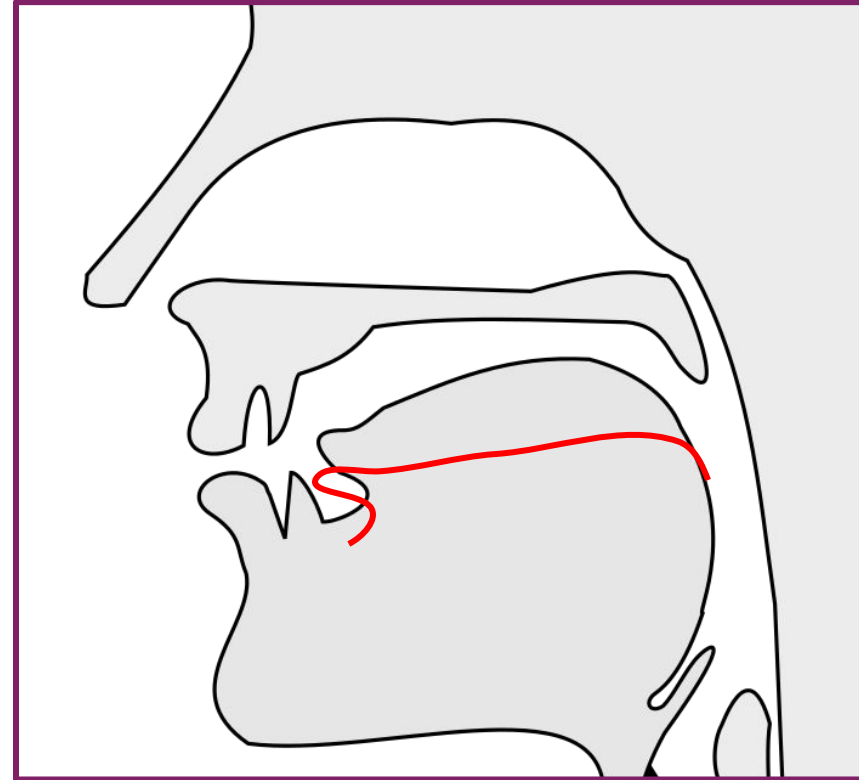
palm



/pɑ:m/

/ʌ/ as in cut

- It's a **short** sound
- Lips are **unrounded**
- Jaw is **open**
- The tongue is down, the **back** is **up** (a little)



Use your hand mirror

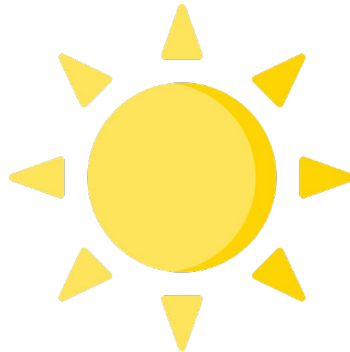
Listen and repeat

Luck



/lʌk/

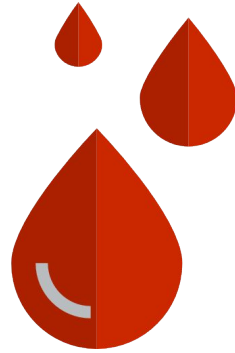
Sun



/sʌn/

Listen and repeat

Blood



/blʌd/

Cup



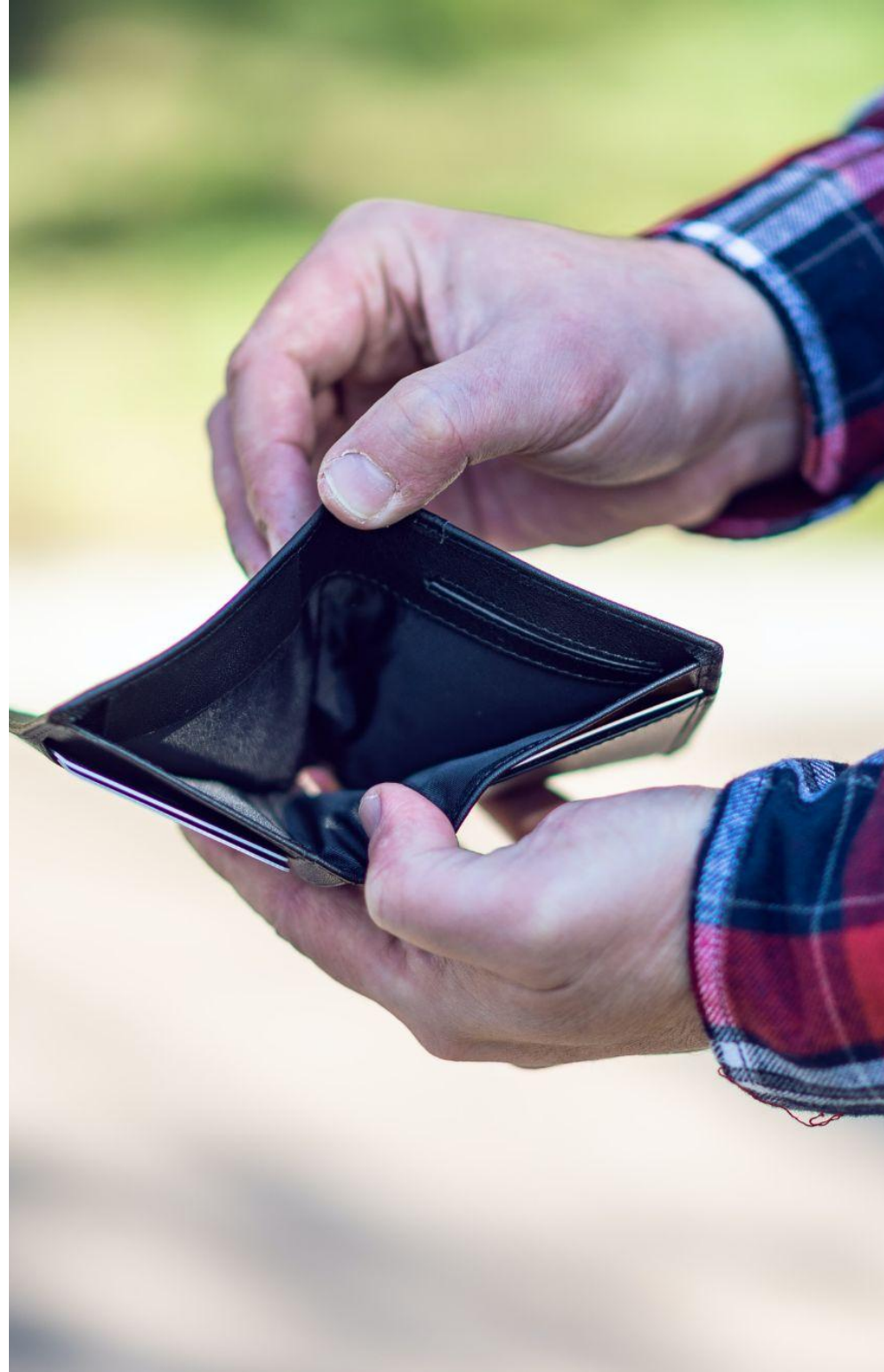
/kʌp/

| /ɑ:/ and /ʌ/

Not another money
problem!

No[•]t a[•]n[•]o[•]ther m[•]o[•]ney
pro[•]blem!

/nɔ:t ə'nʌð.ə 'mʌn.i
'prɔ:.bləm/





/ɑ:/ or /ʌ/?



Which word **DOES NOT** belong
in the group?



park

run

cut

but

Which word **DOES NOT** belong
in the group?



park

run

cut

but

Which word **DOES NOT** belong
in the group?



won

sun

March

month

Which word **DOES NOT** belong
in the group?



won

sun

March

month

Which word **DOES NOT** belong
in the group?



mother

father

art

market

Which word **DOES NOT** belong
in the group?



mother

father

art

market

Which word **DOES NOT** belong
in the group?



part

brother

smart

card

Which word **DOES NOT** belong
in the group?



part

brother

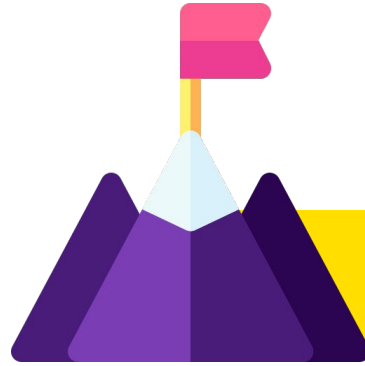
smart

card



You /rɑ:k/ !





NOW IT'S YOUR TURN!

10. Complete the sentences with the words from the box. The vowel sound is given. Then, record yourself reading the sentences out loud.

son Lucky partner Sun part love mother fun star Charms

1. I'm my /ʌ/ _____'s favorite /ʌ/ _____.
2. The /ʌ/ _____ is the only /ɑ:/ _____ in our solar system.
3. You have to come to my birthday /ɑ:/ _____. It is going to be so much /ʌ/ _____!
4. My /ɑ:/ _____ and I are in /ʌ/ _____!
5. /ʌ/ _____ /ɑ:/ _____ is a multi-colored cereal.



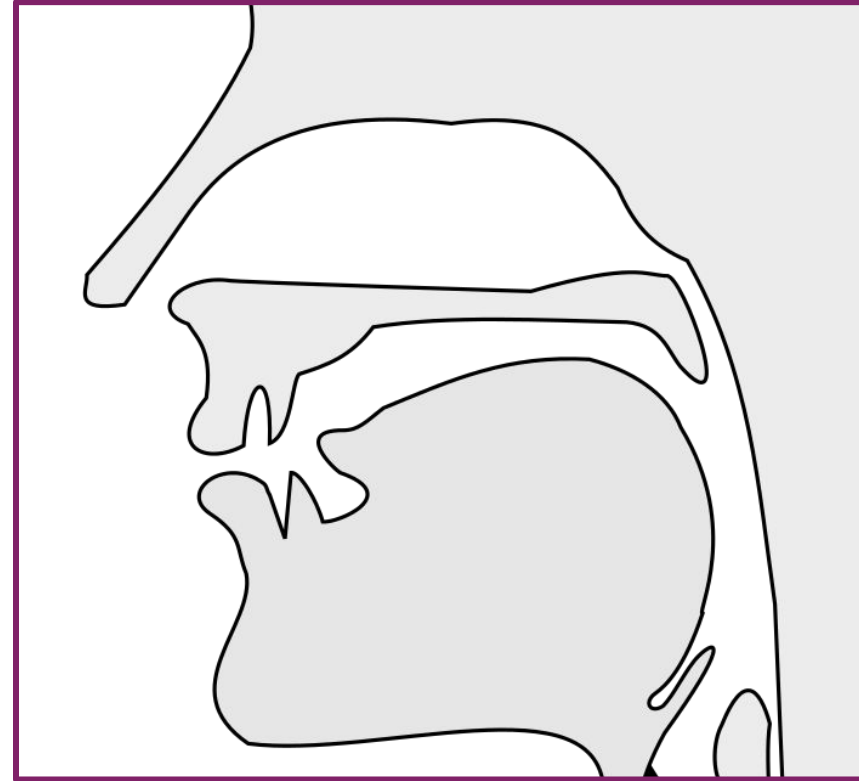
Use a recording device.

MODULE 2: VOWEL SOUNDS

**Birthday
balloons, I'm
thirty today!**

/ɜ:/ as in first

- It's a **long** sound
- Lips are **unrounded** and relaxed
- Jaw is **open**
- The tongue is at the **centre** of the mouth and relaxed



Use your hand mirror

Listen and repeat

Nurse



/nɜːrs/

Work



/wɜːrk/

Listen and repeat

Girl



/gɜ:rl/

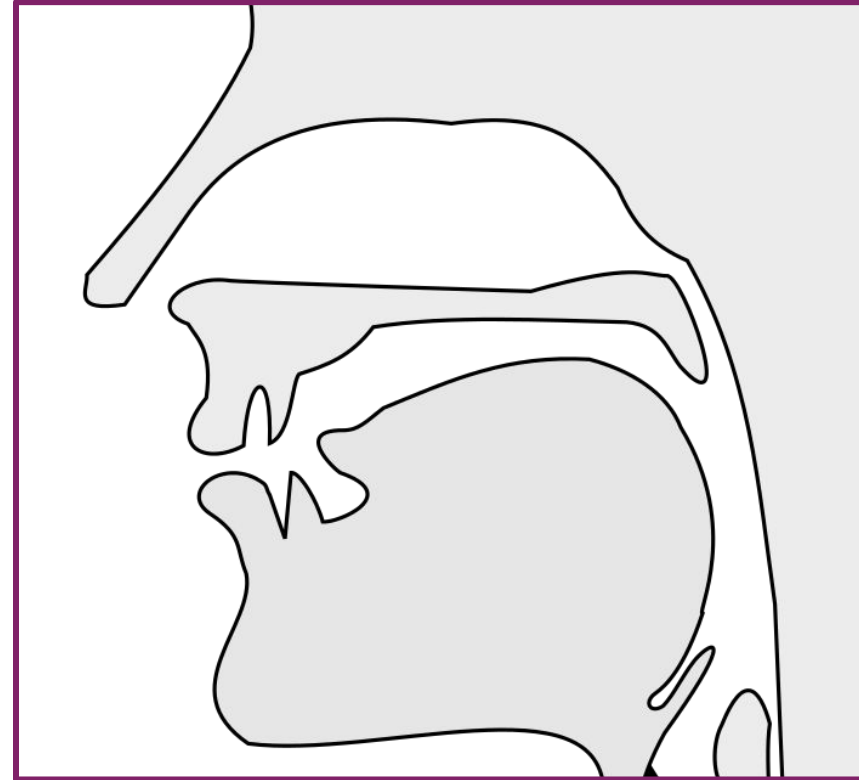
Earth



/ɜ:rθ/

/ə/ as in about

- It's a **short** sound
- Lips are **unrounded** and relaxed
- Jaw is **open**
- The tongue is at the **centre** and relaxed



*Also known as the
'Schwa sound'.*



Use your hand mirror

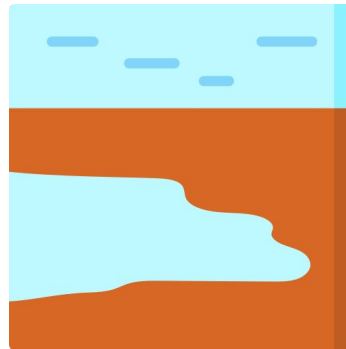
Listen and repeat

Police



/pə'li:s/

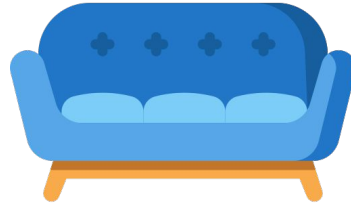
Lagoon



/lə'gu:n/

Listen and repeat

Sofa



/'səʊ.fə/

Salad



/'sæ.ləd/



STOP!





Did you notice?



All words with /ə/ have **2 syllables**:

po | lice
la | goon
so | fa
sa | lad

/pə'li:s/
/lə'gu:n/
/'sɒv.fə/
/'sæ.ləd/



Syllables



One of those syllables is **stressed** and the other one is **unstressed**:

po | lice



/pə'li:s/

What is Stress?

Stress is the emphasis given to one of the syllables in a word.

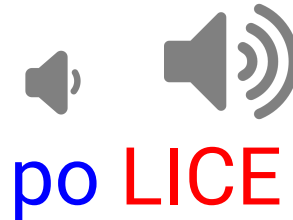
- Longer

po liiiiiice



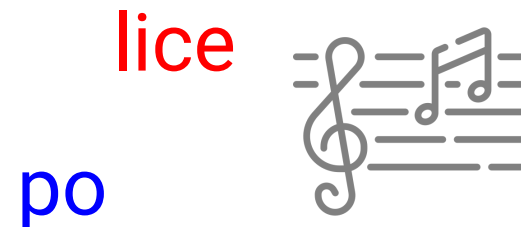
- Louder

po LICE



- Higher

po lice





Stress

Stress is marked by the **high vertical line** / ' / and it is placed before the stressed syllable:

/pə'li:s/

IPA



Weak vowel sounds

/ə/ is never on the stressed or “strong” syllable because it is a **weak vowel sound**:

/pə'li:s/

/lə'gu:n/

/vaʊəl/



 **A-ma-zing!**



You've just been introduced to
word stress!





**Let's go back to where
we were, shall we?**



/ɜ:/ and /ə/

Birthday balloons, I'm
thirty today!

Birthday balloons, I'm
thirty today!

/bɜ:rdɪ bə'lu:n ,aɪ'em
'θɜ:r.ti tə'deɪ/



Which word has the vowel
sound /ɜ:/:



hear

heard

Which word has the vowel
sound /ɜ:/:



hear /hɪr/

heard /hɜ:rd/

Which word has the vowel
sound /ɜ:/:



earn

ear

Which word has the vowel
sound /ɜ:/:



earn /ɜ:rn/

ear /ɪr/

Which word has the vowel
sound /3:/:



team

term

Which word has the vowel
sound /ɜ:/:



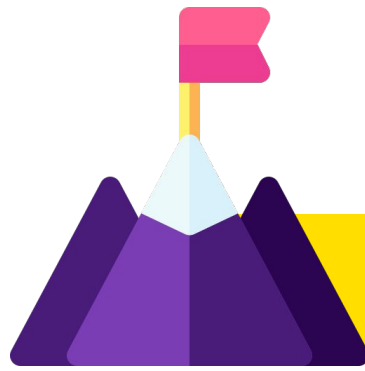
team /ti:m/

term /tɜ:rm/



Keep up the good /w3:rk/





NOW IT'S YOUR TURN!

11. Listen to the following sentences and underline the word that you hear. Then, record yourself reading the sentences out loud.

1. Kate left the party an hour *go / ago*.
2. She was so tired she fell *sleep / asleep*.
3. A long time ago in a galaxy far, far *way / away*...
4. Rapunzel's hair is shiny and *long / along*.
5. I don't have any money in my bank *count / account*.

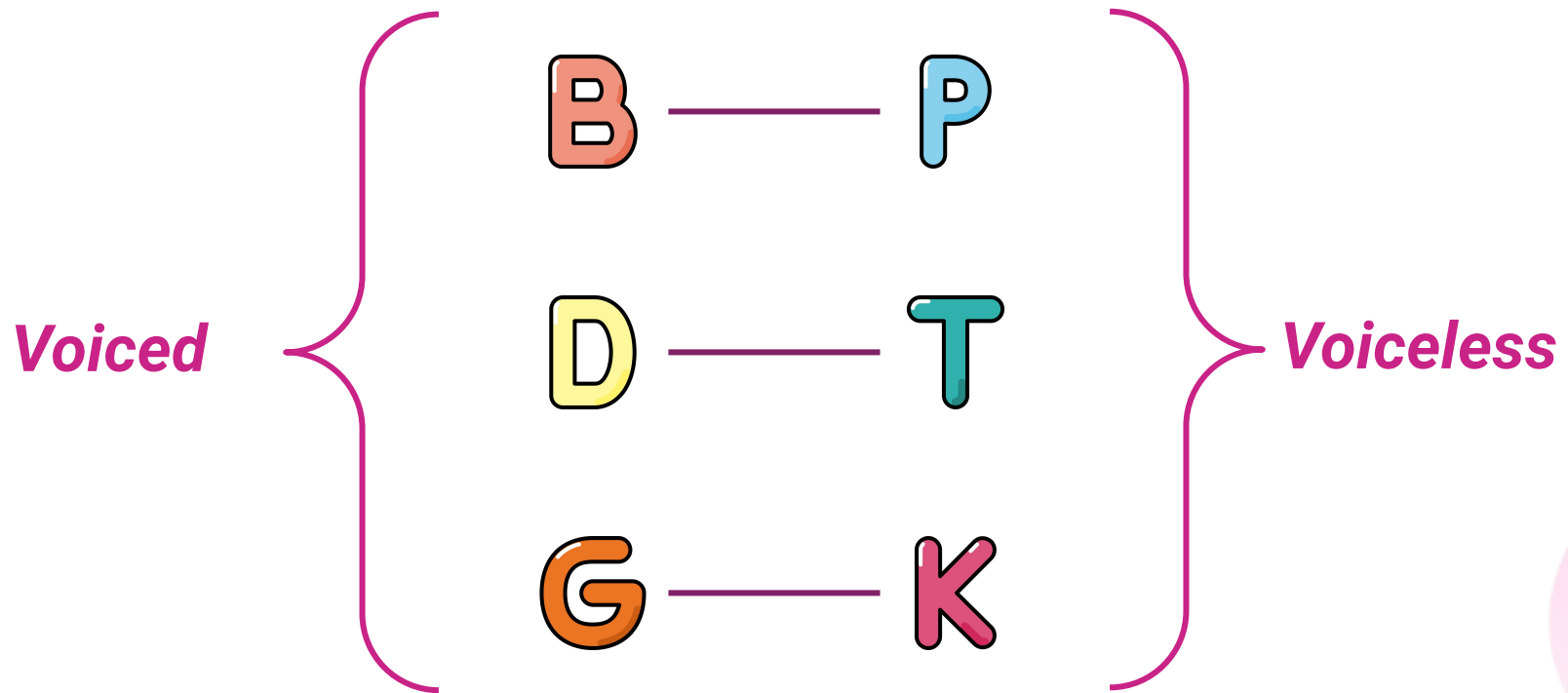


Use a recording device.

MODULE 3: CONSONANT SOUNDS

**Stop the air
sounds:
B, P, T, D, K, G**

Stop the air sounds or Stops

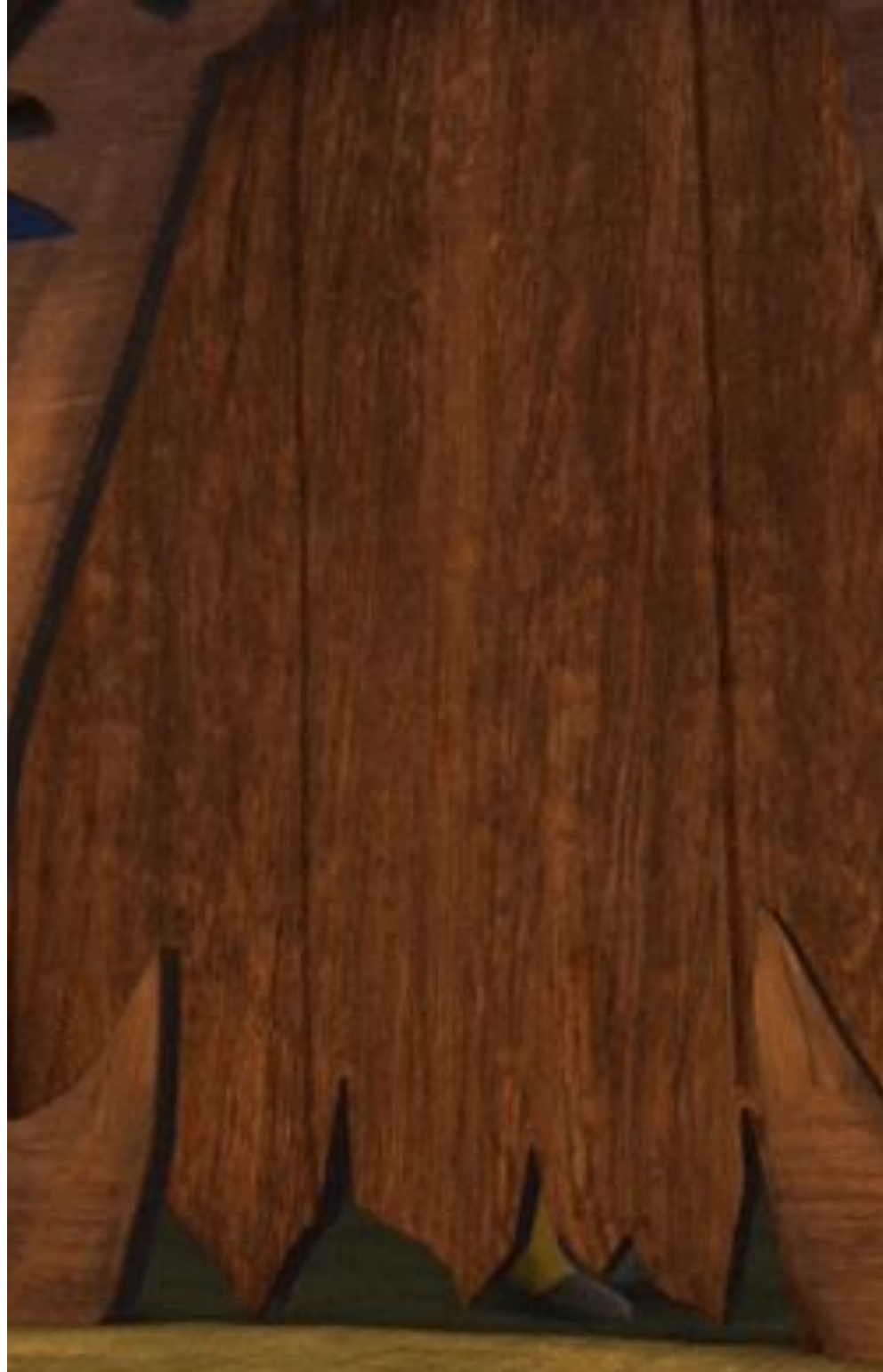


Why are they called 'Stops'?

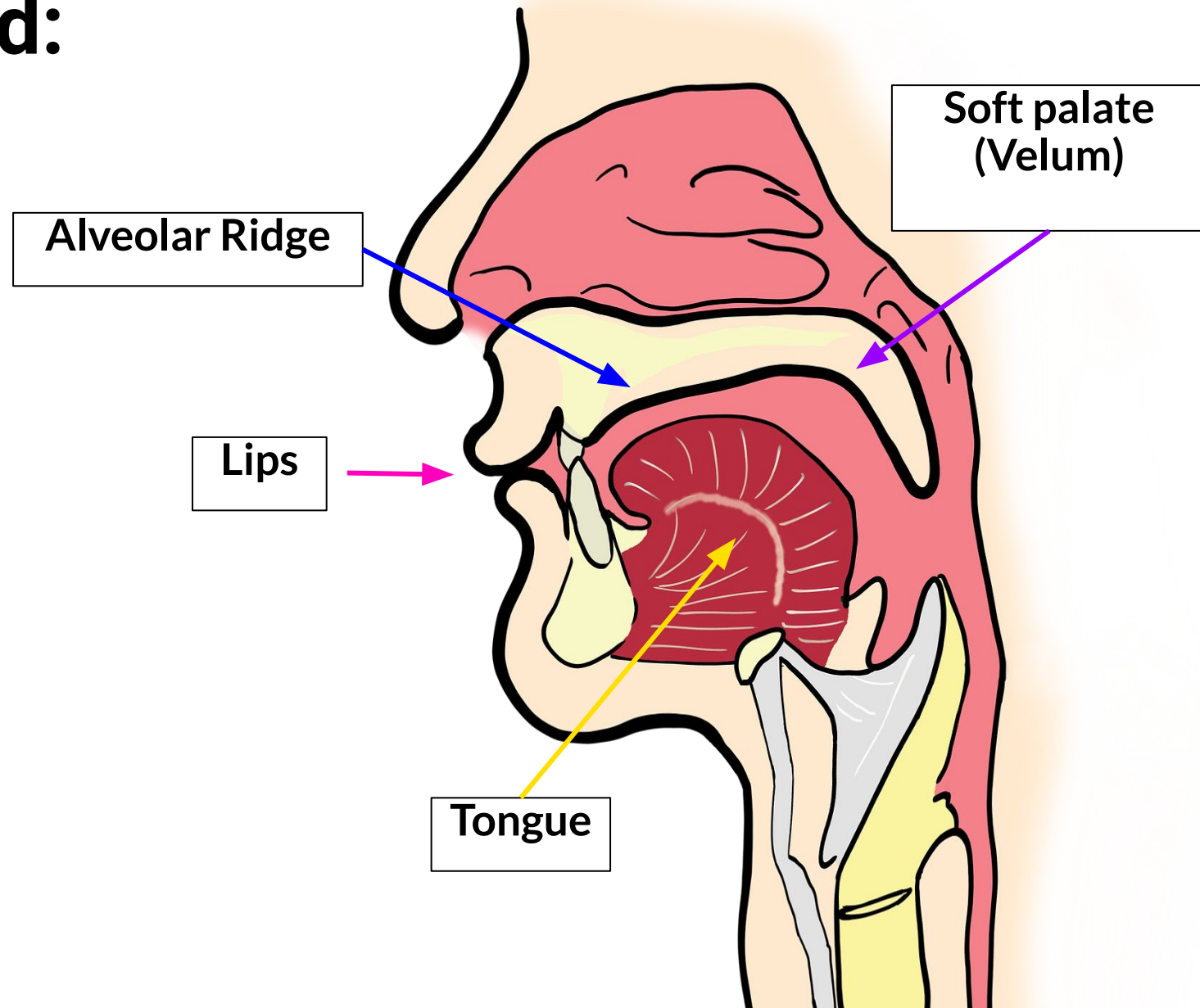


Stops

- **Two articulators** come together to stop the air coming from your lungs.
- Air gets **trapped** behind!
- **Air pushes** these two articulators until there is an **explosion!**

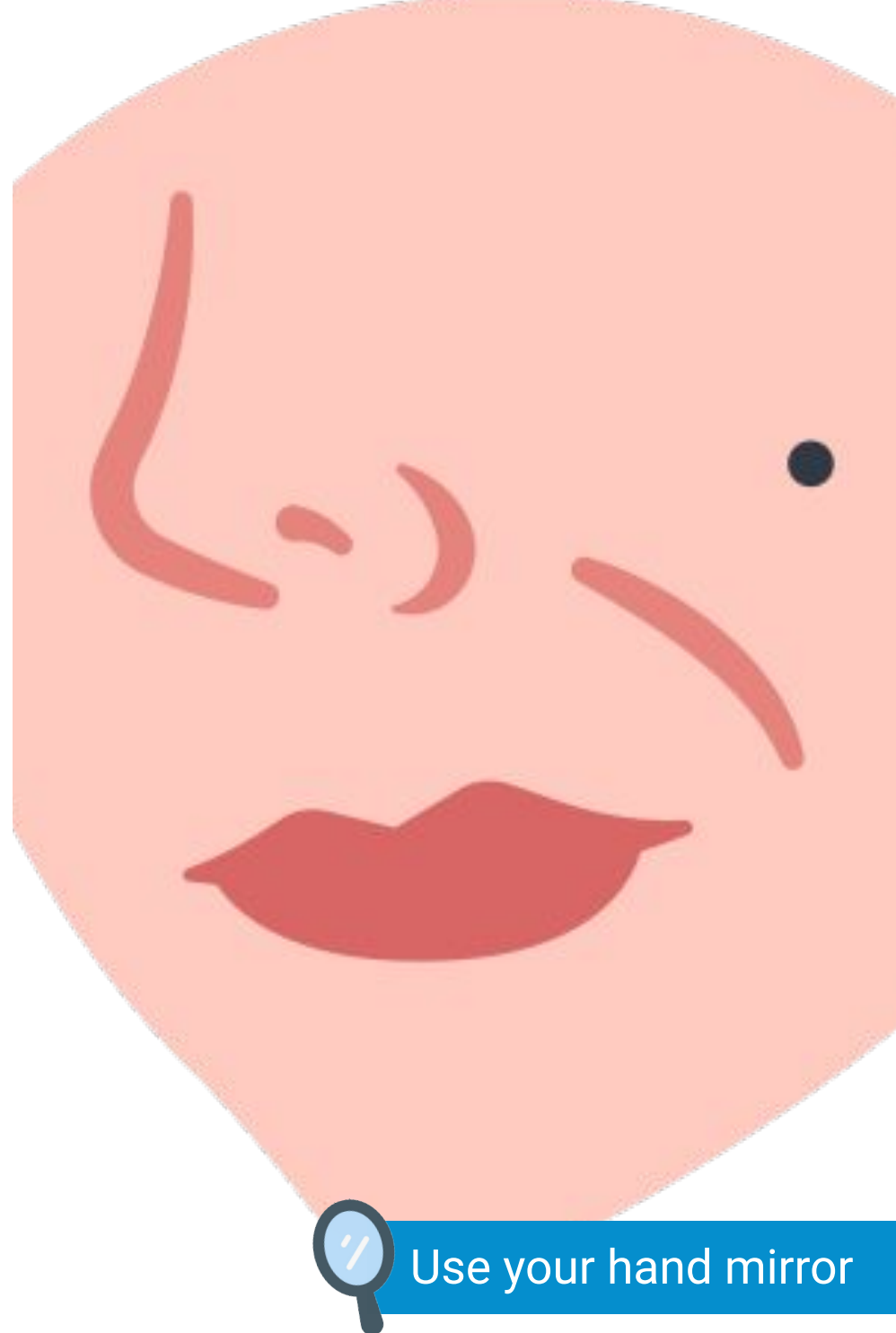


Articulators involved:



/b/ and /p/

- Air is stopped by the **Lips**.
- /b/ is **voiced**
- /p/ is **voiceless**



Use your hand mirror

Listen and repeat

Beach



/bi:tʃ/

Peach



/pi:tʃ/

Listen and repeat

Robe



/roub/

Rope



/roup/

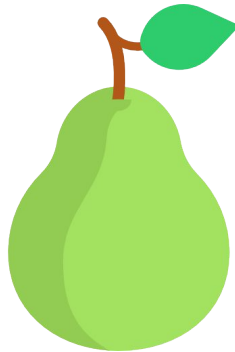
Listen and repeat

Bear



/ber/

Pear



/per/

/d/ and /t/

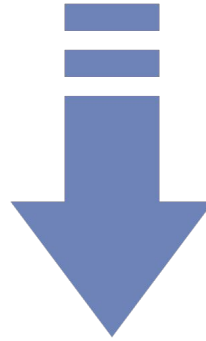
- Air is stopped by the **front** of the **Tongue** and the **Alveolar ridge**.
- /d/ is **voiced**
- /t/ is **voiceless**



Use your hand mirror

Listen and repeat

down



/daʊn/

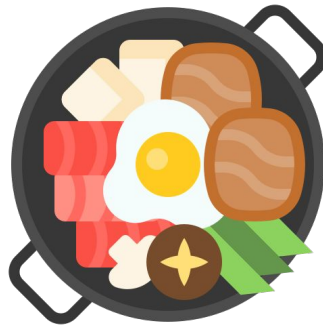
town



/taʊn/

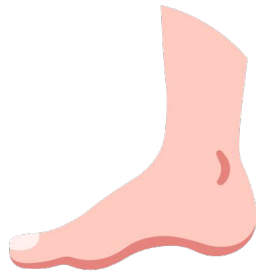
Listen and repeat

food



/fu:d/

foot



/fʊt/

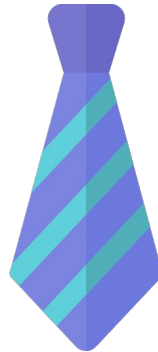
Listen and repeat

die



/daɪ/

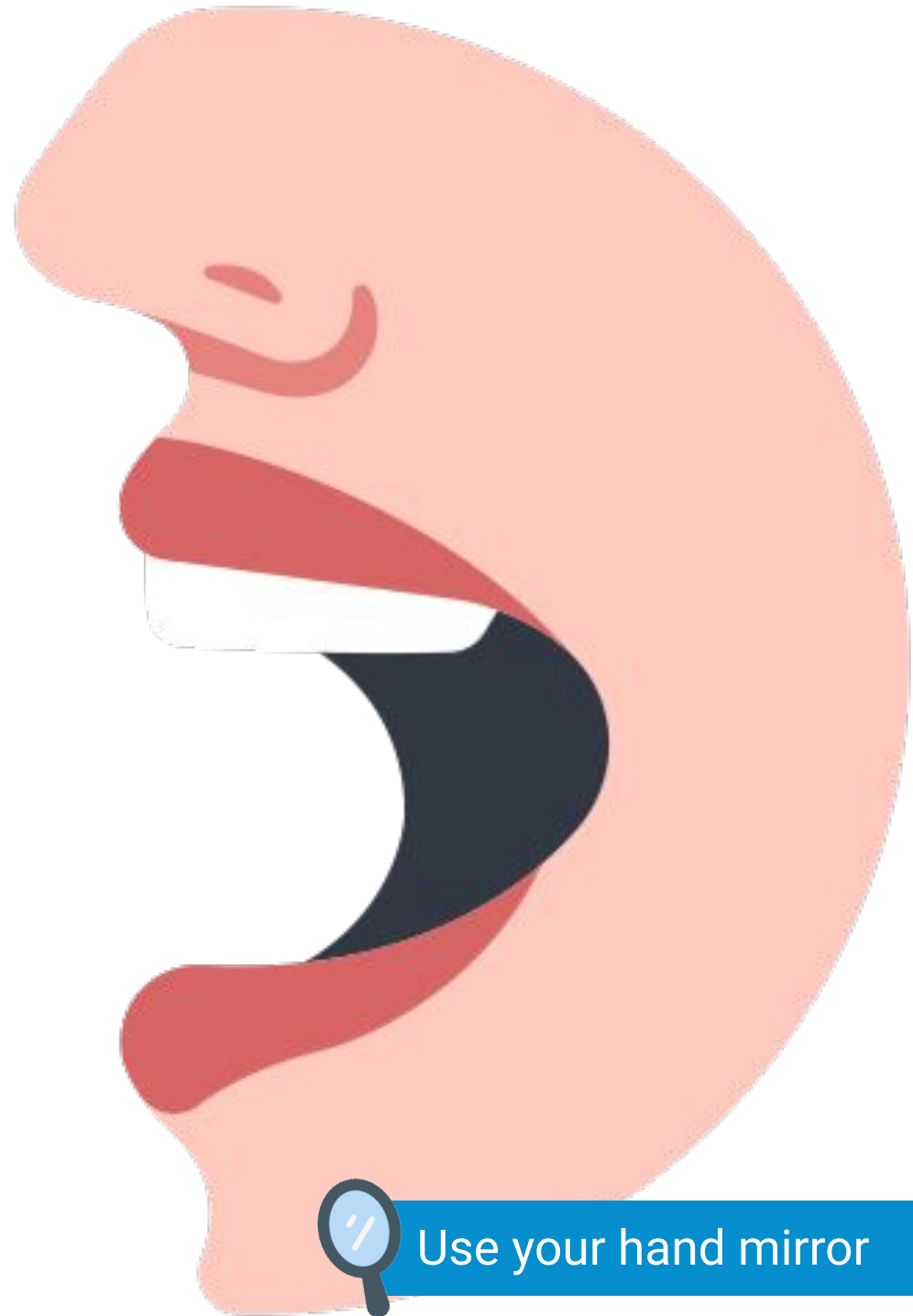
tie



/taɪ/

/g/ and /k/

- Air is stopped by the **back** of the **Tongue** and the **Soft palate**.
- /g/ is **voiced**
- /k/ is **voiceless**



Use your hand mirror

Listen and repeat

glass



/glæs/

class



/klæs/

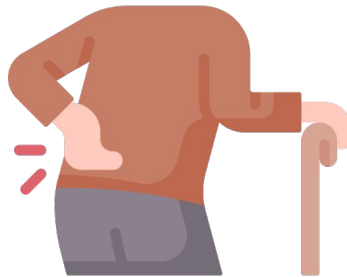
Listen and repeat

bag



/bæg/

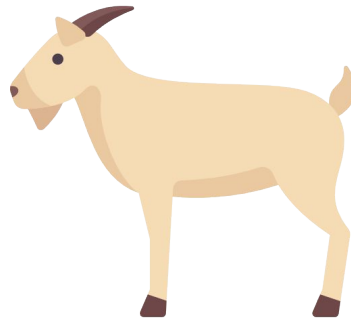
back



/bæk/

Listen and repeat

goat



/gouʔt/

coat



/kouʔt/

Which word am I saying?



gut

cut

Which word am I saying?



gut /gʌt/

cut /kʌt/

Which word am I saying?



bride

pride

Which word am I saying?



bride /braɪd/

pride /praɪd/

Which word am I saying?



send

sent

Which word am I saying?



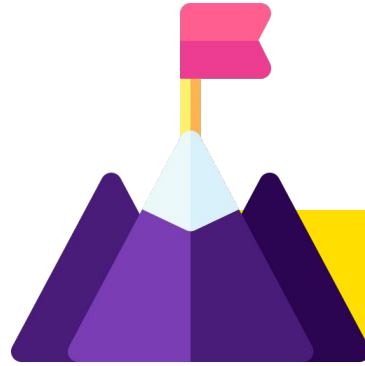
send /send/

sent /sent/



You did it!





NOW IT'S YOUR TURN!

12. Record yourself saying this tongue twister!

/d/ and /t/ sounds

Oh what 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 two to two
With a rat-a-ta 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.

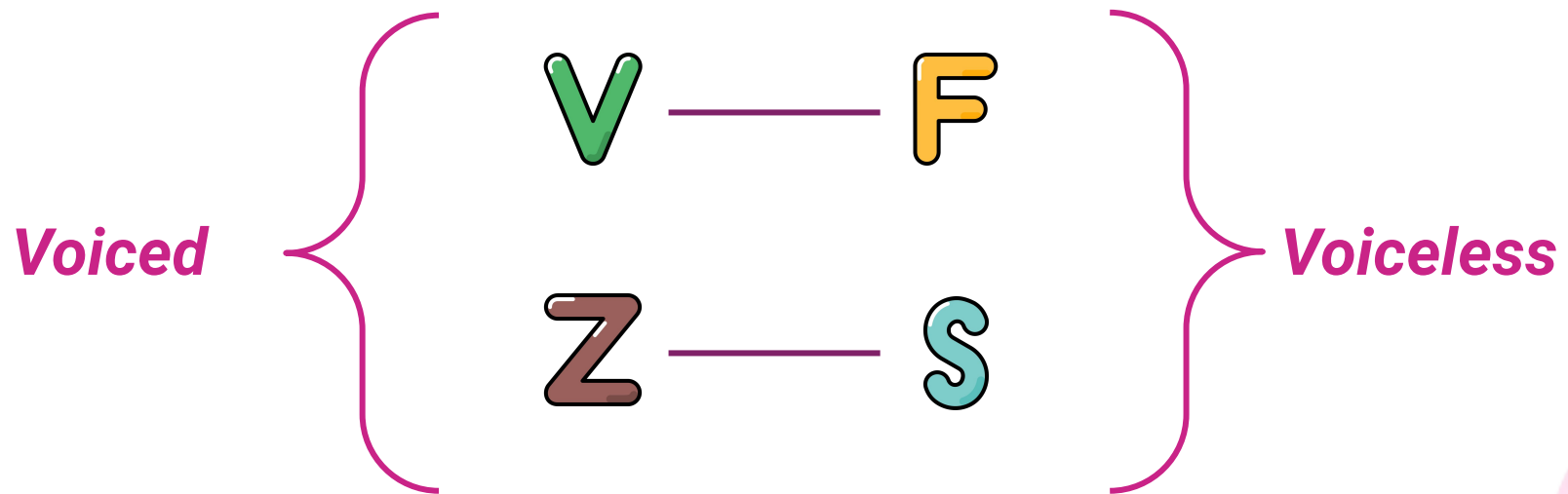


Use a recording device.

MODULE 3: CONSONANT SOUNDS

**Go with the flow
of air sounds:
F, V, S, Z**

Go with the flow air sounds or Fricatives



**Why are they called
'Fricatives'?**

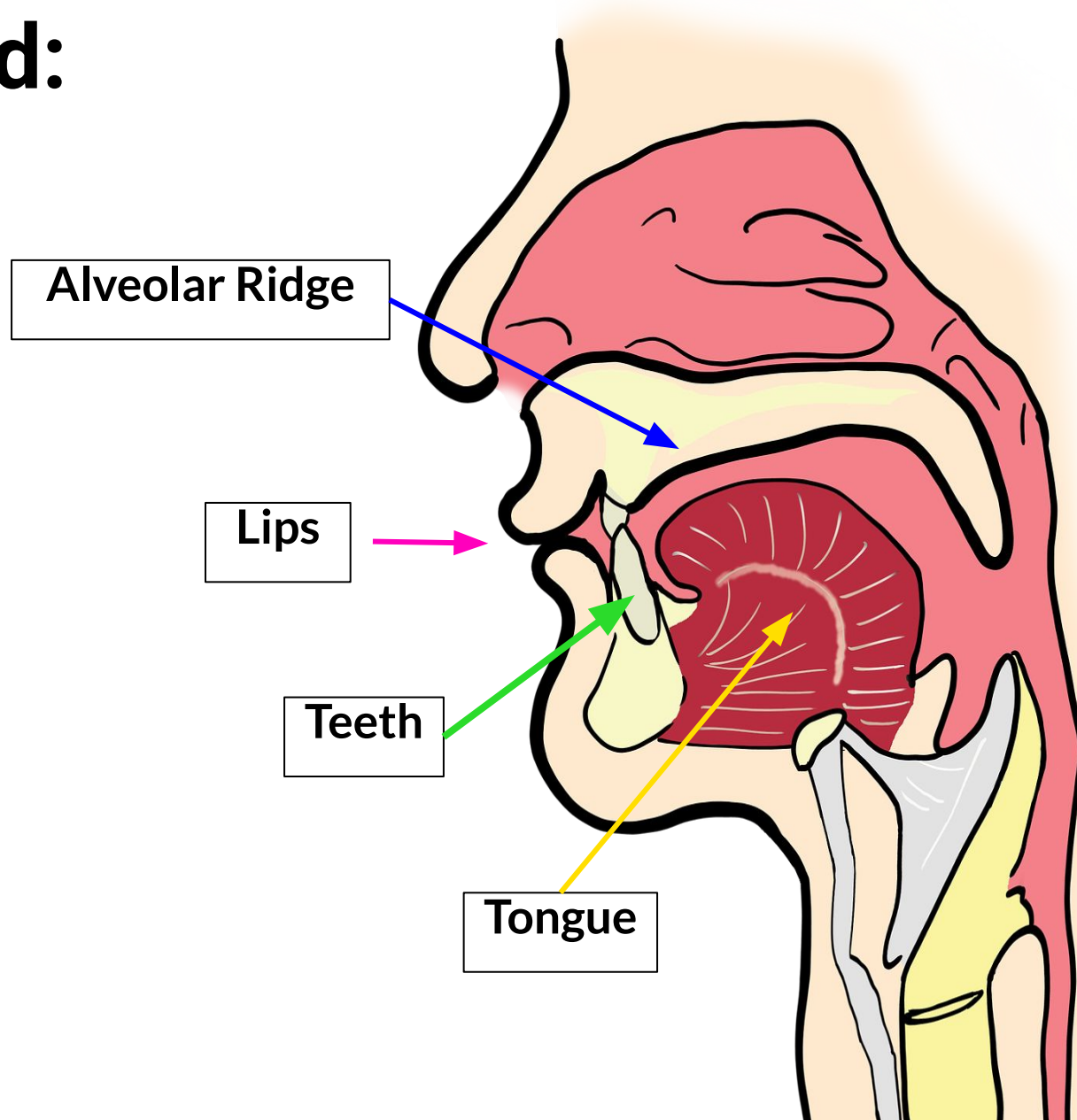


Fricatives

- **Two articulators** come together to form a tiny space for the air to pass.
- Creates a **hissing** sound, like a cat or a snake!



Articulators involved:



/v/ and /f/

- Air passes through the space created by the **lower lip** and **top teeth**.
- /v/ is **voiced**
- /f/ is **voiceless**



Listen and repeat

fifty



/'fɪf.ti/

five



/faɪv/

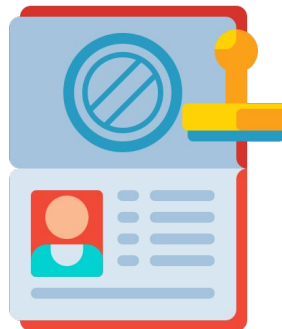
Listen and repeat

photo



/'fəʊ.təʊ/

visa



/'vi:zə/

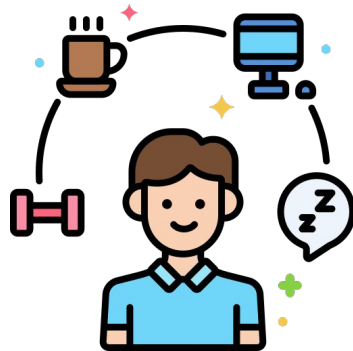
Listen and repeat

life



/laɪf/

live



/lɪv/

Which word am I saying?



leaf

leave

Which word am I saying?



leaf /li:f/

leave /li:v/

Which word am I saying?



fine

vine

Which word am I saying?



fine /faɪn/

vine /vaɪn/



Very good!



/z/ and /s/

- Air passes through the space created by the **front** of the **Tongue** and the **Alveolar ridge**.
- /z/ is **voiced**
- /s/ is **voiceless**



Listen and repeat

city



/'sɪt.i/

zoo



/zu:/

Listen and repeat

price



/praɪs/

prize



/praɪz/

Listen and repeat

boss



/bɑ:s/

busy



/'bɪz.i/



Quick note!

/s/ sounds can be spelled s, c, ss, sc or x.
ej. **science**, **class**, **six**

/z/ sounds can be spelled z, s, zz, ss or x.
ej. **nose**, **buzz**, **bees**

Which word **DOES NOT HAVE**
the **/s/** sound?



rice

wise

sit

six

Which word **DOES NOT HAVE**
the **/s/** sound?



rice

wise

sit

six

Which word **DOES NOT HAVE**
the **/z/** sound?



rise

nose

sea

bees

Which word **DOES NOT HAVE**
the **/z/** sound?



rise

nose

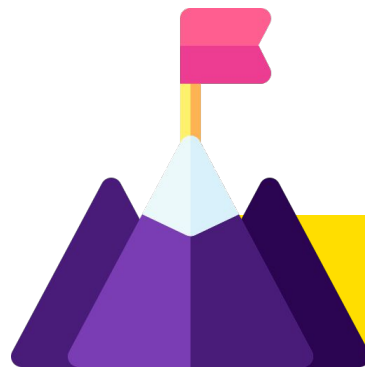
sea

bees



Sensational!





NOW IT'S YOUR TURN!

13. Look at the images and underline the correct word to complete each sentence. Then, record yourself reading the sentences out loud.

1. She is admiring the beautiful *few* / *view* of the city.



2. We rented a light green *van* / *fan* and went to the beach.



3. Would you like another bowl of *rise* / *rice*?



MODULE 3: CONSONANT SOUNDS

Nasal sounds:
M, N, NG



Nasal sounds

Voiced



M

N

NG



Why are they called 'Nasal'?

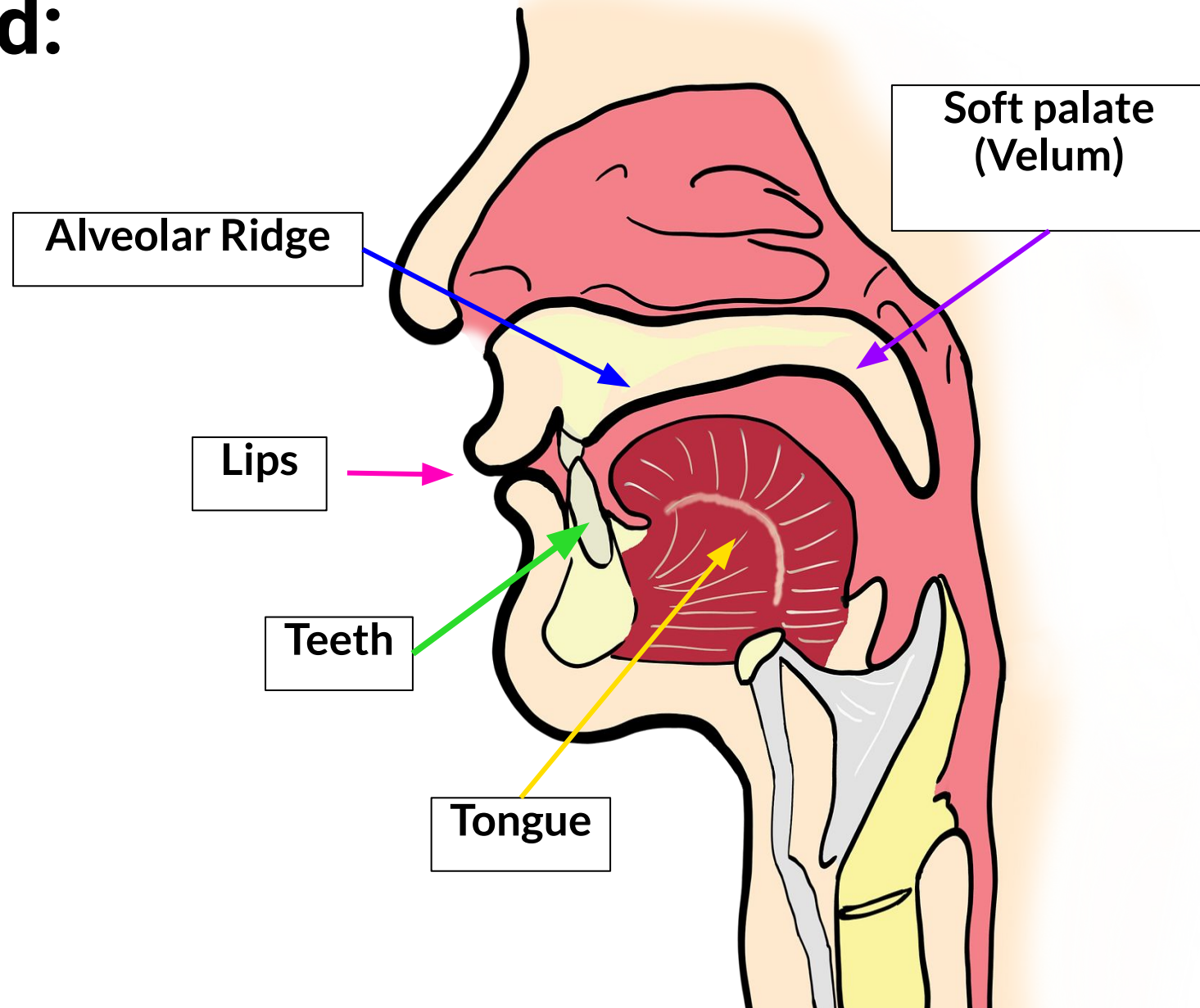


Nasals

- **Mouth** is closed, **Soft palate** is low.
- Air escapes through the **nose**!



Articulators involved:



/m/

- **Lips** are closed so the air goes through the **Nose**.
- /m/ is **voiced**



/n/

- Air is stopped by the **front** of the **Tongue** and the **Alveolar ridge**.
- Air escapes through the **nose**!
- /n/ is **voiced**



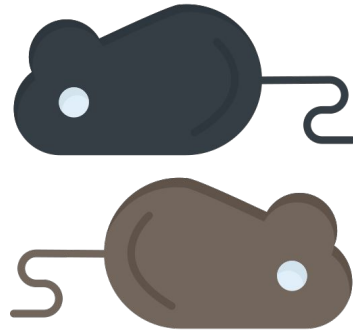
n+g or /ŋ/

- Air is stopped by the **back** of the **Tongue** and the **Soft palate**.
- Air escapes through the **nose**!
- /ŋ/ is **voiced**



Listen and repeat

mice



/maɪs/

nice



/naɪs/

Listen and repeat

mean



/mi:n/

man



/mæn/

Listen and repeat

prince



/prɪns/

king



/kɪŋ/

Listen and repeat

sink



/sɪŋk/

sing



/sɪŋ/

Which word am I saying?



mine

nine

Which word am I saying?



mine /maɪn/

nine /naɪn/

Which word am I saying?



ran

rang

Which word am I saying?



ran /ræn/

rang /ræŋ/

Which word am I saying?



sun

some

Which word am I saying?



sun /sʌn/

some /sʌm/

Which word am I saying?



along

alone

Which word am I saying?



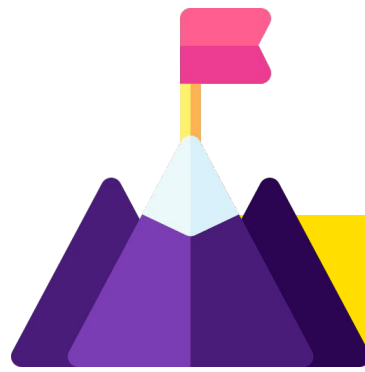
along /ə'la:ŋ/

alone /ə'loun/



/naɪs/!





NOW IT'S YOUR TURN!

14. Look at the images and underline the correct word to complete each sentence. Then, record yourself reading the sentences out loud.

1. She lost a lot of weight and now she is too *thing / thin*.



2. We can see the stars at *might / night*.



3. David eats lunch every day at *noon / moon*.



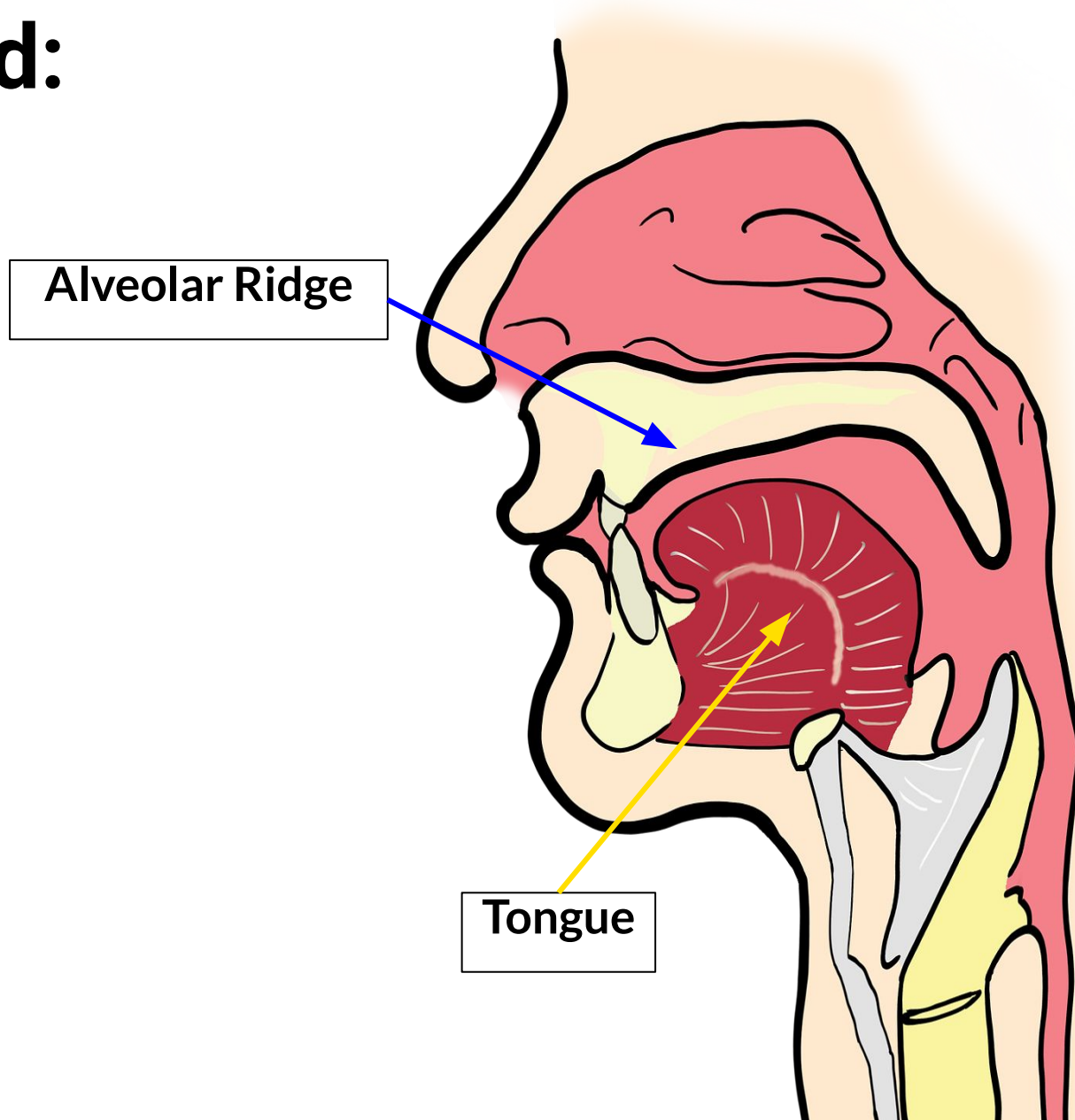
MODULE 3: CONSONANT SOUNDS

**Partially blocking
the air sounds:
L and R**

Partially blocking the air sounds

Voiced { R
L

Articulators involved:



/l/

- **Tongue** and the **Alveolar ridge** block the middle part of the mouth.
- Air escapes to the sides of the **Tongue!**
- **/l/** is **voiced**



/r/

- The **front** of the **Tongue** is **up** and close to the **Alveolar ridge**, but does not touch it.
- /r/ is **voiced**



Listen and repeat

light



/laɪt/

right



/raɪt/

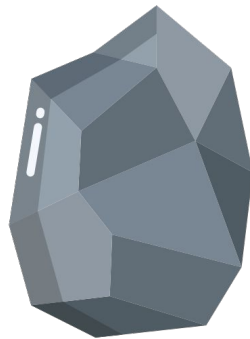
Listen and repeat

lock



/lɑ:k/

rock



/rɑ:k/

Listen and repeat

clown



/klaʊn/

crown



/kraʊn/

I have to work _____.



late

rate

I have to work _____.



late /leɪt/

rate /reɪt/

Last night I _____ a book.



red

led

Last night I _____ a book.



red /red/

led /led/

He had a terrible accident!
Thank God that he is _____.



arrive

alive

He had a terrible accident!
Thank God that he is _____.



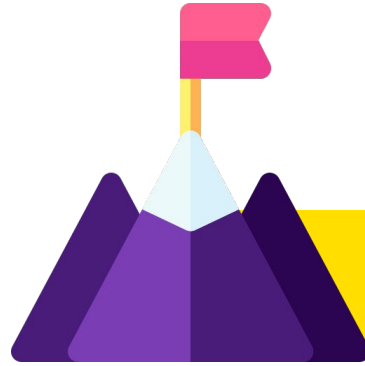
arrive /ə'raɪv/

alive /ə'laɪv/



You /ru:l/!





NOW IT'S YOUR TURN!

15. Record yourself saying both tongue twisters!

/l/ and /r/ sounds

- A.** 'Really' said Ronald, 'The problem with ferries is that they're always late wherever you are. You drive to the water under much strain only to sit in the car and wait, eating breakfast and drinking coffee. Believe me when I tell you, you should have taken that pricy flight to Paris instead!'

- B.** Red Lorry, Yellow Lorry. *(repeat 3 times in a row)*



Use a recording device.

MODULE 4: GRAMMAR AND PRONUNCIATION

Contractions of the verb to be, will and have

Verb to be

I am	→	I'm
You are	→	You're
She is	→	She's
He is	→	He's
It is	→	It's
We are	→	We're
You are	→	You're
They are	→	They're

Verb to be + NOT

I am not	→	I'm not
You are not	→	You're not / you aren't
She is not	→	She's not / she isn't
He is not	→	He's not / he isn't
It is not	→	It's not / It isn't
We are not	→	We're not / We aren't
You are not	→	You're not / You aren't
They are not	→	They're not / They aren't

Will

I will	→	I'll
You will	→	You'll
She will	→	She'll
He will	→	He'll
It will	→	It'll
We will	→	We'll
You will	→	You'll
They will	→	They'll

Will + NOT

I will not	→	I won't
You will not	→	You won't
She will not	→	She won't
He will not	→	He won't
It will not	→	It won't
We will not	→	We won't
You will not	→	You won't
They will not	→	They won't

Have

TALKING ABOUT THE PAST (UNSPECIFIED TIME)

I have	→	I've
You have	→	You've
She has	→	She's
He has	→	He's
It has	→	It's
We have	→	We've
You have	→	You've
They have	→	They've

Have + NOT

I have not	→	I haven't
You have not	→	You haven't
She has not	→	She hasn't
He has not	→	He hasn't
It has not	→	It hasn't
We have not	→	We haven't
You have not	→	You haven't
They have not	→	They haven't

Listen and complete





Listen and complete

A: You _____ finished your food.

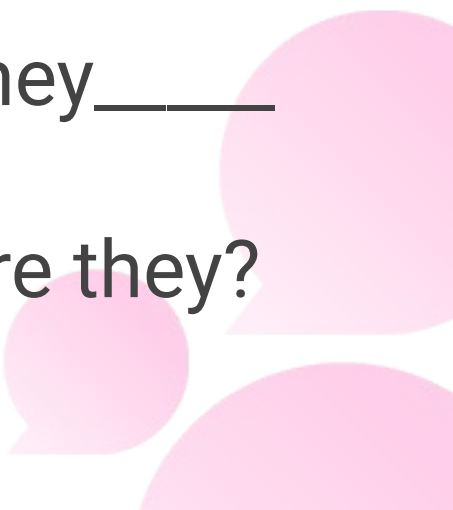
B: I _____ not hungry.

A: You _____ be hungry in an hour. It _____ almost time to go to bed.

B: Daisy and Kate _____ eaten anything and you _____ bothering them...

A: Oh! Do not worry about your sisters. They _____ having dinner at a fancy restaurant!

B: And they _____ going without me, are they?





Listen and complete

A: You **haven't** finished your food.

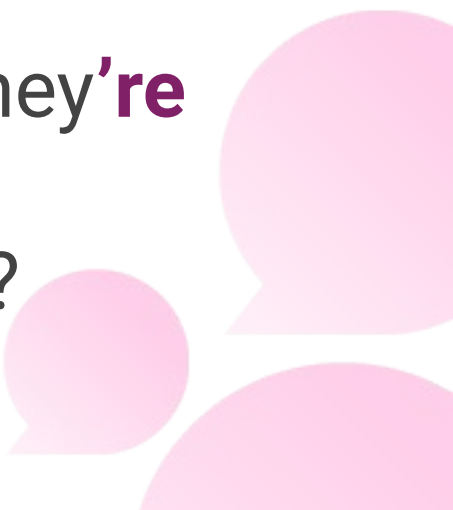
B: I'**m** not hungry.

A: You'**ll** be hungry in an hour. It'**s** almost time to go to bed.

B: Daisy and Kate **haven't** eaten anything and you'**re not** bothering them...

A: Oh! Do not worry about your sisters. They'**re** having dinner at a fancy restaurant!

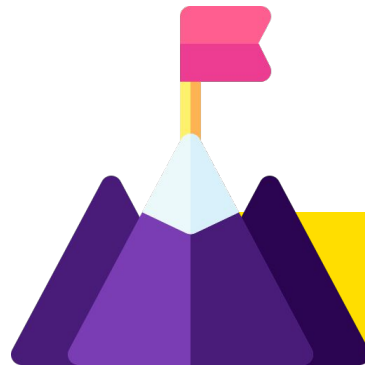
B: They'**re not** going without me, are they?





I'm proud of you!





NOW IT'S YOUR TURN!

16. Rewrite these sentences using contractions. Then, record yourself reading the new sentences out loud.

1. I am studying English. → **I'm studying English.**
2. You will be traveling to Paris next year.
3. They have not bought the tickets for the concert.
4. She is not afraid of spiders.
5. We are not going to tolerate this noise!
6. I will always love you.
7. He has not finished the course yet.
8. They will not come to your birthday party.
9. I have visited a lot of countries but not Australia.
10. We have worked very hard these past couple of days.



Use a recording device.

MODULE 4: GRAMMAR AND PRONUNCIATION

Words with -ed ending

The past tense ending -ed is pronounced in three different ways:

/ɪd/	/d/	/t/
wanted	loved	danced

/t/

Applies when the original verb ends with the following consonant sounds:

Voiceless	/k/	cooked
	/p/	helped
	/f/	laughed
	/s/	dressed, fixed
	/ʃ/	washed
	/tʃ/	watched

/d/

Applies when the original verb ends with the following sounds:

Voiced	/b/	clim bed
	/g/	beg ged
	/v/	lov ed
	/m/	harm ed
	/n/	open ed
	/ŋ/	hang ed

/d/

Applies when the original verb ends with the following sounds:

Voiced	/z/	buzz ed , rais ed
	/l/	kill ed
	/r/	hir ed
	/dʒ/	chang ed
	/ʒ/	measur ed
	vowel sound	d ied

/ɪd/

Applies when the original verb ends with the following consonant sounds:

/d/	ended needed
/t/	waited wanted



**Do you remember
word stress?**



Verb + /ɪd/ ending

When we add /ɪd/ to a verb we are adding an **extra syllable**:

end = end-ed /'endɪd/

wait = wait-ed /'weɪtɪd/



For IPA transcription we add /'/ to mark the **stressed syllable**.

Verb + /d/ or /t/ ending

When -ed is pronounced /d/ or /t/, we **are NOT adding an extra syllable**:

loved = loved /lʌvd/

danced = danced /dænsd/

→ In both examples we only have one syllable.

We waited for a long time.



/ɪd/

/d/

/t/

We waited for a long time.



/ɪd/

/d/

/t/

I missed you at the party.



/ɪd/

/d/

/t/

I missed you at the party.



/ɪd/

/d/

/t/

You danced all night!



/ɪd/

/d/

/t/

You danced all night!



/ɪd/

/d/

/t/

They **planned** their trip to Hawaii.



/ɪd/

/d/

/t/

They **planned** their trip to Hawaii.



/ɪd/

/d/

/t/



I'm impress/t/!





NOW IT'S YOUR TURN!

17. Place the words in the right column depending on how their -ed ending should be pronounced. Then, record yourself reading all the words out loud.

fixed added shouted walked started kissed painted enjoyed mixed
caught paid hated lived called calmed

/ɪd/	/d/	/t/



Use a recording device.

MODULE 4: GRAMMAR AND PRONUNCIATION

Words with -s ending

Words ending in -s can be pronounced in three different ways:

<i>/s/</i>	<i>/z/</i>	<i>/ɪz/</i>
ducks	bees	dances



EASY

Spelling and pronunciation match!

/s/

Applies when the original word ends with the following consonant sounds:

Voiceless

/k/	kicks
/p/	stops
/t/	rats
/f/	laughs
/θ/	months

/z/

Applies when the original word ends with the following sounds:

Voiced	/b/	jobs
	/d/	birds
	/g/	tags
	/m/	moms
	/n/	fans
	/ŋ/	songs

/z/

Applies when the original word ends with the following sounds:

Voiced

/v/	knives
/l/	falls
/r/	Mars
vowel sound	days

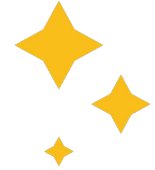
/ɪz/

Applies when the original word ends with the following consonant sounds:

- es
spelling

/s/	box <u>es</u> , trac <u>es</u> , loss <u>es</u>
/z/	pric <u>es</u> , buzz <u>es</u>
/ʃ/	wish <u>es</u>
/tʃ/	watch <u>es</u>
/dʒ/	chang <u>es</u>

Remember to bring your reusable
grocery **bags** to the supermarket.

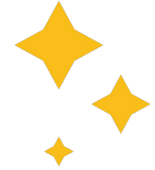


/s/

/z/

/ɪz/

Remember to bring your reusable
grocery **bags** to the supermarket.

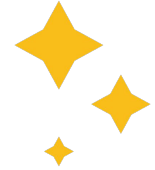


/s/

/z/

/ɪz/

When he's hot, he **drinks** a lot of
beer.

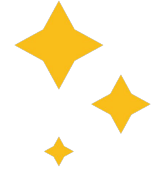


/s/

/z/

/ɪz/

When he's hot, he **drinks** a lot of
beer.

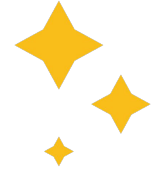


/s/

/z/

/ɪz/

I'm going to get my girlfriend **roses**
for Valentine's Day.

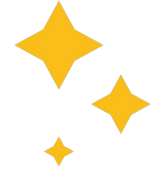


/s/

/z/

/ɪz/

I'm going to get my girlfriend **roses**
for Valentine's Day.

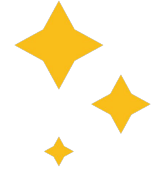


/s/

/z/

/ɪz/

If you love milk chocolate, you
should try Hershey's **kisses**.



/s/

/z/

/ɪz/

If you love milk chocolate, you
should try Hershey's **kisses**.



/s/

/z/

/ɪz/



Hat/s/ off!





NOW IT'S YOUR TURN!

18. Place the following words in the right column based on the way their -s ending is pronounced. Then, record yourself saying all the words in the chart.

dishes shots cars boys misses knows fridges eggs swims
watches looks shops matches maps baths

/s/	/z/	/ɪz/



Use a recording device.

MODULE 4: GRAMMAR AND PRONUNCIATION

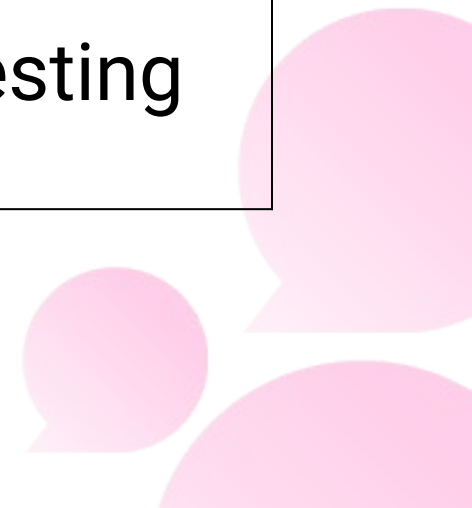
Words with -ing ending



Words with -ing ending

Words ending in -ing can be:

Verb	Noun	Adjective
playing	learning	interesting



**It's time to use our short vowel
sound /ɪ/ & nasal sound /ɨ/ !**



Word + /ɪŋ/

The same applies when the original word ends with either a vowel or a consonant sounds.

vowel sounds	playing,
	seeing
	dying
	doing
consonant sounds	taking
	running

Syllables and word stress

In some cases adding /ɪŋ/ to a word we are adding an **extra syllable**:

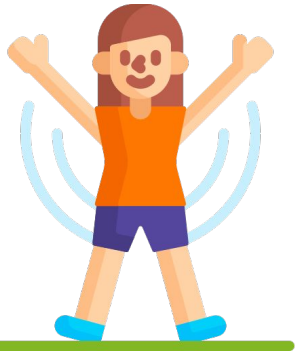
interest → in-tere-sting /'ɪn.trɪ.stɪŋ/

amaze → a-ma-zing /ə'meɪ.zɪŋ/



For IPA transcription we use the **period /./** to **separate syllables**.

Listen and repeat



jumping



eating

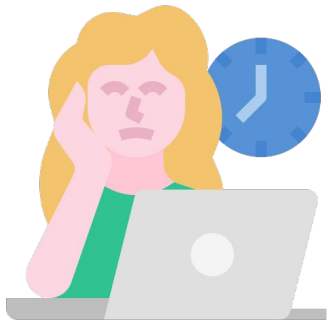


swimming



studying

Listen and repeat



boring



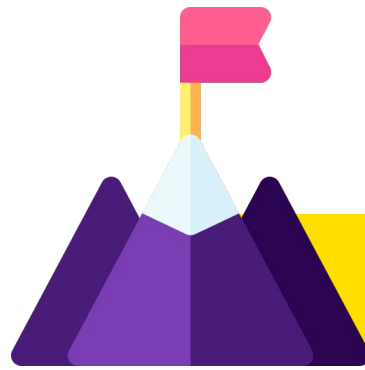
disgusting



relaxing



frightening



NOW IT'S YOUR TURN!

19. Add -s, -ed and -ing endings to the following words. Then, record yourself saying all the words in the chart.

Original word	-s	-ed	-ing
show	shows	showed	showing
dream			
help			
check			
finish			



Use a recording device.



Congratulations!



What you learned:

- How we produce different **sounds in English.**
- **Vowel** and **Consonant** sounds
- What is **IPA?**
- **Contractions** of the verb to be, will and have.

BONUS: WORD STRESS



Tips and tricks!



Go to dictionary.cambridge.org/us/ and look for any word in English. You can check its pronunciation, the IPA transcription, the meaning of the word and examples sentences.



Cambridge Dictionary

Make your words meaningful

English

noun

US 🔊 /'ɪŋ.ɡlɪʃ/ UK 🔊 /'ɪŋ.ɡlɪʃ/

Tips and tricks!



Go to youglish.com and type any word you want to listen to. Watch different English speakers say that specific word via YouTube videos.



Final recommendations:



Warm-up
before practicing.



Read out loud
*any English text for
10 minutes a day!*



Imitate
*actors in movies or
TV shows.*



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