

John & Sarah  
Free Materials  
1996

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READ

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HERE

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WWINDOW

j  
YYES

The background consists of several overlapping, semi-transparent blue shapes of varying shades, creating a layered, abstract effect. The colors range from a light sky blue to a deep navy blue.

# English Phonetics

## Cecilia Andreasi



*Just to have an idea...*

[https://www.youtube.com/watch?v=dABo\\_DCIdpM](https://www.youtube.com/watch?v=dABo_DCIdpM)

da 1:02 a 7:15

## *Dictionaries*

- <http://www.oxfordlearnersdictionaries.com/>
- <http://www.wordreference.com/>

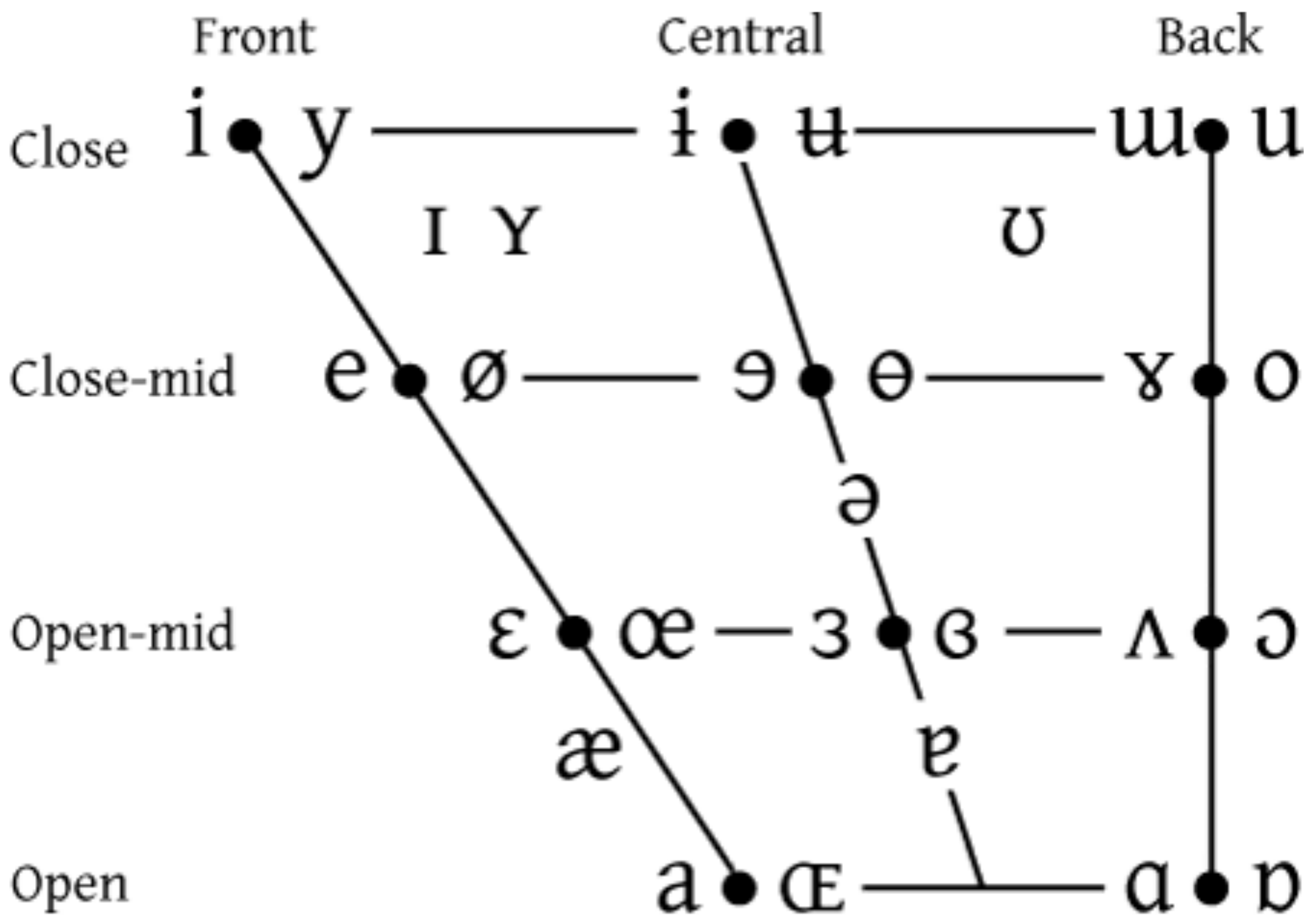
# IPA

## International Phonetic Alphabet

- Insieme dei simboli impiegati per la rappresentazione grafica dei suoni di una lingua. Il suo scopo è associare in modo univoco un solo segno grafico ad ogni fono (suono).
- Nasce nel 1888 a Parigi nell'ambito dell'*Association phonétique internationale (API)*, ad opera di 11 insegnanti francesi e inglesi. Da allora, l'IPA è soggetto a costanti revisioni.

# La trascrizione fonetica segue regole proprie:

- Il singolo suono è racchiuso fra [ ] (es. [æ])
- La sequenza fonetica è racchiusa fra // // (es. /kæt/)
- La posizione dell'accento tonico è indicata anteposando il segno diacritico <sup>◌</sup> alla sillaba accentata (es. /'tɔ:kætɪv/)
- La lunghezza di un fono è indicata da ◌<sup>◌</sup> (es. /pa:st/)



## THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC)

© 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

## Consonants voiceless

- p (apple, stop)
- t (teacher, want)
- tʃ (chair, teacher)
- k (cat, walk)
- f (fish, if)
- θ (think, both)
- s (stop, fast)
- ʃ (she, fish)

## Consonants voiced

- b (bad, beer)
- d (door, food)
- dʒ (joke, lounge)
- g (green, dog)
- v (vote, five)
- ð (they, mother)
- z (zoo, noise)
- ʒ (pleasure, vision)

# Other consonants...

- m (man, money)
- n (never, ten)
- ŋ (sing, drink)
- h (hot, head)
- l (love, pull)
- r (red, tree)
- w (want, window)
- j (yes, yellow)

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

## SINGLE VOWELS or MONOPHTONGS

In English there are only 5 vowel letters, but a lot of vowel sounds, as they can be pronounced in different ways.

- ROWS give us the idea of the OPENING of the MOUTH.  
(From closed to wide open from the first to the third)
- COLUMNS give us the idea of the POSITION of the TONGUE.  
(From front to back from left to right)



[i:]

[ɪ]

[u:]

[ʊ]

With all these sounds, which belong to the 1st row, the mouth is almost closed and the sound is made at the top of the mouth.

That's why they're on the top row.



[i:]



[ɪ]





[i:]

The tongue is at the front teeth, the lips are spread, like in a smile 😊. It's a long sound.





**[I]**

The tongue moves a little bit back. The position of the mouth is neutral.

[u:]

[ʊ]

]







[u:]

The lips are rounded.  
It's a long sound.





**[ʊ]**

It can be into the same position as the u vowel. The lips will not be pushed quite as far forward but the position otherwise will be essentially the same. Lips are quite relaxed.

# Recognize the following sounds: [i:] or [ɪ]?

- sheet
- shit
- beach
- bitch
- field
- she
- hit
- it
- eat
- lift
- peach
- fit
- feel
- please
- me
- witch
- tea
- which
- meet
- meat
- meal
- sing
- see
- sea



[i:]

Sheet, beach, field, she, eat,  
peach, field, please, me, tea,  
meet, meat, meal, sea, see

[ɪ]

shit, bitch, it, hit, lift, fit,  
which, witch, sing, fish

# Recognize the following sounds: [u:] or [ʊ]?

book

to

cook

too

shoe

you

foot

wood

suit

clue

cool

glue

pull

poo

put

pool

food

shoot

fool

mood



[u:]

or

[ʊ]?

cool, suit, shoe, food, fool,  
too, to, you, clue, glue, poo,  
pool, shoot, mood, do

foot, cook, book, pull, put.  
wood, good, would, could

## UNDERLINE THE SOUNDS [i:] - [ɪ] - [u:] - [ʊ]

Don't wanna be an American idiot.

Don't want a nation under the new media.

And can you hear the sound of hysteria?

The subliminal mind fuck America.

Welcome to a new kind of tension.

All across the alienation.

Everything isn't meant to be okay.

Television dreams of tomorrow.

We're not the ones who're meant to follow.

For that's enough to argue.

Well maybe I'm the faggot America.

I'm not a part of a redneck agenda.

Now everybody do the propaganda.

And sing along in the age of paranoia.

Don't wanna be an American idiot.

One nation controlled by the media.

Information age of hysteria.

It's calling out to idiot America.



# IMITATION TECHNIQUE

<https://www.youtube.com/watch?v=T91p6pTPpSY> from 3:52

1. Listen to her and read the text at the same time. The text will be at the bottom of the video and the important stress has been marked.
2. Imitate her! In the pauses you have to copy exactly what she's said.
  - Listen for her pronunciation, the stress, the pause, the intonation and then copy it. You can do this step as many times as you need to before you move on to step n°3
3. Shadow her! Copy anything that she's saying again, but this time you won't have any text on the screen. You're just listening to the words that she's saying and speaking at the same time.

If you practise this technique regularly, soon you will sound more natural, more confident and more relaxed when you're speaking English.



What's word stress?

What's sentence stress?



Native speakers use short pauses in their sentences all the time. A pause gives the listener time to understand and consider the words said. A pause can help you make a point clearer or stronger. If used in the right way, pauses can also add drama and suspense to your speech. Look at this example: “*Why would you go camping in winter, when flights to Asia at that time of year are so cheap?*” Instead of reading this whole sentence in one go, native speakers would break up this sentence with short pauses: “*Why would you go camping in winter / when flights to Asia at that time of year / are so cheap?*”



# What's intonation?

Intonation is *how* we say things, rather than *what* we say. Intonation plays a very important role in spoken English - it helps you to understand someone's mood and feelings, even without the words. For example, intonation can make "It's Wednesday" sound: 1) Frustrated - "It's Wednesday. *The report is due tomorrow and you haven't even started yet!*" 2) Surprised/Shocked - "I can't believe it's Wednesday already!" 3) Excited - "It's Wednesday! *We fly to London tonight!*"



e/ε - ə - ɜː - ɔː

With all these sounds,  
which belong to the 2<sup>o</sup>  
row, the mouth is quite  
open.



[e/ɛ]

The mouth is quite open. The tongue is near our front teeth.  
-e and -ɛ can be considered as the same sound, though -ɛ is a little bit more open than -e.

head [ɛ]

VS

hair [ɛə]



Pay attention to the difference between:

**[ e ]**

- bad
- medal
- fell
- dead
- pen

**[ i ]**

- bid
- middle
- fill
- did
- pin

# Hedgehogs

As the name suggests, hedgehogs like to live in hedgerows where there's plenty of edible treats like berries and insects. If you're a nature fan there's never been a better time to explore the habitat of hedgehogs with the English summer getting warmer every year.

Hedgehogs are easily recognizable because of their sharp spines, and in these they have an excellent form of defence – when they see a threat, they roll into a spiky ball.





## [ə] schwa

The mouth is quite open. The tongue is in a central position. It is a very natural sound for English speakers and the most frequent sound in English. It appears in just about every word with more than two syllables. Schwa is usually in unstressed syllables.

ə'kju:z                  'fɑ:ðə                  bə'nɑ:nə                  'kæməərə

PETER                      LETTER                      OTHER  
COMPUTER              PARTICULAR              FAMOUS  
ANOTHER              FORGET                      GLAMOUR  
INFORMATION              AMUSING

Her mother<sup>er</sup> opened the letter<sup>er</sup> that was addressed to her father<sup>er</sup>.

The bananas<sup>as</sup> were a peculiar colour<sup>our</sup>, but Debra<sup>a</sup> ate them anyway.

Her new dietician was stricter<sup>er</sup> than she expected and though she wasn't supposed to eat after<sup>er</sup> seven, hunger<sup>er</sup> got the better<sup>er</sup> of her.





## [ɜ:] (double schwa)

The mouth is quite open. The tongue is in a central position. In RP this long sound is always spent with a silent -r. It sounds like a long schwa.

WORLD

WORD

JOURNEY

COURTESY

TURN

CERTAIN

NERVE

GIRL BIRD

SKIRT

SEARCH

EARTH

HEARD





[ɔ:]

The mouth is quite open. The tongue is back.

BALL	FORCE	TALKING	CAUGHT	SPORT
AUGUST	FOUR	AWE	COURSE	
WALK	RESOURCE	THOUGHT	SHORT	TAUGHT

1. He th**ou**ght she **ca**ught the **fo**ur **fo**rty train,  
but she **bo**arded the **fo**urteen **fo**rty.
2. She's **aw**fully **sp**orty and spends **all** her time  
on the net**ba**ll **co**urt.
3. The **au**tumn **ba**ll was **aw**esome, not as  
**bo**ring as **Pa**ul had **th**ought.



## Dictation

“I want **tu:** go **tu:** South  
**ə**mericə” **shi:** **sed** **tu:** **h3:**’self.  
Thə **next** **mɔ:**rnɪŋ, wən **Barbərə**  
woke up **it** wəs **sɪx** ə’clock, and  
**h3:** **brothəs** and **sɪstəs** wɜ: **stɪl**  
**asli:**p. **Barbərə** lʊkəd at **mi:**, and  
**then** closed **h3:** eyes **ə**gen.  
**Then** **shi:** **quɪət**ly got out of **bed**  
and started **tu:** pack **h3:** **su:**tcas.  
**Shi:** **tʊk** some **comfətə**ble clothes  
out of thə **cupbəd**. **Shi:** packed **ə**  
**photə**graph of **h3:** **self** and one of  
**h3:** **mɒthə** and **fathə**.

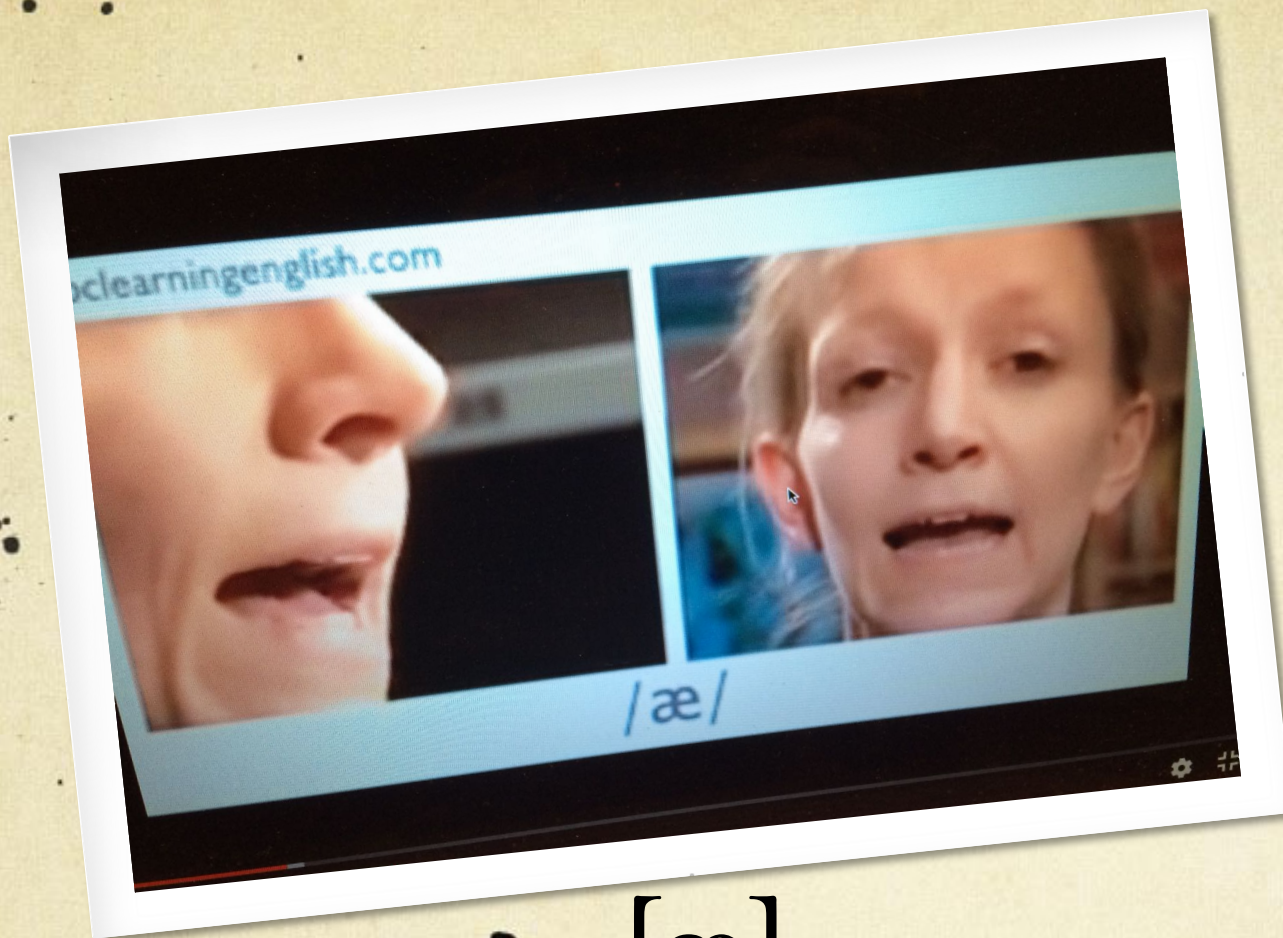
**accettati:** (**ə**nd, **həs**elf, **tə**)



[æ] – [ʌ] – [ɑ:] – [ɒ]

With all these sounds, which belong to the 3rd row, the mouth is wide open.





[æ]

The mouth is wide open, the tongue is near our front teeth. The pronunciation is between a [ɛ] and a [ʌ].



kæt	hæt
'pætən	'stændəd
'mætə	ˌʌndə'stænd
mæn	fæt
bɪ'gæn	'pændə
'mædzɪk	'kændəl
'mændətəri	
dæd	mætʃ

[e]

BET  
MET  
MEN  
SAID

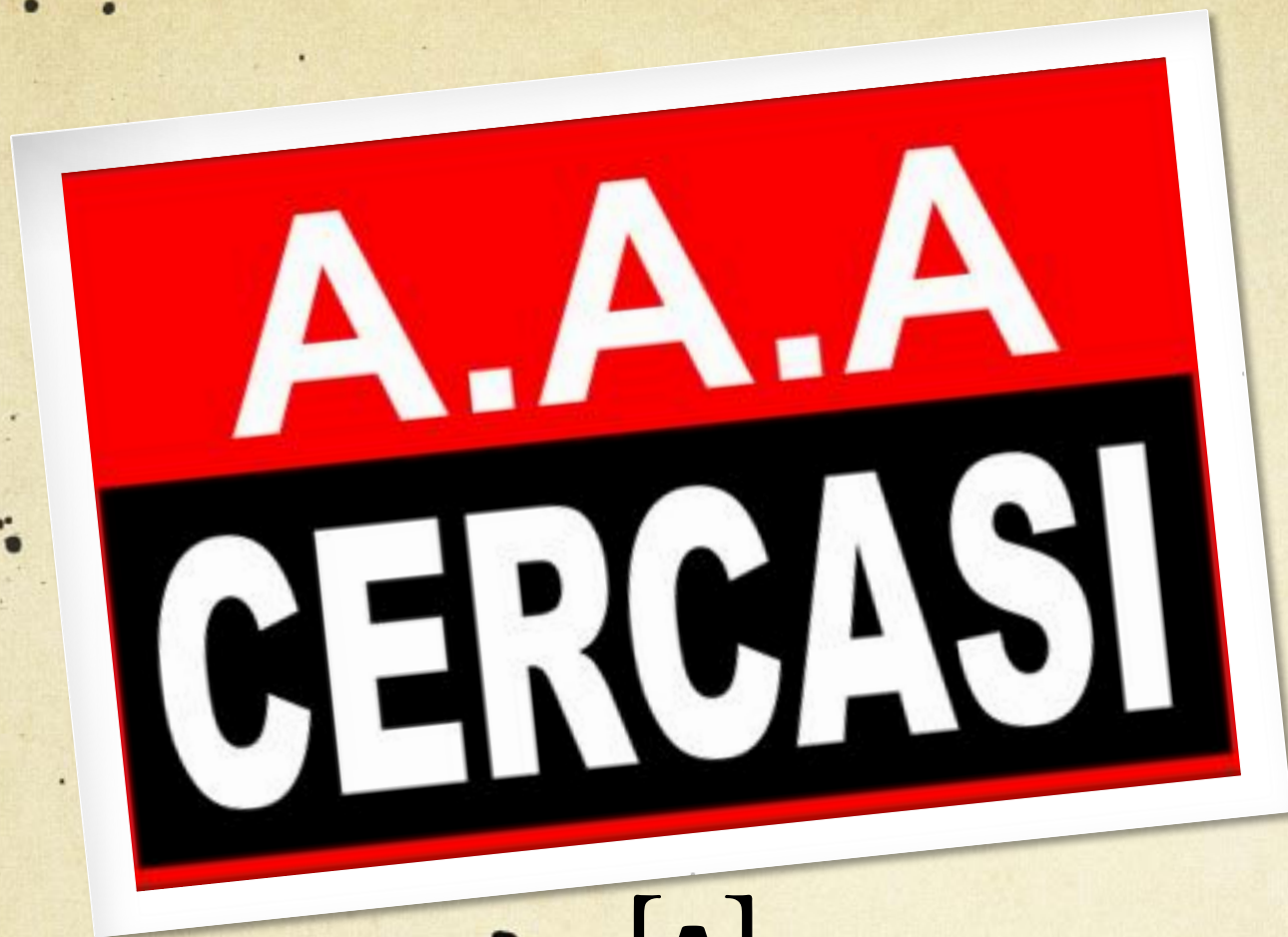
[æ]

BAT (pipistrello, battere)  
MAT (tappetino)  
MAN  
SAD



1. I'll take the **ba**gs of **ca**sh to the **ba**nk on **Sa**turday and **gra**b some **sta**mps on the way **ba**ck.
2. She was so **ma**d, she **sa**t on his **ha**t **a**nd then **sta**mped on his **va**luable **clari**'net. 'Ha!' she thought.
3. He **gra**bbed his coat but forgot his **ca**p **a**s he **ha**d to **da**sh to **ca**tch the **ma**tch.

stamp on: calpestare      catch: correre



[ʌ]

The mouth is wide open. The tongue moves back. It's similar to our [a] (i.g. /sale/ )



LET'S SING A LITTLE BIT WITH THE SOUND [ʌ]

“let ðə 'sʌŋfaɪn...  
let ðə 'sʌŋfaɪn ɪn”

“wi: ɔ:l liv ɪn ə 'jeləʊs 'sʌbmə,ri:n  
'jeləʊs 'sʌbmə,ri:n, 'jeləʊs 'sʌbmə,ri:n”

“he 'ləʊs frɒm ði: 'ʌðə saɪd”

“hiə kʌmz ðə sʌn tu: tu: tu: ru:”



**[ɑ:]**

The mouth is wide open. The tongue moves back.



LET'S SING A LITTLE BIT WITH THE SOUND [ɑ:]

“niə, fɑ:, wɛər'ɛvə ju: ɑ:  
aɪ bi'li:v ðæt ðə hɑ:t dʌz gəv ʊn”

“aɪ dʒʌst 'wɒnə bi: pɑ:t ʊv jɔ: 'sɪmfəni”

“'nʌθɪŋ aɪ kæn si: bʌt ju: wɛn ju: dɑ:ns  
dɑ:ns dɑ:ns”



**[p]**

The mouth is wide open. The tongue moves back.



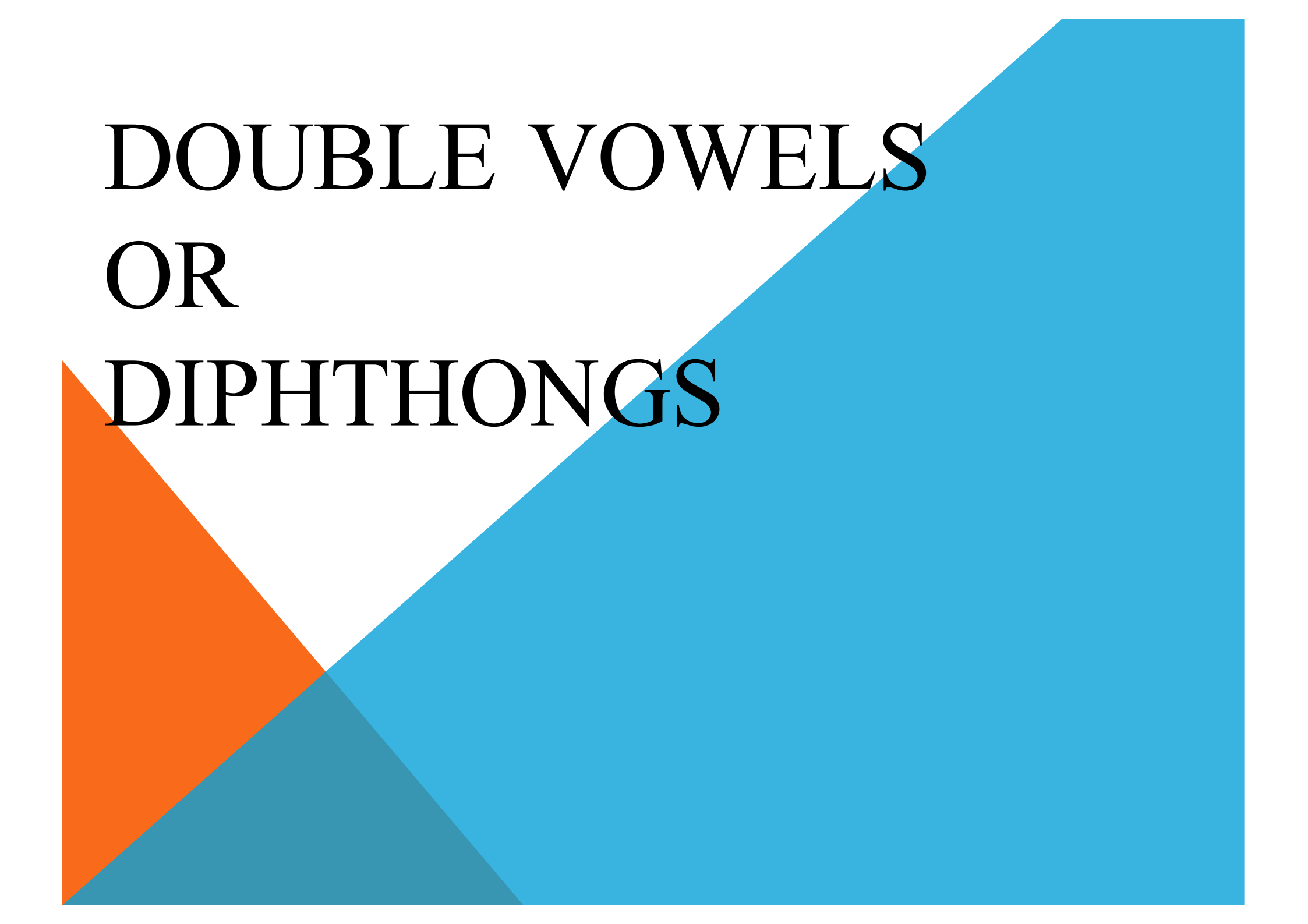
LET'S SING A LITTLE BIT WITH THE SOUND [ʋ]

“'lɒlɪpɒp 'lɒlɪpɒp  
u: lɒlɪ lɒlɪ lɒlɪ, 'lɒlɪpɒp 'lɒlɪpɒp”

“bæŋ bæŋ ju: ʃɒt mi: daʊn bæŋ bæŋ”

“aɪ nəʊ ju: wɒnt mi:  
ju: nəʊ aɪ wɒnt ju:”

“nɒk nɒk nɒkɪŋ ɒn 'heɪvənz dɔ:”

The background features abstract geometric shapes. A large light blue shape occupies the right side and top. On the left, there is a teal triangle at the bottom and an orange triangle above it, both pointing towards the center. The text is overlaid on the white space.

DOUBLE VOWELS  
OR  
DIPHTHONGS



# WHAT IS A DIPHTHONG

?

The background features a large orange shape on the right side, which is a trapezoid with a diagonal cut. On the left side, there are two overlapping triangles: a light blue one on top and a darker blue one on the bottom, both with a diagonal cut. The text 'WHAT IS A DIPHTHONG' is centered in the upper half, and a question mark is positioned on the left side, partially overlapping the blue shapes.

A diphthong is a sound formed by the combination of two single vowels within a single syllable, in which the sound begins as one vowel and moves towards another (as in coin, loud, and side).

You must pronounce the first sound in a stronger way.





## ARE THERE ANY DIPHTHONGS IN THESE WORDS?

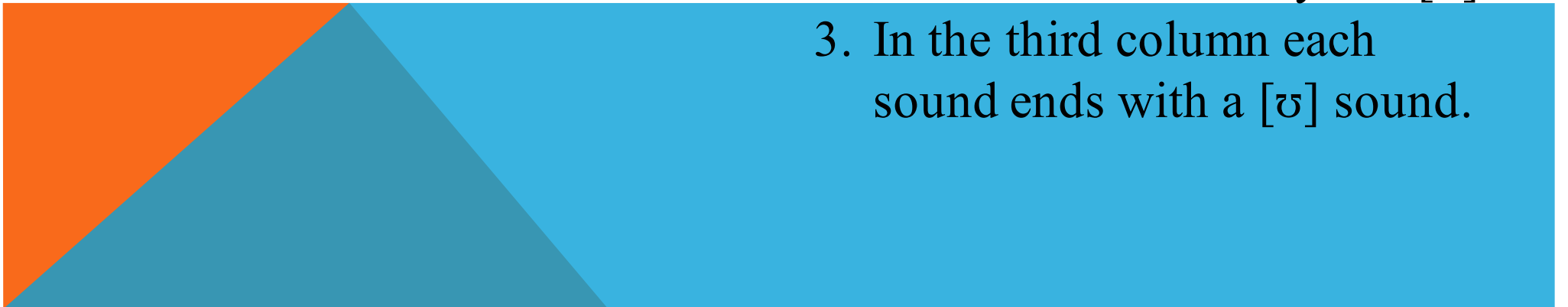
- know
- show
- wide
- parents
- powder
- coward
- theatre
- hospital
- same
- blame
- wonder
- shiver



Iə	eɪ	
here	wait	
ʊə	ɔɪ	əʊ
tourist	boy	show
eə	aɪ	aʊ
hair	my	cow

Each column is arranged according to the second sound:

1. In the first column each sound ends with a [ə] sound
2. In the second column each sound ends with a [ɪ] sound. Sometimes it's the [i:] sound, in reality it's somewhere in between the two, it depends on the words. When we say the diphthong sounds in isolation we normally use [i:]
3. In the third column each sound ends with a [ʊ] sound.





Remember that the key to pronunciation is physical and diphthongs are a combination of two sounds, so your mouth will change position as you say the sound.

Let us do some “MOUTH STRETCHING” then

...and now with some tongue twisters ! 😊



'red 'lɔri 'jeləʊ 'lɔri





Red lorry yellow lorry



'pi:tə 'paɪpə 'pɪkt ə 'pek'əv

'pɪk(ə)ld 'pepəz

ə 'pek'əv

'pɪk(ə)ld 'pepəz 'pi:tə 'paɪpə

'pɪkt

ɪf 'pi:tə 'paɪpə 'pɪkt ə 'pek

'əv

'pɪk(ə)ld 'pepəz

weəz ðə 'pek'əv

'pɪk(ə)ld 'pepəz 'pi:tə 'paɪpə

'pɪkt





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?



## [ ɪ ə ]

Your mouth should open a little bit

- **here**            **fear**
- **beer**            **year**
- **near**            **really**
- **seer** (indovino)
- **ear**            **hear**
- **weird**

## [ eɪ ]

Your mouth should close a little bit to a i: or a ɪ

- **change**            **they** [i]
- **may**            **say**
- **way**            **make** [ɪ]
- **fade**            **face**
- **sail**            **play**
- **shame**            **stage**
- **blame**



# LET US SING A LITTLE BIT WITH IPA 😊

'sʌndeɪ, 'mʌndeɪ, 'hæpi 'deɪz, [eɪ]

'tu:zdeɪ, 'wenzdeɪ, 'hæpi 'deɪz,

'θɜ:zdeɪ, 'fraɪdeɪ, 'hæpi 'deɪz,

'sætrdeɪ, 'wɒt ə 'deɪ,

rɒkiŋ 'ɔ:l 'wi:k wið ju

-> attenzione: [eɪ] in IPA nei giorni della settimana è leggermente chiuso, simile a [ɪ].

'heɪ

'heɪ

aɪv 'mɪst ju: ði:z 'deɪz





## BRITISH

'aɪl 'tel ju: 'wɒt 'aɪ 'wɒnt, 'wɒt 'aɪ  
'rɪli, 'rɪli 'wɒnt

'soʊ 'tel 'mi: 'wɒt ju: 'wɒnt, 'wɒt ju:  
'rɪli, 'rɪli 'wɒnt

'aɪl 'tel ju: 'wɒt 'aɪ 'wɒnt, 'wɒt 'aɪ  
'rɪli, 'rɪli 'wɒnt [...]

'ɪf ju: 'wɒnt 'maɪ 'fju:tʃə, fə'get 'maɪ  
'pæst

'ɪf ju 'wɒnə 'get wɪð 'mi:, 'betə 'meɪk  
'ɪt 'fæst

'naʊ 'dəʊnt 'gəʊ 'weɪstɪŋ 'maɪ 'prefəs  
'taɪm

'get jɔ: 'ækt tə'geðə wɪ kʊd bi: dʒʌst  
'faɪn

## AMERICAN

ʊps, 'aɪ 'dɪd 'ɪt ə'gen

'aɪ 'pleɪd wɪθ jər 'hɑ:rt,  
'gɑ:t 'lɒst ɪn ðə 'geɪm

'ʊ 'beɪb, 'beɪb

ʊps, ju 'θɪŋk 'aɪm ɪn  
'ləv

ðət 'aɪm 'sent frəm  
ə'bʌv

'aɪm 'nɒt ðət 'ɪnəsənt



## BRITISH

aim in lʌv wið ðə feɪp əv ju:

wi: pʊʃ ənd pʊl 'laɪk ə  
'mægnɪt du:

ɔ:l 'ðəʊ maɪ ha:t s 'fɔ:lɪŋ tu:

aim in lʌv wið jə 'bɒdɪ

ænd lɑ:st naɪt ju wɜr in maɪ  
ru:m

ænd naʊ maɪ 'bedfɪts smel  
'laɪk ju:

'evri deɪ dɪskʌvə'rɪŋ 'sʌmθɪŋ  
brænd nju:

aim in lʌv wið jə 'bɒdɪ

## AMERICAN

kɑ:z 'ɔ:l əv 'mi:

'ləvz 'ɔ:l əv ju:

'ləv jər 'kɜ:rɪvz ənd 'ɔ:l jər  
'edʒəz

'ɔ:l jər pər'fekt ,ɪmpər'fekʃnz

'gɪv jər 'ɔ:l tə 'mi:

'aɪl 'gɪv 'maɪ 'ɔ:l tə ju:

jər 'maɪ 'end ənd 'maɪ bɪ'gɪnɪŋ

'i:vŋ 'wen 'aɪ 'lu:z 'aɪm 'wɪnɪŋ

'kəz 'aɪ 'gɪv ju 'ɔ:l əv 'mi:

ənd ju 'gɪv 'mi: 'ɔ:l əv ju:





DIPHTHONGS: FIRST  
COLUMN

[ɪə] [ʊə] [ɛə]



*but first...*

She sells seashells by the  
seashore



How much wood would a woodchuck  
chuck if a woodchuck could chuck  
wood?

He would chuck, he would, as much  
as he could, and chuck as much wood  
As a woodchuck would if a  
woodchuck could chuck wood



**REVISE!**

[□ə]

Your mouth should open a little bit

In Name (North American English)  
[ɪə] sound tends to a [ɪ]

weird -> wɪrd

here -> hɪr

ear -> ɪr

hero -> hɪroʊ



[ʊə]

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

Again your mouth should open a little as you go from [ʊ], situated in the first row, to [ə], in the second row.

This is an evolving sound in RP. Some of the words are merged with [ɔ:] monophthong.

e.g. poor pʊə -> pɔ:

Both of them are fine, but [ɔ:] is more modern.



# here: British vs American

- during
- power
- our
- coward
- tourist
- sure
- mature
- cure
- secure

In Name [ʊə] diphthong tends to [ʊ] monophthong

- /'dʒʊəriŋ/ vs /'dʊriŋ/
- /'paʊə/ vs /'paʊər/
- /'aʊə/ or /ɑː/ vs /'aʊər/ or /ɑːr/
- /'kaʊəd/ vs /'kaʊərd/
- /'tʊərist/ vs /'tʊrist/
- /ʃʊə/ vs /ʃʊr/
- /mə'tʃʊə/ vs /mə'tʃʊr/
- /kjʊə/ vs /kjʊr/
- /sɪ'kjʊə/ vs /sɪ'kjʊr/



*Write what you hear and underline the sound [ʊə]*

- Those **poor** people have to go on a **tour** of the **moor** in this weather.
- Muriel was **furious** about the lapse in her personal **security**.
- She was **curious** about the **maturity** of the **security** guard.

moor: landa/brughiera

lapse: lapsus/sbandamento morale/calò di concentrazione



i: sheep	ɪ sh <u>i</u> p	ʊ g <u>oo</u> d	u: sh <u>oo</u> t
e b <u>e</u> d	ə t <u>e</u> ach <u>e</u> r	ɜ: b <u>i</u> rd	ɔ: d <u>oo</u> r
æ c <u>a</u> t	ʌ u <u>p</u>	ɑ: f <u>a</u> r	ɒ o <u>n</u>

[ɛə]

This time both of vowels are on the same row, so the mouth doesn't open or close. The difference is in the position of our lips.

Of course, you can find it written [eə]





# here: British vs American

- **there**
- **where**
- **parent**
- **hair**
- **chair**
- **dare**
- **fair**
- **wear**
- **care**

In Name [ɛə] diphthong tends to [e] monophthong

- /ðɛə/ vs /ðer/
- /wɛə/ vs /wer/
- /pɛərənt/ vs /perənt/
- /hɛə/ vs /her/
- /tʃɛə/ vs /tʃer/
- /dɛə/ vs /der/
- /fɛə/ vs /fer/
- /wɛə/ vs /wer/
- /kɛə/ vs /ker/



Write what you hear and underline the sound [ɛə]

- See that town square over there? There's a great hairdresser just by the stairs.
- The area is known for its dairy fare.
- Mary has various pairs of shoes, and still she swears she has nothing to wear!

dairy: latticini/fattoria

[eɪ] [ɔɪ] [aɪ]

DIPHTONGS: SECOND  
COLUMN, ENDING WITH  
[ɪ]



But first .....

'stju:pɪd su:pə'stɪʃən (x3)

stupid superstition (x3)

aɪv gɒt ə deɪt æt ə 'kwɔ:tə tu: eɪt  
aɪl si: ju: æt ðə geɪt  
səʊ dəʊnt bi: leɪt

I have got a date at a quarter to eight;  
I'll see you at the gate,  
so don't be late



ai skri:m, ju: skri:m,  
wi: ɔ:l skri:m fɔ: ais kri:m

I scream, you scream,  
we all scream for ice cream

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

[eɪ]

This is a combination of [e] and [ɪ] or [i:]

The mouth closes a little when we say the sound, starting on the [e] and finishing on the [ɪ] or [i:]

REVISE!



[ɔɪ]

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

This is a combination of [ɔ:] and [ɪ] or [i:]

The mouth closes.

The shape of our lips and the position of our lips also change a lot we're going from right all the way to the left, from rounded lips to unrounded, starting on the [ɔ:] and finishing on the [ɪ] or [i:]

# British

[ɔɪ]

# American

- /bɔɪ/
- /tɔɪ/
- /tʃɔɪs/
- /ɔɪl/
- /pɔɪnt/
- /kɔɪn/
- /nɔɪz/
- /vɔɪs/
- /ə'noɪɪŋ/
- /dʒɔɪ/

- /bɔɪ/ boy
- /tɔɪ/ toy
- /tʃɔɪs/ choice
- /ɔɪl/ oil
- /pɔɪnt/ point
- /kɔɪn/ coin
- /nɔɪz/ noise
- /vɔɪs/ voice
- /ə'noɪɪŋ/ annoying
- /dʒɔɪ/ joy



*Write down what you listen and circle the sound [ɔ]*

- She was getting ann[ɔ]d by the n[ɔ]se the b[ɔ]s were making with their t[ɔ]s.
- She enj[ɔ]d working near such a great ch[ɔ]ce of shops.
- Her empl[ɔ]er was impressed by how she t[ɔ]led (lavorare duro) over her job.

[aɪ]

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

This is a combination of [ɑ:] and [ɪ] or [i:]

Our mouth starts wide open and closes as we say the sound, starting on the [ɑ:] and finishing on the [ɪ] or [i:]



# British

[aɪ]

# American

○ /maɪn/

○ /maɪ/

○ /waɪ/

○ /praɪs/

○ /laɪk/

○ /raɪt/

○ /skaɪ/

○ /saɪt/

○ /baɪ/

○ /ə'raɪv/

○ my /maɪ/

○ mine /maɪn/

○ why /waɪ/

○ price /praɪs/

○ like /laɪk/

○ right/write /raɪt/

○ sky /skaɪ/

○ sight /saɪt/

○ buy /baɪ/

○ ə'raɪv /arrive/

*Write down what you listen and circle the sound [aɪ]*

- The br[aɪ]de tr[aɪ]d not to cr[aɪ] as she walked up the [aɪ]le.
- The [aɪ]sland was so t[aɪ]ny you could c[aɪ]cle across it in f[aɪ]ve minutes.
- The s[aɪ]gn for the airport was so h[aɪ]gh they drove r[aɪ]ght b[aɪ] (incrociare) it and missed their fl[aɪ]ght by f[aɪ]ve minutes.

# Diphthongs: third column

ending with [ʊ]



*but first...*

You know New York, you need New  
York, you know you need unique New  
York

ju: nəʊ nju: jɔ:k

ju: ni:d nju: jɔ:k

ju: nəʊ ju: ni:d ju: 'ni:k nju:  
jɔ:k

[əʊ]

i: sheep	ɪ sh <u>i</u> p	ʊ g <u>oo</u> d	u: sh <u>oo</u> t
e b <u>e</u> d	ə te <u>a</u> cher	ɜ: b <u>i</u> rd	ɔ: d <u>oo</u> r
æ c <u>a</u> t	ʌ u <u>p</u>	ɑ: f <u>a</u> r	ɒ o <u>n</u>

This is a combination of [ə] and [ʊ] or [u:]

The main difference here is the position of the lips, rounding a little as we say the sound, starting on the [e] and finishing on the [ʊ] or [u:]







# *Let's do a dictation with [əʊ] sound!*

- \* The m[əʊ]ld was gr[əʊ]ing all [əʊ]ver the damp stones in the garden of her c[əʊ]stal h[əʊ]me.
- \* It was sn[əʊ]ing [əʊ]ver the r[əʊ]lling hills cl[əʊ]se to T[əʊ]by's h[əʊ]me.
- \* Alth[əʊ]gh summer was nearly [əʊ]ver, S[əʊ]phie was h[əʊ]ping her r[əʊ]ses would keep gr[əʊ]ing.

mould: muffa

rolling: ondeggiante

damp: umido

[aʊ]

i: sheep	ɪ ship	ʊ good	u: shoot
e bed	ə teacher	ɜ: bird	ɔ: door
æ cat	ʌ up	ɑ: far	ɒ on

This is a combination of [æ] and [ʊ] or [u:]

Our mouth is closing and the shape of the lips is changing at the same time, rounding a little as we say the sound, starting on the [æ] and finishing on the [ʊ] or [u:]



# here: British = American

* loud	* /laʊd/
* round	* /raʊnd/
* out	* /aʊt/
* cow	* /kaʊ/
* down	* /daʊn/
* allow	* /ə'laʊ/
* proud	* /praʊd/
* house	* /haʊs/
* town	* /taʊn/
* doubt	* /daʊt/
* noun	* /naʊn/



## *Let's do a dictation with [aʊ] sound!*

- \* He was all[aʊ]d into the h[aʊ]se once she f[aʊ]nd [aʊ]t ab[aʊ]t the huge bunch of fl[aʊ]ers.
- \* The [aʊ]l was hiding [aʊ]tside, r[aʊ]nd the back of the h[aʊ]se.
- \* She br[aʊ]sed the bargain bin and f[aʊ]nd a book ab[aʊ]t cl[aʊ]ds for a p[aʊ]nd.

to browse: dare un'occhiata, sfogliare, navigare

bargain bin: scaffale delle offerte

# TH SOUNDS

# How do you pronounce 'th' sounds?

- Open your mouth and push your tongue through just a little. Put your fingers there if you're unsure about where to stop your tongue. Your tongue doesn't need to touch your finger.
- If you rub the bottom of your teeth with your tongue can you feel the tension in your tongue? This is the same amount of tension that you need to hold the 'th' position.
- !!!! The tongue is not completely relaxed, it's lifted and running through the middle of your mouth. If your tongue is too high in the mouth, up behind your teeth, you'll make the [t] or [d] sound. And if your tongue is not coming through your teeth, if you keep it inside, you'll make a [s] or a [z] sound.



# θ or ð?

Here are some guide lines that will help you to use the correct 'th' sound.

!!! They're guides, not rules !!!

# θ – unvoiced

## 1. beginning of **content** words\*

theory, think, thought, thirsty, thankful

## 2. middle of a word, before a consonant

bathtub, faithful, worthless

## 3. end of a word

month, strength, warmth, teeth, fifth

\* words that provide the meaning in a sentence (nouns, verbs, adjectives, adverbs, ... )

# ð – voiced

## 1. beginning of **structure/function** words\*

this, that, those, these, the, there, then, than...

## 2. middle of a word, between two vowels

bother, worthy, mother, brother

## 3. if the words ends in - the

bathe, breathe, loathe

\* words that don't have a lot of meaning in English sentences, they're grammatical words. They don't tell us a lot of information, but they're important to the structure of English sentences.



Put these words in the right column:

θ or ð?

MONTH  
STRENGTH  
WORTH  
THEM  
THIRD  
THREE  
FIFTH  
MOTHER  
FAITH  
THEORICALLY  
THOUGH  
FURTHER  
THIS

THEN  
THINK  
THOSE  
THESE  
BROTHER  
THAT  
THANKS  
THE  
FATHER  
THEATRE  
TOGETHER  
THOUGHT  
BREATHE

## UNVOICED - θ

- THEORICALLY
- THOUGHT
- THANKS
- THINK
- THEATRE
- MONTH
- STRENGTH
- WORTH
- THIRD
- THREE
- FIFTH
- FAITH

## VOICED - ð

- THEN
- THOSE
- THIS
- THESE
- THAT
- THOUGH
- THE
- THEM
- MOTHER
- BROTHER
- FATHER
- FURTHER
- TOGETHER
- BREATHE

Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humor, pathos, love, anger – are communicated through the words, music, movement and technical aspects of the entertainment as an integrated whole. Although musical theatre overlaps with other theatrical forms like opera and dance, it may be distinguished by the equal importance given to the music as compared with the dialogue, movement and other elements. Since the early 20th century, musical theatre stage works have generally been called, simply, musicals.



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“The way actors are trained here is wrong. All they think about is interpreting a text. They worry about how to speak words and know nothing about their bodies. You see that by the way they walk. They don't understand the weight of a gesture in space. A good actor can command an audience by moving one finger.”

This emphasis on silence is fully explored in some of his works. Deafman Glance is a play without words. Holmberg describes these works stating,

“Language does many things and does them well. But we tend to shut our eyes to what language does not do well. Despite the arrogance of words – they rule traditional theatre with an iron fist – not all experience can be translated into a linguistic code.”

Celebrated twentieth century playwright Eugène Ionesco said that Wilson "surpassed Beckett" because "[Wilson's] silence is a silence that speaks".

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## [ɪ]

This vowel is short.

1. Part your lips and drop the lower jaw a little.
2. Relax your tongue and allow the tip to rest just behind your bottom front teeth. If you look in a mirror, you should be able to see the middle of the tongue move up and forward.
3. The lips won't spread for this sound.

*When do I use this sound?*

i	in, sit, pick
a + ge	village, cabbage, manage
y	myth, hymn, symbol
ui	building, biscuit

## [i:]

This vowel is long.

1. The jaw is slightly open.
2. Relax your tongue and allow the tip to rest just behind your bottom front teeth. If you look in a mirror, you should be able to see the middle of the tongue move strongly up and forward.
3. The sides of the tongue should push lightly against the top teeth.
4. The lips are spread.

*When do I use this sound?*

e	me, he, evil
ea	each, peach, sea
ee	speed, needy
ie	grieve, belief
ei	receive
i	police
y on the ends of words (N.B. This sound is slightly shorter.	happy, money

## [u:]

This vowel is long.

1. Relax your tongue and allow the tip to rest just behind your bottom front teeth.
2. The bottom of the tongue is very high for this sound.

*When do I use this sound?*

u	Nude, tuna, glue
eau	Beauty
o	Do, movie, shoe
oo	Food, smooth
ou	Youth
ew	New, few
ui	Juice, bruise

## [ʊ]

This vowel is short.

1. Relax your tongue and allow the tongue tip to rest just behind your bottom front teeth.
2. The back of the tongue is high for this sound.

*When do I use this sound?*

u	put, pull, butcher
oo	foot, stood
ou	could, would, should
o	wolf

## [e]

1. Relax your tongue and allow the tip to rest just behind your bottom front teeth.
2. Let the front of the tongue raise slightly as though it is heading for the roof of the mouth.
3. The tongue tip does not need to come up.

*When do I use this sound?*

e	red, yes
ea	spread, head
a	many, any
ie	friend
ai	again
eo	Leopard
ay	says

## [ɜː]

This vowel is a longer version of the schwa with a slightly lower tongue position.

1. Part your lips and teeth, just a little.
2. Relax your tongue and leave the tip to rest naturally just behind your bottom front teeth; the tongue should be a fraction lower than for the /ə/ sound.
3. Now make a long vowel sound.
4. Don't allow the tongue to move or the lips to make a shape – however tempting! Lips, tongue and jaws are all neutral and relaxed.

### *When do I use this sound?*

In RP this long sound is always spelt with a silent r

ur	urgent
er	eternity, nervous, commercial
ir	bird, girl, virtue
ear	early, learn, heard
or	work, word, world, worst
our	journey, courteous, journalist

## [ə]

This sound is called “schwa”, but it is also known as the neutral vowel. This vowel is short.

1. Part your lips and teeth, just a little.
2. Relax your tongue and leave the tip to rest naturally just behind your bottom front teeth;
3. Now make a very short sound.
4. The schwa should have no shape at all. Lips, tongue and jaw are all neutral and relaxed.

### *When do I use this sound?*

a	around, comma
e	begin, other
i	possible
o	official, director
u	particular



## [ɔ:]

This vowel is long

1. Relax your tongue and allow the tip to rest just behind your bottom front teeth.
2. The back of the tongue is high.

*When do I use this sound?*

or	sport, north
al	walking, chalk, tall
ou	bought, source, thoughtful
au	caution, naughty
aw	law, paw

## [ɒ]

This vowel is short.

1. Put your tongue low and at the back of your mouth
2. Lightly push your lips together while making a short voiced sound.

*When do I use this sound?*

o	Body, job, lot, box, got, policy
a	Watch, wash, wad

## [ʌ]

This vowel is short.

1. Put your tongue low and between the middle and the back of your mouth
2. Make a short voiced sound with your mouth open

*When do I use this sound?*

o	Come, another, some, company, son
u	Such, sun



# REDUCING WORDS

---





# AT / AN

.....  
*Function words often reduced  
(said with weaker vowel sounds: -ə)*





➤ At noon

➤ An idea

➤ Now add some new examples to the list!

➤

# CAN

.....

- It's also reduced and it's used as a helping word and we reduce it in a question or a fall statement.
- In AE they can use [ə] or [ɪ]
  - *C'n you find a few minutes?*
  - *C'n you help me?*
  - *I think I can do it!*
  - *No one can run that fast.*
  - *You can come.*
  - *Can you really do that?*

# THAN / THAT / THEM-> [ə]

---

- *Is listening sometimes harder **than** speaking?*
- *I know **that** it can be a challenge*
  - *BUT Let's buy **that** one, not this one.*
- *I know **them**.*
  
- *This one is bigger than **that** one.*
- *I already mentioned **that** to them.*
  - *What do you **stress** here? Which one do you reduce? When we use 'that' as a demonstrative adjective or a demonstrative pronoun, it's usually stressed.*





## OR, FOR, THEIR/THEY'RE -> @

.....

- Red or yellow?
- Now or never
  
- For the record.
- It's a letter for her
  
- It's their own fault.
- Much to their surprise
  
- They're the best
- They're really special



## TO: LONG U: -> ə

---

- To tell
- I'm about to tell you
- Are you still going to the store?
- No, i decided not **to**.
- We reduce to when it's part of an infinitive or a prepositional phrase.





# DO & DOES

---


➤ Do you know?

➤ Does it matter?

➤ Do & does could be stressed. We reduce them when we use them as helping verbs to form a question.

➤ *Do we have any jam? Yeah. I think we do.*





## OF -> [ə]

---

- ▶ A cup of tea
  
- ▶ Add more examples to this list:





# YOU, YOUR, YOU'RE

---

- You know what?
- You're right!
- What's your name?

*T + you -> tf*

---

- *Sometimes in fast speech in English:*
  - *Can't you*
  - *Won't you*
  - *Don't you*



*D + you -> dʒ*

---

- Sometimes in fast speech in English:
  - How did you
  - Where did you

## WORD STRESS PATTERNS

In words of more than one syllable, one syllable is emphasized more than others; it has a stronger sound than other syllables and is known as a *stressed syllable*. If you pronounce a word with the main stress in the wrong syllable, you will sometimes be misunderstood.

The stressed syllable of a word is indicated by an apostrophe (') - this is inserted before the stressed syllable.

## STRONG AND WEAK FORMS OF FUNCTION WORDS

The pronunciation of some **function/structure words** is not always the same. Function words include conjunctions, pronouns, prepositions, articles, determiners and auxiliary verbs. They do not appear to have much meaning, but they have a grammatical function in the sentence.

Generally a function word is unstressed and it very often uses the sound schwa instead of the full vowel. This reduced vowel sound is known as a **weak form**.

Function/structure words are stressed when they add emphasis, e.g. *No that's not true. We are doing something about it.* This is also done to indicate a contrast, e.g. *Most scientists are convinced..., but some are not.* You may also notice that function words at the end of sentences or questions have a strong form, e.g. *That's what I'm here for/ Where did you go to?*

Some examples of these function words and their different pronunciations:

	Stressed/Strong	Unstressed/Weak
BUT	/bʌt/	/bət/
THAN	/ðæn/	/ðən/
THEM	/ðem/	/ðəm/
YOU	/ju:/	/jə/
AT	/æt/	/ət/
FOR	/fɔ:(r)/	/fə(r)/
THE	/ði:/	/ðə/
SOME	/sʌm/	/səm/
HAS	/hæz/	/həz/
DOES	/dʌz/	/dəz/
CAN	/kæn/	/kən/
OF	/ɒv/	/ə(v)/

[In rapid speech, good listeners unconsciously listen for the stressed words rather than trying to hear every word or syllable. Try to identify the words that your lecturers put most stress on, as this will help you follow the lecture and pick out key points.]



# Silent letters





Silent letters are letters that can't be heard when the word is spoken. There are silent letters in some English words because over hundreds of years they've changed how they pronounce those words but kept the old spelling. The spelling tells us how the word used to be pronounced.

e.g. *knock*



- *now it is->*

*/nɒk/*

- *In Medieval times people used to sound out the letter k.*

*/knɒk/*





There are a lot of English words that have silent letters in them and there are lots of silent letters in English!

About 60% of all English words have a silent letter.

They can be silent, but they're not always are.



# *Letter A*

- A. drammmatically
- B. logically
- C. grammatically
- D. musically
- E. romantically





# What happens to letter -A?

You do NOT pronounce it!

-> you can cut out -A especially in words that end in -ally





A. dramatically -> dramatically -> /drə'mætɪkli/

B. logically -> logically -> /'lɒdʒɪkli/

C. grammatically -> grammatically -> /grə'mætɪkli/

D. musically -> musically -> /'mjuːzɪkli/

E. romantically -> romantically -> /rəʊ'mæntɪkli/



# Letter -B

It's usually silent when it follows letter - M

- climb -> clim**ə**
- crumb -> crumb**ə**
- lamb -> lamb**ə**
- thumb -> thumb**ə**
- dumb -> dumb**ə**
- bomb -> bomb**ə**

exception! remember





# -B

It's usually silent when it precedes the consonant -T

- subtle -> subʔtle
- debt -> deʔt
- doubt -> douʔt

exception!

obtain, september, november,  
december



# Letter -C

It's usually silent after the letter -S

- muscle -> musele -> /'mʌsl/
- scissors -> seissors -> /'sɪzəz/
- fascinate -> faseinate -> /'fæsɪneɪt/
- scene -> sscene -> /si:n/
- scenario -> scenario -> /sɪ'nɑ:riəʊ/



# Letter -D

It's silent in:

- WEDNESDAY
- HANDSOME
- SANDWICH





-D

in DG

- edge -> /edʒ/
- knowledge -> /'nɒlɪdʒ/
- bridge -> /brɪdʒ/
- hedge -> /hedʒ/
- judge -> /dʒʌdʒ/



# Letter -E

The letter -E can often be silent at the end of a word. Like in:

- clue
- bake
- taste
- face

But this -E on the end, although it might be silent, it can affect the pronunciation of the vowel sound before it ->



# -E

If an -E is at the end of a word, the vowel before becomes a longer vowel sound.

mat /mæt/ -> + final E => mate /meɪt/

sit /sɪt/ -> + final E => site /saɪt/

slid /slɪd/ -> + final E => slide /slaɪd/

hid /hɪd/ -> + final E => hide /haɪd/

hop /hɒp/ -> + finale E => hope /həʊp/





# BUT....

if the -E is the final letter in the word and it's the only vowel sound then it needs to be pronounced like in:

- he
- she
- we



# Letter -G

- if it comes before an -N
  - sign
  - foreign
  - champagne

EXC. magnet  
signature  
ignorant/ignorance  
pregnant



# the combination - gh

can be silent if it comes after a vowel

- high
- light
- through
- daughter
- bright

!!! but sometimes it's pronounced like an -F

- laugh
- cough
- tough





# LETTER -H

- 1. H HOUR
- 2. H HONOUR
- 3. H HEIR
- 4. H HONEST



# -H

It's often silent when it follows a -W

- wh~~h~~at
- wh~~h~~en
- wh~~h~~ere
- wh~~h~~y
- wh~~h~~istle
- wh~~h~~ether
- wh~~h~~ile
- wh~~h~~ite

!!! sometimes it's not silent, especially if an  
-O follows it:

who, whoever, wholesome, whole,



-H

- It's *often* not pronounced when it follows R.

RH

- rhythm
- rhyme





# -H

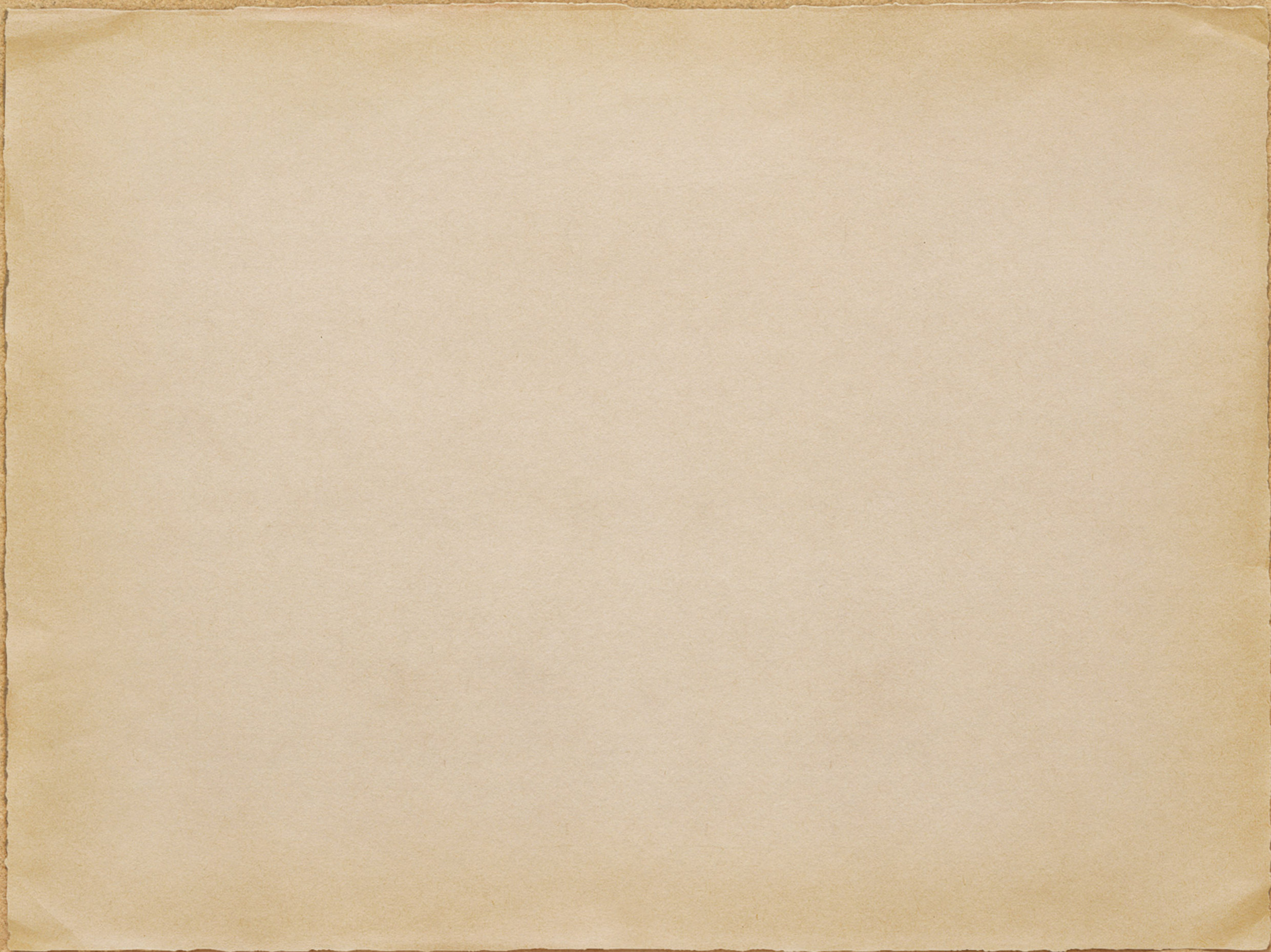
CH is usually pronounced [tʃ] like in /'tʃɛri/

but on rare occasions the -H is silent [k] like in:

- choir
- echo
- Christmas
- chaos, chaotic
- character, characteristic









Letter -i

is usually pronounced.

Exception: BUSINESS



## Letter - k

A -k is almost always silent before an -n at the beginning of a word

- ◆ Knock
- ◆ Know
- ◆ knew
- ◆ Knowledge
- ◆ knot (nodo)
- ◆ Knee
- ◆ knife
- ◆ Knight
- ◆ Knit
- ◆ Knickers (slip da donna)



# Letter -L

is usually silent after:

- ◆ A -> calm, talk, walk, salmon /'sæmən/, half, calf (vitello, polpaccio), chalk, almond, palm
- ◆ O -> folk, yolk (tuorlo)
- ◆ U -> would, should, could,



## Letter -n

is usually silent after an -m at  
the end of a word

- ◆ Damn
- ◆ Autumn
- ◆ Column
- ◆ Hymn



# Letter -p

- ◆ Is usually silent in letter combinations, 'ps', 'pt', 'pn' used at the beginning of words.
  - ◆ psychology, psycho, pterodactyl, pneumatic, pneumonia, ... exc. receipt!
- ◆ Changes when it's next to a -h: PH-> [f]
  - ◆ Telephone, paragraph, photograph...



# Letter -r

is pronounced:

- at the start of the word:

Richard, Rome, restless, rich, result, run, ruler ...

- in the middle of a word if the sound before it is a consonant sound (cons + r):

already, Henry, bridge ...

- when there are two letters -r in the word:

Carry, irritate, irrational, arrogance, ...



# Letter -r

is usually silent

- in the middle of a word if the sound before it is a vowel sound (vowel + r):

more, port, car, girl, word, world, bird, for, ...

The sound [r] usually changes the pronunciations of the previous vowel ->



◆ a + r → [ɑ:] (car)

◆ e + r → [ɜ:] (person)

◆ i + r → [ɜ:] (bird)

◆ o + r → [ɔ:] (fork)

◆ u + r → [ɜ:] (purse)



- if the word ends in ER/OR

actor, singer, letter, mother, sister,  
father, brother, computer, ...

exception: linking sound (video)



## Letter -s

is not pronounced before -l in:

- ◆ island (vs Iceland)
- ◆ isle
- ◆ aisle



## Letter -t

is usually silent if the word ends in:

- ◆ S-T-E-N -> listen, moisten (inumidire), fasten
- ◆ S-T-L-E -> castle, whistle, ...
- ◆ French words -> ballet /'bæleɪ/, beret /'beret/, gourmet /'gʊərmeɪ/
- ◆ often, Christtmas, mattch



## Tapping of / t /

In American English, if a /t/ sound is between two vowels, and the second vowel is not stressed, the /t/ can be pronounced very quickly, and made voiced so that it is like a brief /d/ or the r-sound of certain languages. Technically, the sound is a "tap", and can be symbolised by /ɾ/. So Americans can pronounce **potato** as /pə'teɪtəʊ/, tapping the second /t/ in the word (but not the first, because of the stress). British speakers don't generally do this.

The conditions for tapping also arise very frequently when words are put together, as in **not only, what I,** etc. In this case it doesn't matter whether the following vowel is stressed or not, and even British speakers can use taps in this situation, though they sound rather casual.



## Letter -u

is usually silent:

- ◆ after -g at the beginning of a word ->  
guess, guide, guitar, guilty, guard, guest
- ◆ Or sometimes in GUE at the end of a word:  
vogue, tongue
- ◆ in adverbs like: beautifully, wonderfully
- ◆ biscuit



# Letter -w is usually silent

- ◆ before -r at the beginning of a word: wrong, write, wrap, wrist
- ◆ If it's followed by h + o at the beginning of a word -> who, whoever, whole
- ◆ Two, answer



# Letter -x

- ◆ is silent at the end of a word derived from French -> faux /fəʊ/



# Letter -z

- ◆ is silent in French words like: 'rɔndeIvuː'



# Disappearing sounds in connected speech

H

- When function words beginning with h, like *he*, *him*, *his*, *her* are unstressed and in the middle of a sentence, the /h/ sound often disappears.  
*“Did he tell you?”*
- However, if these words are at the beginning of a sentence, the /h/ sound is usually pronounced, e.g., *“He left at 4 o’ clock.”*



# PRONUNCIATION OF FINAL -S

[s]

[z]

[əz]

---

When do we use final –s?

1. for verbs in the present tense

*likes, loves, laughs, owns*

2. for possessive

*its*

3. for plural nouns

*dogs, cats, horses*

4. for contractions

*it's*

They all follow the same rule.

---



# PLURAL - S

cats

---

/'kæts/

dogs

---

/'dɒgz/

---

Why does the sound of the final –s change?

The way this ending -s is pronounced depends on the last sound of the noun in singular form.

Now just say “*cat*”

What do you notice?

Nothing?

Now try to put your hand on your throat!

Does it vibrate or not?

If the last consonant is voiceless (no vibration)

the plural will be with voiceless –s → /s/

---



## Rule #1 \_ VOICELESS

Any time a word has a **sound just before** the ending –s that **has no vibration** in the vocal chords the –s will continue the lack of vibration and sound like a [s]

cat → cats

The vocal chords continue what they're doing

## Rule #2 \_ VOICED

On the contrary, any time a word has a **sound just before** the ending –s that **has vibration** in the vocal chords, the vibration will carry forward and transform the letter –s into a [z]

dog → dogs

The vocal chords continue what they're doing



## Rule #3 \_ SPECIAL CASES

There are words which request an extra sound → +1 extra syllable (always unstressed) → [əz]

These are words ending with a sybilant sound (s, z, ʃ, tʃ dʒ)

*I wish* → *he wishes*

*age* → *ages*

---

p, t, k, f, θ

→ / s /

b, d, g, v, l, ð, m, n, ŋ, r  
+ vowel sounds

→ / z /

s, z, ʃ, tʃ dʒ

→ / əz /

---



attacks      ages    backs      bags  
beds    bells    bits    books    boxes      briefs  
buses      chooses      cooks  
coughs      doves      earns    fans    goes  
graduates    hates      horses      its  
jars    laughs      leaves      loves  
lives    matches      maths      messages  
oranges  
pushes      ships    shops    stops    straws  
surprises  
teaches      thinks      times    uses  
washes      wants      watches  
wears      webs    weeks      wishes

[s]

backs weeks  
bits briefs  
ships shops  
think stops  
attacks maths  
coughs laughs  
graduates  
wants cooks  
hates its  
books

[z]

beds webs  
bags bells  
jars straws  
fans doves  
times earns  
goes wears  
loves lives  
leaves

[əz]

ages  
pushes  
wishes  
horses  
surprises  
buses  
chooses  
washes  
watches  
matches  
messages  
uses  
teaches  
oranges  
boxes



---

and now... Let's play!

"I'm going to go on a picnic and I'm going to bring some oranges..."

---

[id] – [t] – [d]

There are three different ways to pronounce – ed at the end of a word. Which one you choose depends on the sound before



[ɪd]

you add the extra syllable – id to words  
which end in

-t

visited → visited

-d

ended → ended

[t]

We pronounce [t] when the sound that comes before –ed is a VOICELESS sound

p, f, k, s, ʃ, tʃ, θ

worked → workt

laughed → laft

dance → danst



[d]

We pronounce [d] when the sound that comes before –ed is a VOICED sound  
all other consonants + vowel sounds

play → playd

close → clozd

travel → traveld

**if the base word ends in**

- /t/ or /d/ →
- a voiceless sound →
- a voiced sound →

**the –ed sounds like**

- /ɪd/
- /t/
- /d/



needed      started      moved  
watched      helped      finished      listened  
enjoyed      graduated      delighted      thrilled  
excited      thrilled      tickled      light-hearted  
contented      picked      studied      gratified  
pleased      satisfied      alienated      dejected  
depressed      worried      demoralized      discouraged  
disappointed      subdued

/ɪd/      needed      started      graduated  
             delighted      excited      excited      contented  
disappointed      light-hearted      dejected  
             alienated

/t/      helped      watched      finished      picked  
             depressed

/d/      demoralized      listened      enjoyed  
             thrilled      tickled      gratified      pleased  
             satisfied      worried      discouraged  
             subdued      studied      moved



# Linking V + V

Inserting sounds between words

- When one word ends in a vowel sound and the next word starts with another vowel sound, it is often easier to pronounce if we insert an extra sound -[w], [j] or [r] - between the vowels.



- We often insert a [w] sound between words if the first word ends in a vowel or diphthong pronounced with rounded lips, such as [u:], [əʊ] or [aʊ]. In the first form, the first word may end in -w, -ue or o.

- Slow /w/ economic growth

- **/sləʊ-w- ,i:kə' nɒmɪk grəʊθ/**

- True /w/ identity

- **/truː-w-aɪ'dentəti/**

- How /w/ and when

- **/haʊ-w-ənd wen/**

- Sue /w/ is honest.
- She's nice to /w/ others. ( non se 'to' è in weak form)
- I know /w/ it's true.
- I'll go /w/ and see her now /w/ and then.



- We often insert a [j] sound between words if the first word ends in a vowel or a diphthong, pronounced with stretched lips such as [iɪ], [aɪ], [eɪ] and [ɔɪ]. In the written form, the first word may end in -y, -igh, or -ee.

- Carry /j/ on

- **/ˈkæri-j-ən/**

- High /j/ altitude

- **/haɪ-j-ˈætɪtjuːd/**

- Free /j/ access

- **/friː-j-ˈækses/**

- Joy /j/ and peace

- **/dʒɔɪ-j-ənd piːs/**

- The /y/ other group
- Keep an eye /y/ on you
- I /y/ even smiled



In standard British English (RP), the consonant /r/ is not normally pronounced at the ends of words, e.g. faster is pronounced /fɑːstə/- However, the /r/ sound is pronounced if the next word starts with a vowel.

Many speakers of other Englishes, for example American English, do pronounce the r in most contexts whether the r is followed by a vowel or consonant, e.g., /fɑːstər/.

This is also the case for speakers in some regions of Britain.

*-Ma tutto ciò, lo sapevamo già...*

- If the first word ends in the [ə] sound, we often insert the [r] sound. In the written form, the word may end in -er, -re, -a or -e.
- Extra /r/ income **/ekstrə-r- 'ɪnkʌm/**
- Cinema /r/ advertising **/'sɪnəmə-r- 'ædvɜːtaɪzɪŋ/**
- Aware /r/ of the problem **/ə 'weə-r-əv ðə 'prɒbləm/**
- After /r/ all **/'ɑːftə-r-ɔːl/**



- Listen to these phrases and decide if a [w], [j] or [r] needs to be inserted

- Try out
- Agree on this
- Two of them
- Driver error
- Radio operator /reɪdiəʊ/
- Media event /'mi:diə/
- High above the Earth
- How does this tie in?

# Linking consonants

C + C

- LINKING SAME CONSONANTS SOUNDS
- LINKING SIMILAR CONSONANTS SOUNDS



## LINKING SAME CONSONANTS SOUNDS

- When a word ends with a consonant sound and the next word starts with the same consonant sound, we link the two sounds. The two words share that consonant sound.
- *Red\_dress -> re dress*
- *Cheap\_places -> chea places*
- *Feel\_lucky -> fee lucky*
- *Nice\_sofa -> ni cesofa*
- *Look\_cool -> loo kcool*

# Don't link /tʃ/ or /dʒ/

- Each choice /iːtʃ tʃɔɪs/
- Orange juice /ˈɒrɪndʒ dʒuːs/



## LINKING SIMILAR CONSONANTS SOUNDS

- *Cheese sandwich* /tʃiːz 'sænwɪtʃ/
- *Breathe through* /briːð θruː/
- The only difference is that /z/ (cheese) is voiced and /s/ (sandwich) is unvoiced. The same happens in the second example. Si pronuncia col suono della parola successiva. In questo caso saranno suoni sordi.
- There shouldn't be any break between the linked words.

- **/d/ and /t/**

- *I need **t**wo kilos of shrimp.*

- **/k/ and /g/**

- *The water was a kind of dark **g**reen colour.*

- **/p/ and /b/**

- *I sleep **b**etter if the room's really dark*

- **/f/ and /v/**

- *Have you packed enough **v**ests?*



- It doesn't matter which way around the sounds are. You can link /d/ to /t/ or /t/ to /d/.
- /d/ -> /t/
  - *I need **t**wo kilos of shrimp.*
- /t/ -> /d/
  - *She asked **D**ave what would happen.*

# Elision of /t/

- When a /t/ sound comes between two consonant sounds, it is often not pronounced
- *Is that the time? I mus(t) go*
- *It mus(t) be time to leave.*
- *I can'(t) do that.*
- *I can'(t) stand the rain*
- *Am I the firs(t) person here?*
- *I don'(t) want it.*



# GLOTTAL STOP /ʔ/

- The glottal T sounds more American, although now you can sometimes find it in English.
- Make sure you don't overdo it.
- Per approfondire:
- <https://www.youtube.com/watch?v=Vabg-EUHOQk>
- <https://www.youtube.com/watch?v=edxwQK1zBxw>

# When do we use it?

- T at the end of a sentence or phrase (NOT ALWAYS):
  - *One minute**t**./ Can you wait**t**?*
- T before a pause:
  - *Sit**t**, please. All right**t**, then.*
- T before another consonant (end of syllable or end of word)
  - *pot**t**belly/ Won't**t** you join me?/ but**t** that*
- T before an unstressed N sound:
  - *fount**t**ain, butt**t**on, import**t**ance*