

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.

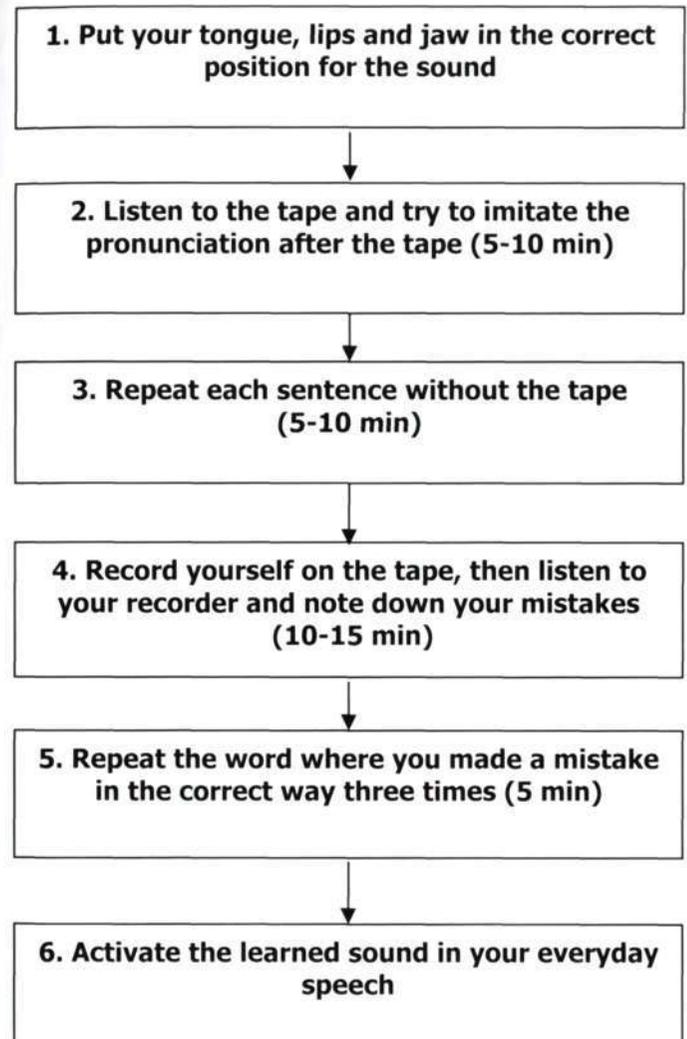
Native English speakers include:

- 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



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.

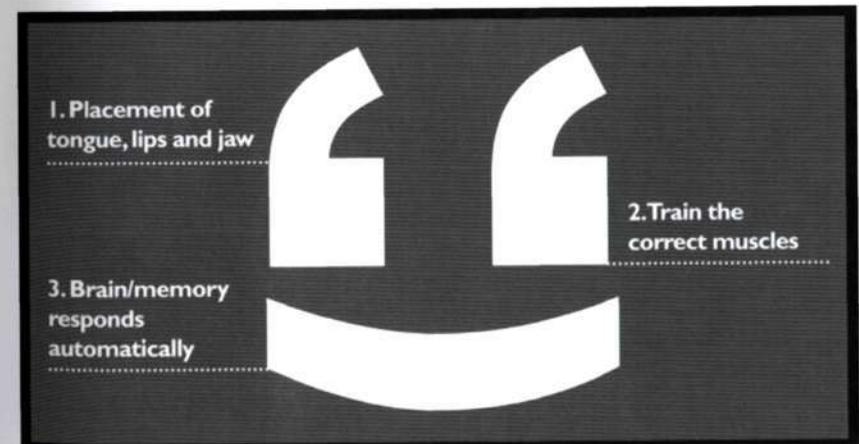
The second stage is aimed at helping you learn a sound by repeating and imitating after the tape. This exercise will help you to make the sound as correctly as possible and train your speech organs for the particular sound. The more you repeat after the tape, the better your pronunciation becomes.

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.

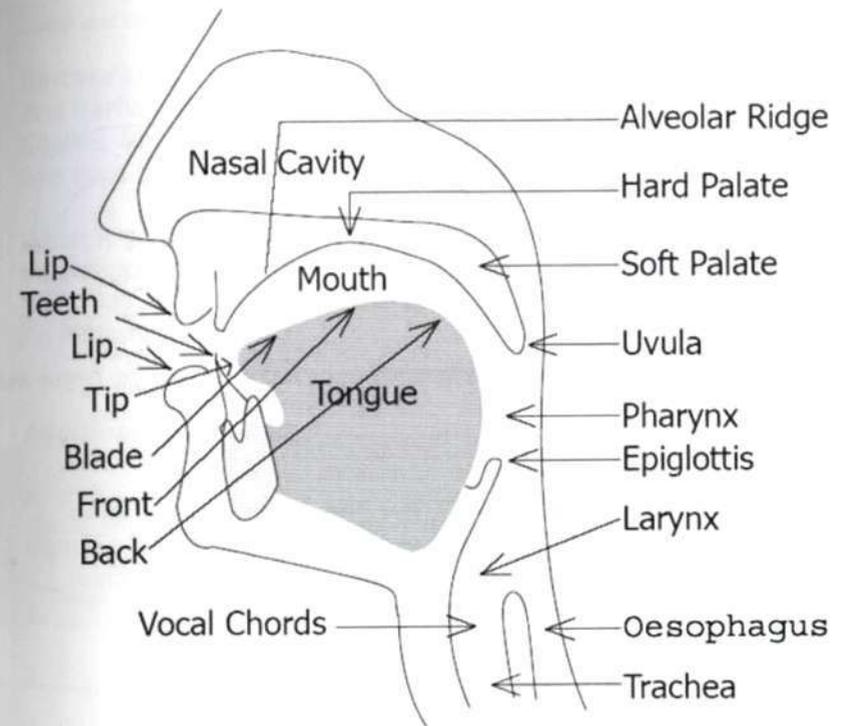
The sixth stage has the purpose of helping you incorporate the learned sound in everyday speech. It's about trying to find the learned sound in the newspapers, on the radio, on TV and in English language videos. Pay attention to how you pronounce the learned sound in your everyday speech. This will help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



The Phonemic Alphabet

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

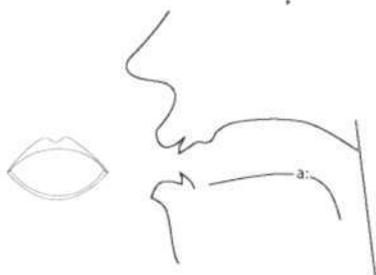
The Speech Organs



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: ɑ: ɑ:]

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 **mar**ble bird-bath was hidden in the tall **gr**asses near the **pa**th.
2. Let's **pa**rk our **ca**r at **Bar**bara's as the **ca**r **pa**rk is rather **fa**r from the theatre.
3. At **la**st **Marg**aret's anxiety **pa**ssed and she **cha**nced a **disa**strous **da**nce with a **la**ughing **ser**geant.
4. I'd **ra**ther take a **cha**nce and let my **fa**ther drive me to the **ga**rage in his **fa**st **ca**r.
5. **Ha**rd-**hea**rted **Marg**aret was reading **psa**lms in the **da**rk.
6. As an office boy I made such a **ma**rk that I was given the post of a junior **cl**erk.



A3

🎧 Verses

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

Barbara's **ca**r is a Jaguar
And **Bar**bara drives **ra**ther **fa**st.
Castles, **fa**rms and **dra**ughty **ba**rn**s**,
She goes **cha**rging **pa**st.



When I, good friends, was called to the **ba**r,
I'd an appetite fresh and **hea**rty,
But I was, as many barristers **are**,
An impecunious **pa**rty.

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. _____

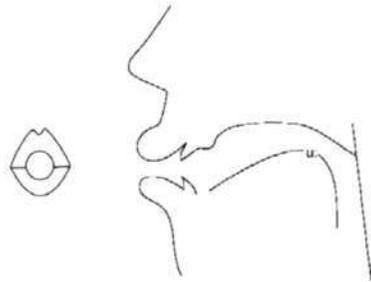
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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

bloom, food, smooth, loop, school, doom

o

lose, move, do, who, improvement, remove

ue, oe

blue, glue, shoes

ui

fruit, juice, cruise

Spelling variations
for the [ju:] sound

u

tune, tube, music, curious, tulips

ew

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.

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

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

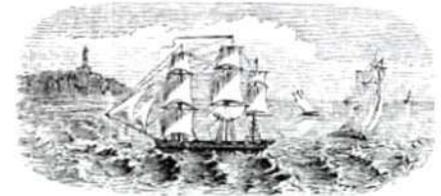
A6

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. _____

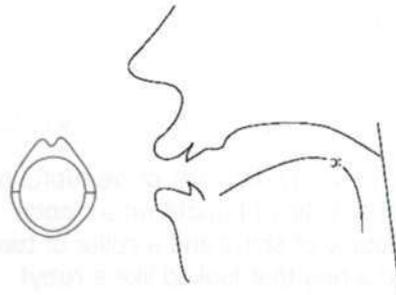
2. _____ 4. _____

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	Highlighted bold letters pronounced as [ɔ:]
or	storm, door, horse, corpulent, sordid, organic
aw	awe, law, dawn, lawn, sprawl
au	caustic, Paul, cautious
ough	naughty, haughty, daughter
a before l 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.

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

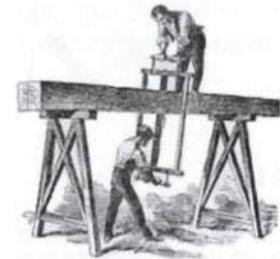
- Paul **called** out when he **thought** he **saw** his **naughty** **daughter** **fall** in the water.

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.

- _____ 3. _____
- _____ 4. _____

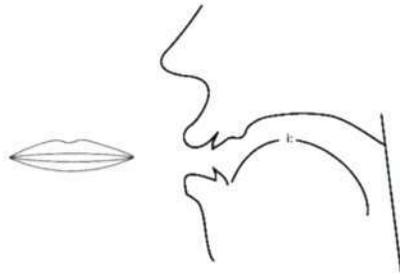
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

- _____ 3. _____
- _____ 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.

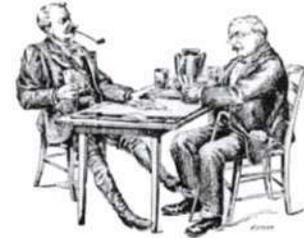
1. One evening, lying by the stream on the green grass, I dreamed of eating sweets.
2. Jean, have you been in a wheat field in Leek?
3. His demeanour seems to reveal the secret reasons for his deceit.
4. Demonised teenagers were pleased with their tea.
5. All legal furies seize you! No proposal seems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

A12

Verses

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.

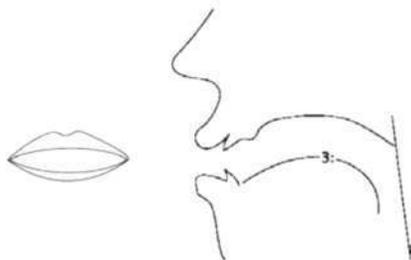
1. _____ 3. _____
2. _____ 4. _____

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

🔊 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

🔊 Sentences

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

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

A15

🔊 Verses

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.

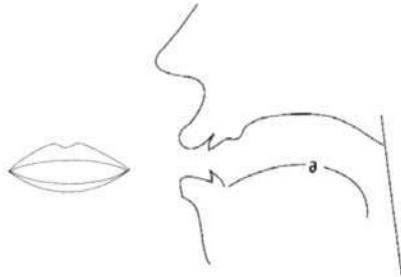
1. _____ 3. _____

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.

The first syllable
unstressed

Highlighted bold letters pronounced as [ə]

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	a	an
Fish and chips	Get a spoon	Have an apple
Salt and pepper	Cut a piece	A question and an answer
Pork and beans	Here's a plate	An aunt and an uncle
Ladies and gentlemen	Lend a hand	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]
slogan
forward
awkward
standard
upward
backward

[ɜ:]
girl
word
third
earn
word
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 **am**azed 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	Unstressed position, pronounced with [ə]
What are you looking at ? [æ]	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 would 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 jeal**ous**y I can't express,
Their love they **openly** **conf**ess;
Her shell-like ears she does not close
To their rec**ital** **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.

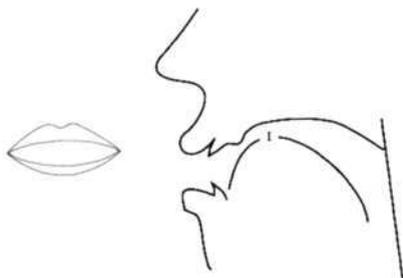
1. _____ 3. _____

2. _____ 4. _____

Lesson 7: The [ɪ] 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: ɪ:]

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 for the [ɪ] sound	Highlighted bold letters pronounced as [ɪ]
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.

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



A24

Verses

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.

- _____ 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.

- _____ 3. _____
- _____ 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]

[ɪ]



[i:]
reason
been
ease
sleep
cheap
wheat
leap
feet
team

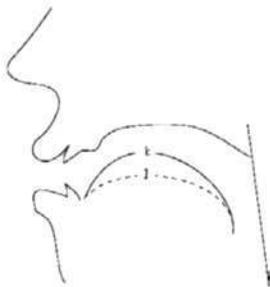
[i:]



[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

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

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.

- The width of the leeves still needs to fit my neat linen jacket.
- I am not particularly keen to give the victory to a different team.
- These silver rings belonged to Queen Elizabeth.
- Tim is completely out of Nina's league and she isn't keen on being chased by him.
- There is a little something missing in this meal. Have you tried to add some dill?
- 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.

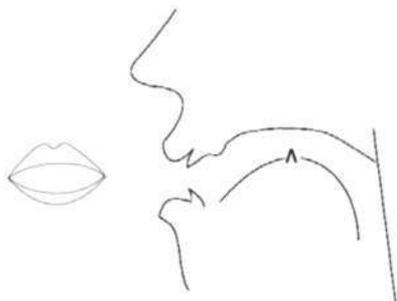
1. _____ 3. _____

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 [ɑ:] (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

Verses

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

Your captain was the **other**!!!
They left their foster-**mother**,
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.

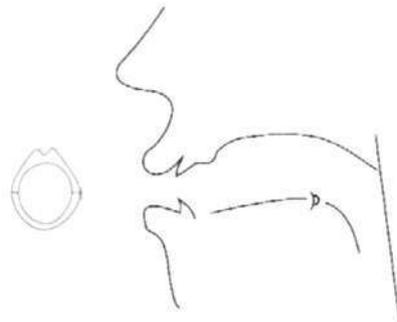
1. _____ 3. _____

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, s top, g one, o dd, l ost, s orry, w rong,
o ften, cl ock, kn ock, o bvious, pr omise, d octor |
| a | w ant, w as, w ander, w allet, w allow, w ash, w atch,
w arrior, w affle, s quat, q uantity |

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 **o**dd **d**ocuments in **s**trong **b**oxes are **l**ocked in the **o**ffice.
2. Can I **w**ash my **c**otton **s**ocks in the **l**ong **p**ond?
3. The **d**octor **p**romised to **w**atch **T**ommy's **c**ough and after four days the **c**ough had **s**topped.
4. **S**orry, I've **f**orgotten my **w**allet in the **s**hop.
5. The **c**onversation in the **o**ffice was



6. **R**oger and **R**obin **o**ften spend their **h**olidays in **S**cotland in **O**ctober.

A36

🎧 Verses

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

All I **w**ant is a **p**roper cup of **c**offee,
Made in a **p**roper **c**opper **c**offee **p**ot.
Tin or iron **c**offee **p**ots,
They're no use to me,
If I can't have a
Proper cup of **c**offee
In a **p**roper **c**opper **c**offee **p**ot
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. _____

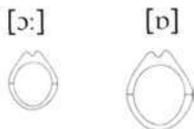
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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

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

A37

👂 **Word comparisons: long [ɔ:] and short [ɒ]**



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

[ɔ:]	[ɒ]	[ɔ:]	[ɒ]
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

A39

👂 **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.

- I have a **lot** of **long** and **short** shirts.
- I have **bought** these **awesome** chocolates from the **store** at the **top** of Chekhov Street in **Dorking**.
- Tom's** **naughty** **daughter** ate **all** the **lobsters** and **strawberries**.
- There was a **glorious** picture of **Almighty** God on the **wall** in the **cottage**.
- Maud's** mind was **caught** with **horrible** **daunting** **thoughts**.
- What a **gorgeous** golf **course**! **Top** notch!
- 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.

- _____ 3. _____
- _____ 4. _____

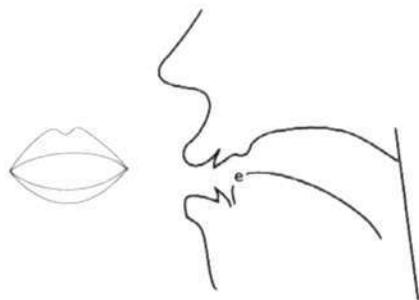
B: Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

- _____ 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	Highlighted bold letters pronounced as [e]
e	sensible, wren, beg , bent , gentle, generosity
eo	leopard , jeopardy
ea	head , wealth , measure , pleasure , thread, leather
ei	leisure , Leicester , friend
ay	says

A41

Comparison: [ə] and [e]

[ə]
canal
correct
gazette
police
support
command
American

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

A42

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

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. _____

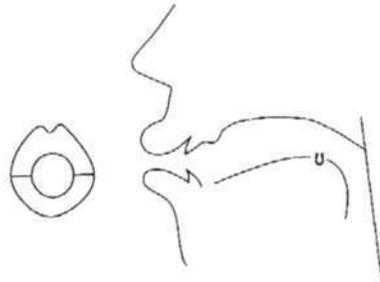
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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	Highlighted bold letters pronounced as [ʊ]
u	put, push, full, butcher, spoonful, fulfil, cushion
oo, o	book, look, good, wool, wood, wolf, foot, stood
oul	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. **C**ould 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



"**Bull** and **Bush**" pub.

6. If you are preparing a **pudding** you must have **sugar** and a **good cookery book**.

A46

Verses

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

Would you take this **book**!
 Could you leave that **hook**!
 Let us walk by **foot**!
 That sounds **good**!
 We **could**, we **would**, we **should**!



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. _____

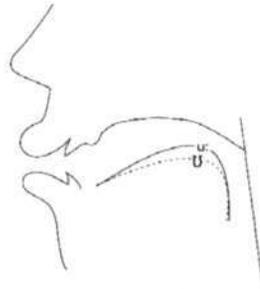
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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

Lesson 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.

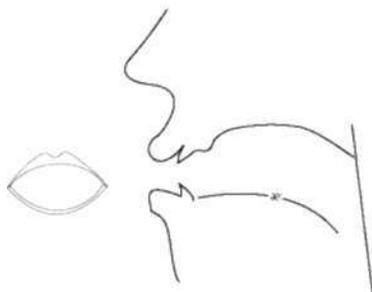
1. _____ 3. _____

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. _____

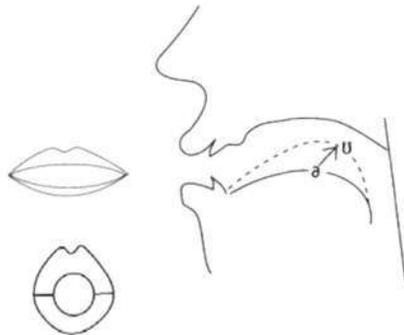
2. _____ 4. _____

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 ə ə 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.

- Joan has a cold in her nose because she rode her pony through the frozen snow.
- The poetry of bold poems imposed a strange tone on the whole show.
- 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.
- When speaking on the podium keep your shoulders open!



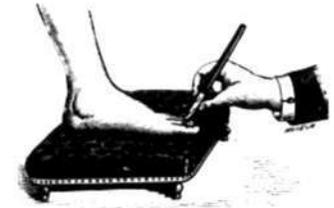
- Discharge your loathsome loads! Belch forth your venom, toads!
- Joe, don't go to Oklahoma or Ohio but come home to Rome instead.

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.

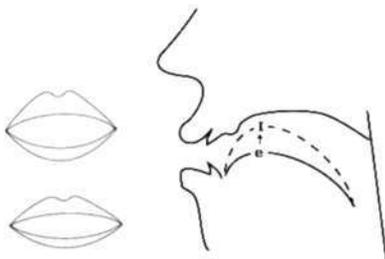
1. _____ 3. _____

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 [ɪ] 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, **l**ate, **t**ape, amaze, change, shape, stimulate, populate

ai

aim, rain**bow**, vain, gain, plain

ay

pay, gay, **t**ray, betray

eigh, **aigh**

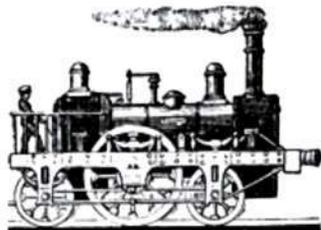
weight, **eigh**t, straight

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 **t**rain at **eigh**t was very late; we left the station with frustration.
2. Bet**r**ayed and am**a**zed we **a**imed **h**astily for the **Ch**ain Walk brasserie.
3. We **p**atiently **w**aited in **v**ain for our favourite **t**able to become **v**acant.
4. To **n**ame your child with an **a**ncient **n**ame some **m**ay consider insane!
5. All the **f**avourite **c**akes that **J**ane had **m**ade were **p**laced on **t**rays.
6. You must **p**ay any **d**ay if you are going **a**way on the **t**rain.



A59

🔊 Verses

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

Stay, Frederic, **s**tay!
They have no legal **c**laim,
No shadow of a **s**hame
Will fall upon my **n**ame.



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.

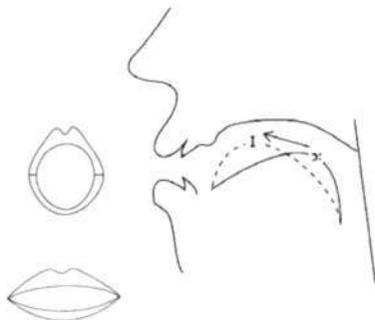
1. _____ 3. _____

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 [ɪ] position, as in "pit" (Lesson 7). The lips are loose and relaxed.



[ɔɪ ɔɪ ɔɪ ɔɪ ɔɪ ɔɪ 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	Highlighted bold letters pronounced as [ɔɪ]
oi	coi n, 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. **Moir**a 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. _____

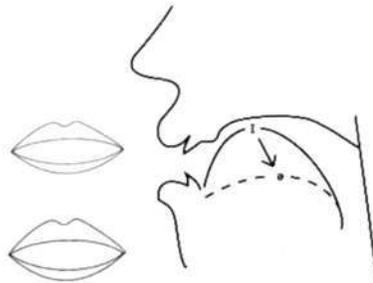
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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

Lesson 19: Diphthong [ɪə] as in "dear"

Speech organs position:

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



[ɪ | ɪə | ɪ | ɪə | ɪə | ɪə]

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	cere al , nucle ar , ge ar , ne ar ly, the at re
ie	expe ri ence, b ie r, p ie r, cav alie r
io	super io r, exte ri or
iou	myste ri ous, cur io us, spu ri ous
ei	we ir d, we ir
er	sph er e, inte re re, h er e, que er , p eer , she er

A64

Sentences

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

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



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

A65

Verses

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.

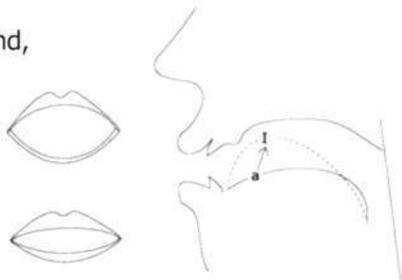
1. _____ 3. _____

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 [ɪ] 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**.

A68

Verses

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. _____

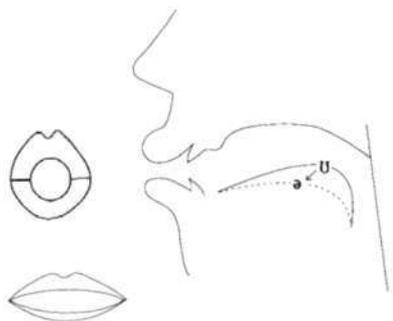
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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

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

A70

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 un**sure** and could no longer **endure** sp**ur**ious ass**ur**ances.
2. Obs**ur**e rural **moors** all**ure** M**ur**iel more than lux**ur**ious **jew**els.
3. D**ou**r Mr. R**uh**r was **end**uring the **cure** after his fiasco in am**ou**r.
4. The **pure** girl was **lure**d in the **sew**ers by the **furi**ous **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. _____

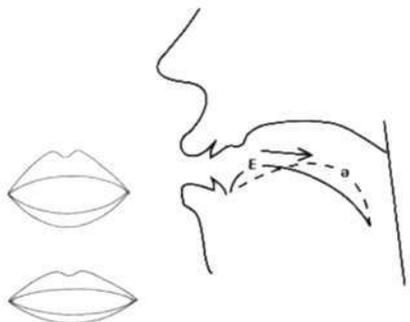
B: Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.

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]

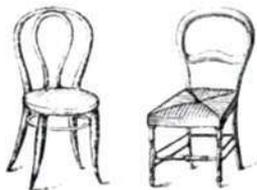
air	r epair, f airy, des p air, f lair, m ayor, p ear
a before r	pre c arious, s car c ely, vicari o us, nefari o us, c are
are	s c a res, s qu a re, c areless, comp a re, b ew a re, g lare

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 become **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**.



A74

Verses

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.

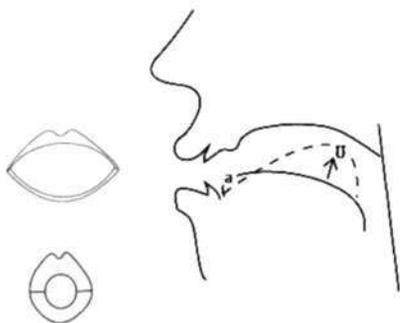
1. _____ 3. _____

2. _____ 4. _____

Lesson 23: Diphthong [aʊ] 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 [ɑ:] vowel (Lesson 1). Then the jaw closes and the lips come forward, the tongue rises at the back of the mouth for [ʊ] as in "book" (Lesson 13).



[a a aʊ a a aʊ aʊ aʊ aʊ]

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 [aʊ] sound	Highlighted bold letters pronounced as [aʊ]
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.

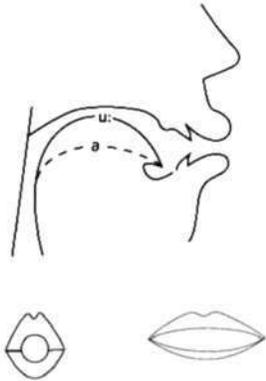
1. _____ 3. _____

2. _____ 4. _____

Lesson 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

👂 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

w
wh
u after q
o

Highlighted bold letters pronounced as [w]

wax, wolf, work, wait, want, watch, weather
whale, wheel, whether
queen, quench, quantity
once, someone

B7

👂 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]	[w]	[v]	[w]
vet	wet	veal	wheel
vest	west	vend	wend
vale	whale	vent	went
vain	wane	verse	worse
via	wire	vile	while
vine	wine	vim	whim

B8

👂 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 **w**ork in **W**estwood on **W**ednesdays?
2. I **w**ondered **w**hether any **o**ne of you **w**ere **w**illing to **a**cquire our **e**xquisite **w**ines.
3. The **q**ualitative results **w**ere not **w**hat **w**e **w**anted from our **q**uantifiable **q**uestionnaire **q**uestions.
4. Every **o**ne **w**ould **w**ant to have as a **w**ife a **w**ondrous **w**ise **w**oman **w**ith beautiful eyes.
5. A **W**elshman in **W**ellington boots **w**andered into the **w**oods **w**ith 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. _____

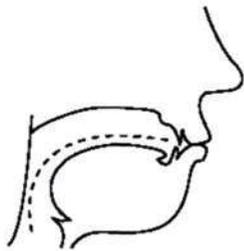
2. _____ 4. _____

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

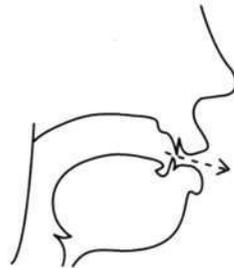
When producing plosives the passage of the air is completely blocked by two speech organs coming together somewhere between the throat and the lips. Pressure is compressed behind them pushing the air. When the speech organs are suddenly released that trapped air which was completely pressed behind the 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	p	p	p
pp	pp	pp	p
ppp	ppp	ppp	p
pppp	pppp	pppp	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 "**P**rivacy of **P**ersonal **P**roperty" was **p**rinted in the **p**aper.
2. He gave a **p**oor **p**er**l**ation of the **p**ossibility of **p**ost**p**oning the **p**reliminary **p**lans to **p**ut a new **p**roduction manager in **p**lace.
3. **P**aul's **p**re**p**osterous **i**mp**r**o**m**ptu **p**er**f**ormance was **p**retty **p**ersonal and lacked **p**ropriety.
4. **P**enelope **p**romoted a healthy **p**easant **a**pp**e**arance in her new **s**pring **c**om**p**ilation.
5. Although **p**izzas are **p**opular, most **p**eople **p**refer **p**retzels.
6. **P**ease **p**orridge hot, **p**ease **p**orridge cold, **p**ease **p**orridge in the **p**ot 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	bring, baby, Bob, snob, bomb, balm
Nasal plosion	cabman, submit, submarine, sob noisily
Labial and lateral plosion	babble, trouble, gobble, table, double

B17**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**Comparison: [p] and [b]**

[p]	[b]
pocket	bucket
piece	bees
pork	bark
point	boiled
panther	bender
passport	buzzword

B19**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**.



B20**👂 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.

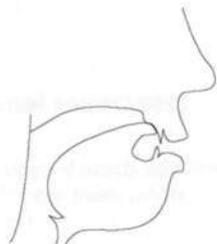
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2. _____ 4. _____

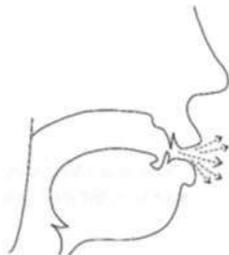
Lesson 27: Plosive consonants unvoiced [t] as in "tent" and voiced [d] as in "dog"

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

🔊 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** 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

🔊 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

🔊 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]

cart

tell

write

tree

trout

tart

[d]

card

dwell

ride

dream

drought

bard

B28**🎧 Sentences: voiced [d] sound**

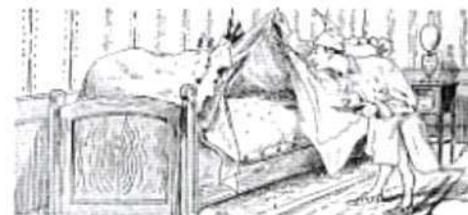
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

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

B29**🎧 Verses**

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.

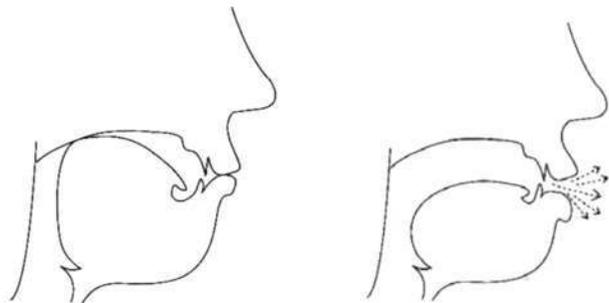
1. _____ 3. _____

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	k	k	k
kk	kk	kk	k
kkk	kkk	kkk	k
kkkk	kkkk	kkkk	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	sketch, keep, K enya, ketchup, k ey, k ind
q	quite, q uick, request, squeeze, antique
c	cat, c urious, magic, uncle, historical, holistic
ch	charismatic, stomach, ch emist, chaos, ch ord

B33

🎧 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. **K**urt can't **k**ee**p** his **c**ool when **c**riticised by his **u**ncle.
2. **C**atastrophic repercussions concerning **ch**aotic **c**onfusion in **c**lerical circles were **k**ept quiet.
3. For a **s**nack **C**liff had **c**run**ch**y **c**risps, **c**ake with **c**reamy **c**ustard and a **c**up of mil**k**y **c**offee.
4. **C**harismatic **C**lara was **k**een to wear **k**inky clothes.
5. **C**onstance **c**ollected **c**oins and **c**ostumes from **C**anada and **C**ambodia.

B34

🎧 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.



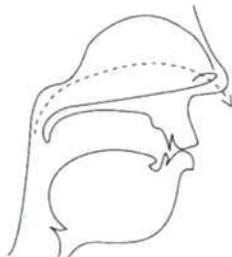
Lesson 29: Nasal consonant [m] as in "monk"

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

🎧 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

🎧 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. _____

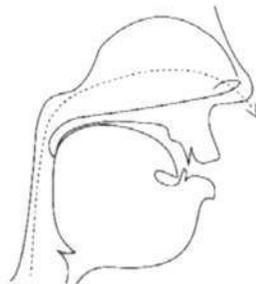
2. _____ 4. _____

Lesson 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]	Highlighted bold letters pronounced as [ŋ]
ng	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.

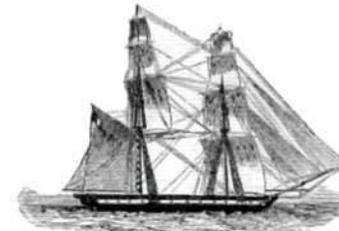
1. The **young singer** was **singing** a rousing **song**.
2. At the **beginning** of this **morning's** class we were practicing **tongue** exercises.
3. Without **thinking**, the **King** **swung** on the bell and it **rang** with a **ting-a-ling**.
4. Paying **rent**, commuting, eating and drinking 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**?

B50

Verses: the [ŋ] 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 [tn₁] as in "cotton" and [dn₁] as in "garden"

Speech organs position:

When the nasal consonant [ŋ] 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.

tn₁ mutton, cotton, button, eaten, Eton, threaten, kitten, curtain, certain, heighten, tighten, fatten, frighten, beaten
dn₁ 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.

[tn₁]

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**.

[dn₁]

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.

B53

🔊 Verses

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.

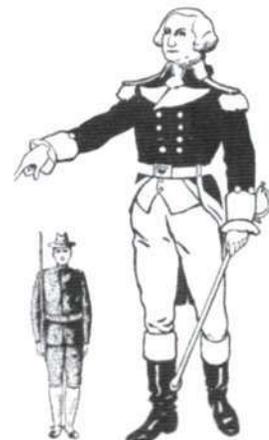
B54

🔊 Articulation exercise

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.

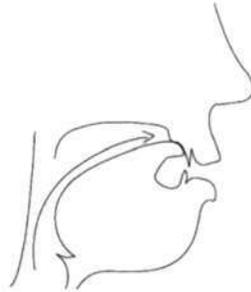
1. _____ 3. _____

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 Chanel jacket.
5. Red leather, yellow leather, red leather, yellow leather.
6. Failure to calculate the yield of the field made the clever lad ill.



B57

Verses

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. _____
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 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**.

B60

Verses

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. _____

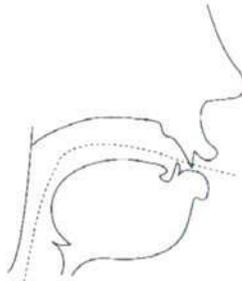
Lesson 35: Fricative consonants unvoiced [f] as in "fun" and voiced [v] as in "value"

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

🔊 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

🔊 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. Frosty **frost** in the **fridge** was **freezing**; we needed to **fix** some fuel to **defrost** the **fish fingers**.
5. The **fifty friends** from **far-flung** **foreign** lands **formed** a **fraternity**.

B63

🔊 Verses: the unvoiced [f] sound

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

Freddy farmer went to **Frinton**
And went **fishing** in the **fog**.
When he **though** he'd caught a **fish**
In **fact** he caught a **frog!**



B64

🔊 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, **d**evelop, **r**evive, **v**ivacious, **i**nvolve, arrive, **c**onvince, thrive, **s**hove, **v**acuum, **S**teven, **r**evival, **v**inegar, **v**olume, **v**elour

B65

🔊 Comparison: [f] and [v]

[f]
fat
file
fail
shift
effort
focus

[v]
vat
vile
vale
shove
evidence
vocal

B66**🔊 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. Efferv**escent** **V**era tried to achieve mar**v**ellous results in **v**ain.
2. **V**indictive **v**endors con**v**inced naive **V**ictor to buy over**priced** **v**elvet and **v**elour.
3. **V**ivacious **V**ivian loved to **v**oice **v**igorous **v**erses **v**ociferously.
4. **S**teven **v**ainly **v**iewed **v**ast **v**ales with **v**acant eyes.
5. "There are **v**ery many **v**arieties of vegetation on our **v**eranda," said **V**era.

**B67****🔊 Verses: the [v] sound**

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

Vera **v**aulted **v**ainly **o**ver the garden wall,
Vera **v**ery **n**early 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. _____ 3. _____
2. _____ 4. _____

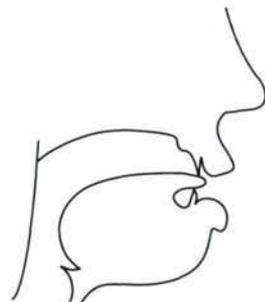
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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

Lesson 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**.

B70

🎧 Comparison: [t] and [θ]

[t]

taught
trick
tin
note
matt
trade
wet

[θ]

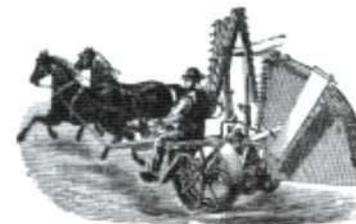
thought
thick
thin
north
mouth
thread
hearth

B71

🎧 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

🔊 Words

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

though, **that**, **therefore**, **than**, bathe, with, smooth, clothe, soothe, breathe, father, **other**, gather, rather, further, either

B73

🔊 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 that** 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 that** black one in **the** window.
5. **The** southerly wind blew **this** way and **that** across **the** Scottish heather.

B74

🔊 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	scientific , science , scent
c	finance , cemetery , circumstances , 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. **S**ort 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

🎧 Verses: 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]	[z]
docks	dogs
hats	homes
hits	hums
cakes	kegs
nits	nuns
bits	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, sh irt, push , wish , fashion , cashier
ch	moustache, ch ampagne
s, ss	pressure, session , Russia , sure , Sean
Spelling variations for the [ʒ] sound	Highlighted bold letters pronounced as [ʒ]
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.

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



B84

🎧 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

🎧 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	mea sure , plea sure , ca su al, en cl osure
s before io	oc ca sion, dec is ion, confu si on, intru si on, coll is ion
g	pre st ige, gara g e, massa g e, be ig e, rou g e

B86

🎧 Comparison: [ʃ] and [ʒ]

[ʃ]
condition
shoes
a**ss**ure
v**ic**ious
vacat**io**ns
devot**io**n

[ʒ]
coll**is**ion
un**us**ual
ca**su**al
v**is**ion
oc**ca**sion
dec**is**ion

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 treas**ured** the prestig**e** of his house and disliked sudden intrus**ion**.
2. The pleasur**able** occas**ion** ended in a judicial collis**ion** due to faulty vis**ion**.
3. Disillus**ioned** Giselle felt confus**ion** regarding the disclosur**e** of the family treasur**e**.
4. Watching televis**ion** without measur**e** can be a limiting pleasur**e**.
5. The girl usu**ally** uses red roug**e** but she decided to change to beig**e**.

B88**🎧 Verses: the voiced [ʒ] sound**

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

Oh, marvellous ill**usion**!
 Or, terrible surpr**ise**!
 What is this strange confus**ion**
 That veils my aching ey**e**s?

B89**🎧 Articulation exercise**

Listen and repeat, keeping consonants clear and crisp.

In enterpr**ise** of martial kind,
 When there was any fight**ing**,
 He led his regim**ent** from behind –
 He found it less exc**it**ing.
 But when aw**ay** his regim**ent** run,
 His place was at the fore, O –
 That celebr**ate**d,
 Cultivat**e**d,
 Underr**ate**d
 Nobl**e**man,
 The Duk**e** 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.

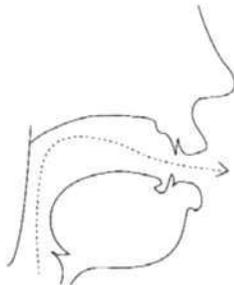
1. _____ 3. _____

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.

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



B92

Verses

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.

- _____ 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.

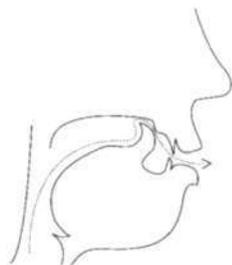
- _____ 3. _____
- _____ 4. _____

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:	rɑ:	rei	ri:]
[pr u:	prəʊ	prɔ:	prɑ:	prei	pri:]
[spr u:	sprəʊ	sprɔ:	sprɑ:	sprei	sprɪ:]
[gr u:	grəʊ	grɔ:	grɑ:	grei	gri:]
[br u:	brəʊ	brɔ:	brɑ:	brei	bri:]
[fr u:	frəʊ	frɔ:	frɑ:	frei	fri:]
[θr u:	θrəʊ	θrɔ:	θrɑ:	θrei	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

🔊 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

🔊 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

ch

Highlighted bold letters pronounced as [tʃ]

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

🎧 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

🎧 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

j

Highlighted bold letters pronounced as [dʒ]

job, adjoin, joke, John, June, juvenile, rejection

g

gem, luggage, badger, ledger, George, courage

B101

🎧 Comparison: [tʃ] and [dʒ]

[tʃ]

church
chap
cheap
chunk
choose
batch
adventure

[dʒ]

judge
gyp
gin
junk
juice
baggage
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 **J**une and **J**uly the weather is **g**enerally **e**njoyable in this **r**egion of **G**orgia.
2. **J**ohn was **j**udging his wife for **r**ejections in his **m**arriage and his boss for **i**njustice in his **j**ob.
3. These gherkins with **g**inger and tomato **j**uice from the **j**ar are **j**olly good!
4. Even an average **j**udge **c**harges too much!
5. The marriage of **G**erald and **G**ina was **j**udged to be **j**oyful.

B103**🔊 Verses: the voiced [dʒ] sound**

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

Yes, now I'm a **J**udge!
 Though all my law be **f**udge,
 Yet I'll never, never **b**udge,
 But I'll live and die a **J**udge!
 And a good **J**udge 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 masters of mime and movement.

[p] unvoiced

Percival Pratt was permanently playing ping-pong at Portsmouth.

[b] voiced

The brace of brown birds was bagged by Billy Butler.

[w]

I wondered why you wandered away when it would have been better to have waited.

C2

Back of the tongue and soft palate

[k] unvoiced

Kenneth Kent was clerk to the court at Cambridge.

[g] voiced

Glorious Gainer galloped gaily round the gravel track.

[ŋ]

They sang a song, but the song they sang was wrong.

C3

Tip of the tongue and alveolar ridge

[t] unvoiced

Timothy made tentative attempts at playing tennis.

[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.

[tɪ]

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

[dɪ]

Don't fiddle with the middle bundle of candles.

[tɪn]

Mother threatened to frighten the kitten if it ate the mutton.

[dɪn]

The maiden suddenly discovered the hidden garden.

[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 my**thical** figures mix **maths** and my**ths**.

[ð] voiced

The boy writ**hed** and seeth**ed with** rage while being bath**ed** by his loath**some 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], [ɜ:], [ɜ:]	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], [ɪ]	Avoid nasalisation of vowels when followed by [n] or [ŋ]. Anglicise words of French origin
German	Austria, Germany, Switzerland	[w], [r], [æ], [əʊ], [v], [s], [z]	Be careful with voiced vs. unvoiced consonants
Greek	Greece	[dʒ], [tʃ]	
Hungarian	Hungary	[r], [w], [θ], [ð], [əʊ]	
Italian	Italy	[r], [θ], [ð], [t], [d], lateral plosion	Care needed on unstressed syllables and unpronounced letters
Japanese	Japan	[l], [r], [θ], [ð], [ʒ], [t], [d], [əʊ], [ɜ:], [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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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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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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