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 m strong Polish accent, I sometimes felt that people were treating me like th 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, Londo

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

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

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Introduction

What is an accent?

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

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

Why do we speak with different accents?

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

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

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

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

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

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

Is it important to have good pronunciation?

Just consider the following points:

Bad pronunciation:

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

Good pronunciation and a neutral accent:

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

Is it possible to reduce or eliminate an accent?

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

Why Received Pronunciation?

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

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

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

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

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

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

Why we wrote this book

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

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

Three things that make our book special

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

Methodology used in this book

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

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

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

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

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

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

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

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

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

English spelling and pronunciation

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

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

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

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

Who this book is for

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

Native English speakers include:

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

Non-native English speakers include:

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

Method of learning

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

↓

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

↓

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

↓

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

↓

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

↓

6. Activate the learned sound in your everyday speech

Explanation of the method of learning

What is needed to start working with the book?

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

See page 11 for a labelled diagram of speech organs.

How many hours you should spend on each sound:

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

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

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

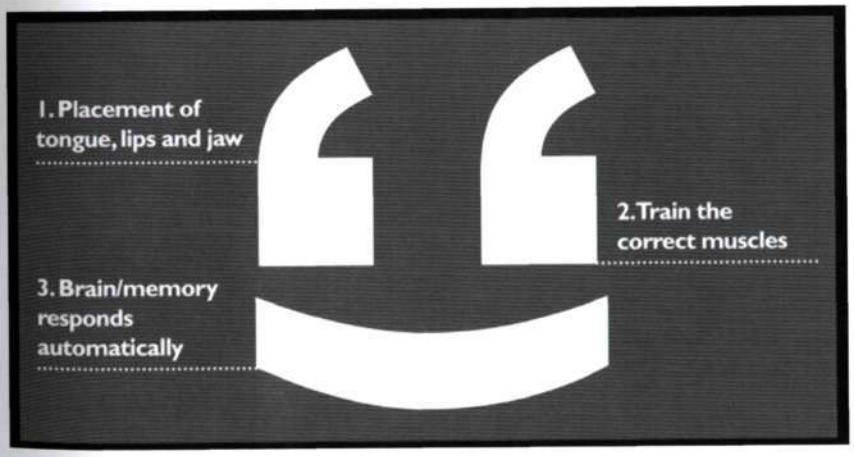
The second stage is aimed at helping you learn a sound by repeating and imitating after the tape. This exercise will help you to make the sound as correctly as possible and train your speech organs for the particular sound. The more you repeat after the tape, the better your pronunciation becomes.

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

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

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

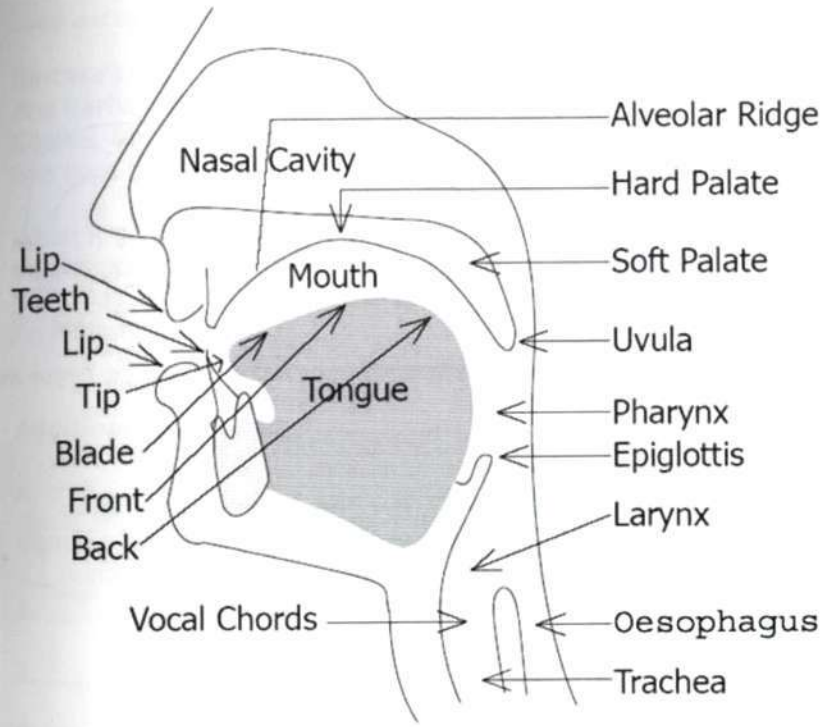
The sixth stage has the purpose of helping you incorporate the learned sound in everyday speech. It's about trying to find the learned sound in the newspapers, on the radio, on TV and in English language videos. Pay attention to how you pronounce the learned sound in your everyday speech. This will help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



The Phonemic Alphabet

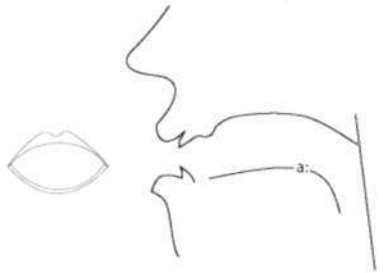
iː feet	ɑː car	ɒ box	ɪə fear	eɪ cake
ɪ pit	ɜː birth	ɔː horse	ʊə duel	ɔɪ boy
e pen	ə banana	ʊ book	eə chair	aɪ pie
æ cat	ʌ duck	uː food	aʊ cow	əʊ snow
p pub	b bank	k king	g ghost	m monk
t trick	d drink	f fish	v victory	n nun
tʃ church	dʒ gin	s sun	z zero	ŋ song
θ thing	ð the	ʃ shock	ʒ prestige	h hat
l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

The Speech Organs



Lesson 1: The [ɑ:] sound as in "car"

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



[ɑ: 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	Highlighted bold letters pronounced as [ɑ:]
ar ("r" is silent)	**ar**t, **ar**ms, b**ar**, m**ar**k, **ar**ch, b**ar**k, d**ar**k
ear, er, al, au	h**ear**t, s**er**geant, cl**er**k, D**er**by, ps**al**m, l**au**gh
a before **s, n** and **th**	b**a**th, c**a**stle, f**a**st, gl**a**ss, dis**a**ster, r**a**ther, enh**a**nce

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 m**ar**ble bird-b**a**th was hidden in the tall gr**a**sses near the p**a**th.
2. Let's p**ar**k our c**ar** at B**ar**bara's as the c**ar** p**ar**k is r**a**ther f**ar** from the theatre.
3. At l**a**st M**a**rgaret's anxiety p**a**ssed and she ch**a**nced a dis**a**strous d**a**nce with a l**au**ghing s**er**geant.
4. I'd r**a**ther take a ch**a**nce and let my f**a**ther drive me to the gar**a**ge in his f**a**st c**a**r.
5. H**ar**d-h**ear**ted M**ar**garet was reading ps**al**ms in the d**ar**k.
6. As an office boy I made such a m**ar**k that I was given the post of a junior cl**er**k.



A3
Verses

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

B**ar**bara's c**ar** is a Jaguar
And B**ar**bara drives r**a**ther f**a**st.
C**a**stles, f**ar**ms and dr**au**ghty b**ar**ns,
She goes ch**ar**ging p**a**st.

When I, good friends, was called to the b**ar**,
I'd an appetite fresh and h**ear**ty,
But I was, as many barristers **are**,
An impecunious p**ar**ty.



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. _____

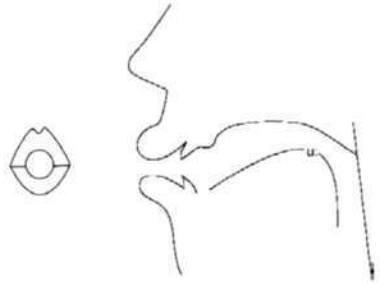
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	Highlighted bold letters pronounced as [u:]
oo	bl**oo**m, f**oo**d, sm**oo**th, l**oo**p, sch**oo**l, d**oo**m
o	l**o**se, m**o**ve, d**o**, wh**o**, impr**o**vement, rem**o**ve
ue, oe	bl**ue**, gl**ue**, sh**oe**s
ui	fr**ui**t, j**ui**ce, cr**ui**se
Spelling variations for the [ju:] sound	Highlighted bold letters pronounced as [ju:]
u	t**u**ne, t**u**be, m**u**sic, c**u**rious, t**u**lips
ew	n**ew**, f**ew**, K**ew**, m**ew**s

A5
Sentences

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

1. R**u**th felt in t**u**ne with the c**oo**l of a J**u**ne evening and admired the b**eau**ty of the m**oo**n.
2. There are quite a f**ew** m**u**sic s**u**per-stars on the London t**u**be.
3. These n**ew** bl**ue** sh**oe**s look b**eau**tiful with a navy bl**ue** coat.
4. On our cr**ui**se to Bermuda we played sn**oo**ker with our sch**oo**ner cr**ew**.
5. C**oo**lies are made from j**ui**cy fr**ui**ts and sugar.

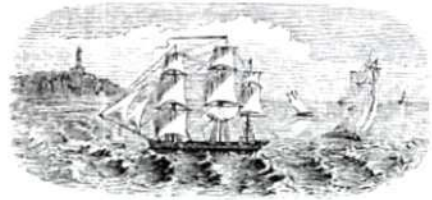
6. The m**u**sic t**u**tor sang a t**u**ne on T**u**esday for the d**u**ke.
7. A f**ew** b**eau**tiful t**u**lips gr**ew** in the sch**oo**l garden in J**u**ly.

A6
Verses

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

I'd a swallow-tail coat of b**eau**tiful bl**ue**-
A brief which I bought off a b**oo**by
A couple of shirts and a collar or t**wo**,
And a ring that looked like a r**u**by!

We sail the ocean bl**ue**,
And our saucy ship's a b**eau**ty;
We're sober men and tr**ue**,
And attentive to our b**eau**ty.



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. _____

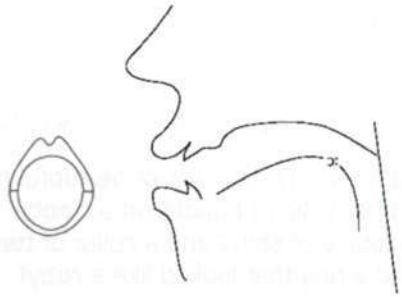
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	st**or**m, d**oor**, h**or**se, c**or**pulent, s**or**did, **or**ganic
aw	**aw**e, l**aw**, d**aw**n, l**aw**n, spr**aw**l
au	c**au**stic, P**au**l, c**au**tious
augh	n**augh**ty, h**augh**ty, d**augh**ter
a before **l** and **al**	**a**lmost, b**all**, w**all**, w**alk**, t**alk**, app**all**ing, **a**lthough

A8
🎧 Sentences

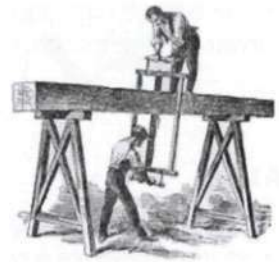
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. G**eo**rge was f**all**ing asleep **aw**kwardly in a spr**aw**l.
2. The written l**aw**s **ough**t to prevent th**ough**tless t**alk**s.
3. This app**all**ing st**or**e was full of **all** s**or**ts of **or**dinary sh**or**ts.
4. M**au**d's d**au**ghter G**eor**gina was an **aw**ful d**augh**ter-in-l**aw**.
5. **Four** hundred and f**or**ty-**four** st**or**ks flying home in the st**or**m.

6. P**au**l c**all**ed out when he th**ough**t he s**aw** his n**au**ghty d**au**ghter f**all** in the w**a**ter.

A9
🎧 Verses

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



As I was going by Mr King's yard,
I s**aw** a man s**aw**ing,
And of **all** the s**aw**yers I ever s**aw**,
I never s**aw** a s**aw** s**aw** like that s**aw**
s**aw**ed.

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

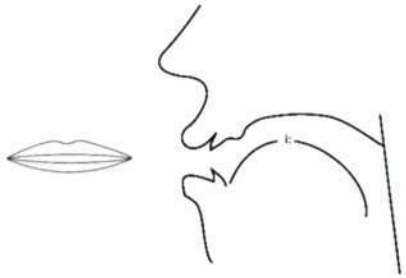
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

Lesson 4: The [i:] sound as in "feet"

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



[i: i: i:]

A10
🎧 Words

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

Spelling variations for the [i:] sound	Highlighted bold letters pronounced as [i:]
ee	k**ee**l, f**ee**ble, s**ee**k, h**ee**d, s**ee**, p**ee**p, f**ee**l
e	h**e**, **e**vening, **e**ve, d**e**monise, P**e**ter, th**e**se
ea	m**ea**t, t**ea**, l**ea**ve, j**ea**ns, pl**ea**se, t**ea**m
ie	gr**ie**f, f**ie**ld, rel**ie**f, bel**ie**ve
ei	rec**ei**pt, dec**ei**t, s**ei**ze

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 **e**vening, lying by the str**ea**m on the gr**ee**n grass, I dr**ea**med of **ea**ting sw**ee**ts.
2. J**ea**n, have you b**ee**n in a wh**ea**t f**ie**ld in L**ee**k?
3. His dem**ea**nour s**ee**ms to rev**ea**l the s**e**cret r**ea**sons for his dec**ei**t.
4. D**e**monised t**ee**nagers were pl**ea**sed with their t**ea**.
5. All l**e**gal furies s**ei**z**e** you! No proposal s**ee**ms to pl**ea**se you.
6. I bel**ie**ve my f**ee**t are really quite cl**ea**n, **E**v**ie**.

A12
🎧 Verses

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

S**ee** – s**ee** – they drink
All thought unh**ee**ding,
The t**ea**-cups clink,
They are exc**ee**ding!



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. _____

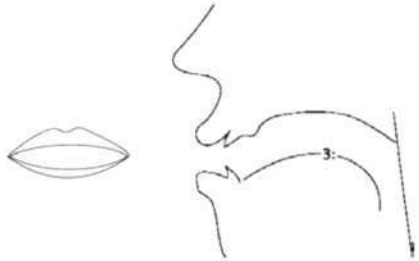
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	p**er**jury, comm**er**cial, w**er**e, v**er**se, inf**er**nal
ir	sh**ir**t, f**ir**st, st**ir**, g**ir**l, S**ir**, b**ir**d
ear	y**ear**n, **ear**n, p**ear**l
ur	**ur**ge, occ**ur**, m**ur**muring, b**ur**den, f**ur**nace, b**ur**n
or	w**or**k, w**or**se, w**or**ld, w**or**d

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.

1. The g**ir**ls in p**ur**ple sh**ir**ts w**er**e **ur**ged not to dist**ur**b S**ir** Cuthb**er**t.
2. This p**ur**ple sh**ir**t is the w**or**st in the w**or**ld! I have no w**or**ds!
3. We w**er**e w**or**king in the W**or**ld Bank at f**ir**st; then we w**er**e transf**er**red to the Comm**er**cial Chambers in P**er**th.
4. My boyfriend is a p**er**fect n**er**d who makes his **ear**nings when everyone else is yawning.
5. The g**ir**l h**ear**d that she came th**ir**d in the W**or**ld Championships as a h**ur**dler.
6. **Ur**sula obs**er**ved that the boy wore a d**ir**ty p**ur**ple j**er**sey.

A15
🎧 Verses

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

When I was a lad I s**er**ved a t**er**m
As office boy to an Att**or**ney's f**ir**m.

The rich att**or**ney was good as his w**or**d;
And every day my voice was h**ear**d
At the Sessions or Ancient Bailey.



Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

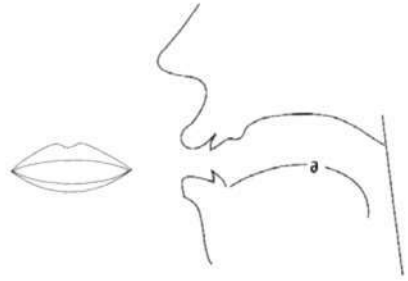
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

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

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



[ə ə ə]

A16
🎧 Words

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

	Highlighted bold letters pronounced as [ə]
The first syllable unstressed	**a**way, **a**gree, **a**buse, **a**board, **a**gainst, **a**dvice, **a**ttain, **a**dvance, c**a**nal, c**o**rrect, p**o**lice, s**u**pport
The second syllable unstressed	doct**or**, und**er**, fig**ure**, col**our**, abs**e**nt, const**a**nt, stand**ar**d, or**a**l, forw**ar**d, upw**ar**d, awkw**ar**d

A17
🎧 Unstressed positions

and	**a**	**an**
Fish **a**nd chips	Get **a** spoon	Have **a**n apple
Salt **a**nd pepper	Cut **a** piece	**A** question and **a**n answer
Pork **a**nd beans	Here's **a** plate	**A**n aunt and **a**n uncle
Ladies **a**nd gentlemen	Lend **a** hand	Listen to **a**n **a**nnouncement

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

A18
🎧 Comparison: [ə] and [ɜ:]

[ə]	[ɜ:]
slog**a**n	g**ir**l
forw**ar**d	w**or**d
awkw**ar**d	th**ir**d
stand**ar**d	**ear**n
upw**ar**d	w**or**d
backw**ar**d	w**or**k

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** hairdress**er**.
2. Is it made **o**f glass? No, it's made **o**f plastic.
3. What c**a**n I do? What h**a**s she done? What h**a**ve you done?
4. She h**a**d done it before she came here.
5. **A**manda, phone call f**or** you!
6. The c**o**nduct**or** of the orchestra was **a**mazed to see the viola play**er** drink **a** scotch **a**nd soda.
7. Tell my sist**er** **A**manda to buy some bett**er** b**a**nanas **a**s well **a**s p**o**tatoes **a**nd t**o**matoes.



A20

Comparison: stressed and unstressed vowel position

Stressed position	Unstressed position, pronounced with [ə]
What are you looking **a**t? **[æ]**	Look **a**t him.
What is it made **o**f? **[ɒ]**	It's made **o**f cotton.
Where do you come fr**o**m? **[ɒ]**	I come fr**o**m Paris.
Who is it f**or**? **[ɔ:]**	It's f**o**r you.
W**ou**ldn't you agree? **[ʊ]**	I w**ou**ld say yes.
W**er**en't you there? **[ɜ:]**	We w**ere** absent.
W**a**sn't he there? **[ɒ]**	Yes, he w**a**s sitting next to me.

A21

Verses

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

My jeal**ou**sy I can't express,
Their love they op**e**nly c**o**nfess;
Her shell-like ears she does not close
T**o** their recit**a**l **o**f 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. _____

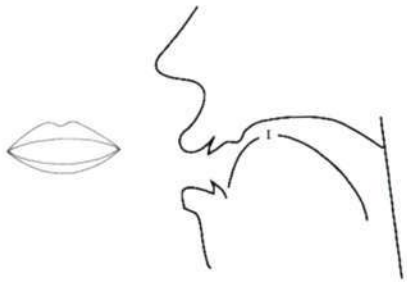
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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: i:]

A22
Words

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

Spelling variations for the [ɪ] sound	Highlighted bold letters pronounced as [ɪ]
i	h**i**m, h**i**larious, h**i**deous, h**i**nt, wh**i**m, v**i**sion, sp**i**rit
a	v**a**llage, cabb**a**ge
e	d**e**lete, d**e**feat, d**e**lusion
y	cr**y**pt, s**y**nonym, s**y**mbol, s**y**mptoms, h**y**mn

A23
Sentences

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

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



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.*

1. _____ 3. _____

2. _____ 4. _____

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

1. _____ 3. _____

2. _____ 4. _____

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

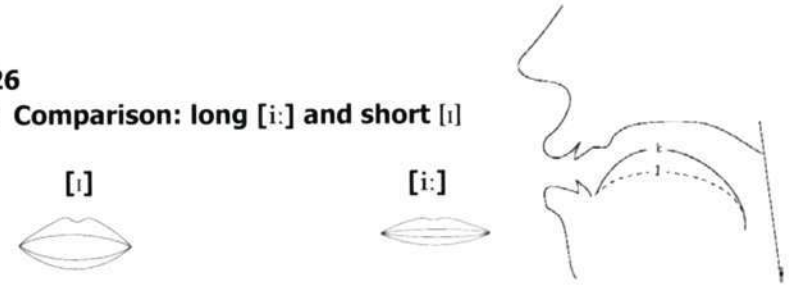
A25

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

Letter 'e' is pronounced as [ɪ] in 'pit' (Lesson7) when the next word begins with a vowel	Letter 'e' is pronounced as a schwa [ə] in 'banana' (Lesson 6) when the next word begins with a consonant
the **i**nstrument	the **s**kill
the **o**nly	the **p**ill
the **U**pper House	the **s**hip
the **o**dd	the **p**itch
the **e**nquiry	the **k**itchen
the **o**ak	the **c**offin
the **e**lision	the **g**ymnast
the **i**llness	the **k**in

A26

Comparison: long [iː] and short [ɪ]



[iː]	[ɪ]	[iː]	[ɪ]
r**ea**son	r**i**sen	b**ea**st	b**i**t
b**ee**n	b**i**n	qu**ee**n	k**i**n
ease	**i**s	d**ea**l	d**i**ll
sl**ee**p	sl**i**p	n**ee**d	N**i**ck
ch**ea**p	ch**i**p	l**ee**k	l**y**ric
wh**ea**t	w**i**t	p**eo**ple	p**i**tch
l**ea**p	l**i**p	gr**ee**d	gr**i**d
f**ee**t	f**i**t	l**ea**ve	l**i**ve
t**ea**m	T**i**m	sn**ea**ky	sn**i**p

A27

Words: long [iː] 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.

bel**ie**ve	gr**ea**s**y**	rel**ie**ve
rev**ea**l	**ea**s**y**	rep**ea**t
def**ea**t	sn**ee**zing	m**ee**ting
rec**e**de	th**e**sis	y**ie**lding
retr**ie**ve	s**ee**ing	s**ei**zing
rec**ei**pt	s**e**r**e**ne	fr**ee**zing

A28

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

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

1. The width of the sl**ee**ves still n**ee**ds to fit my n**ea**t linen jacket.
2. I am not particularly k**ee**n to give the victory to a different t**ea**m.
3. Th**e**se silver rings belonged to Qu**ee**n **E**lizabeth.
4. Tim is compl**e**tely out of N**i**na's l**ea**gue and she isn't k**ee**n on b**ei**ng chased by him.
5. There is a little something missing in this m**ea**l. Have you tried to add some dill?
6. My next of kin, Mr. B**ea**n, is a D**ea**n of L**ee**ds Universit**y**.

A29

Verses

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

H**e** is an **E**nglishman!
For h**e** himself has said it,
And it's greatl**y** to his credit,
That h**e** is an **E**nglishman!



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. _____

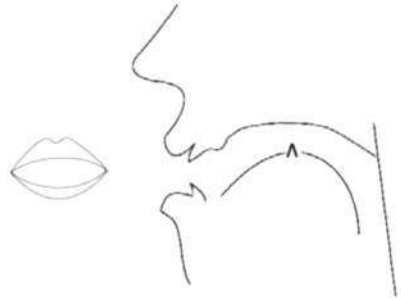
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	m**u**st, l**u**ck, d**u**mp, j**u**st, **u**pper, n**u**n, b**u**s, l**u**nch
o	c**o**me, w**o**rry, fr**o**nt, l**o**ve, d**o**ne, **o**nce, c**o**ver
ou	r**ou**gh, t**ou**gh, c**ou**ntry, c**ou**ple, d**ou**ble, tr**ou**ble

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 s**o**meone with a l**o**ve of m**o**ney, the s**u**m of **o**ne h**u**ndred pounds was enticing.
2. B**u**d, l**o**ve! Don't w**o**rry; victory is in fr**o**nt of you!
3. I can't **u**nderstand the f**u**n of travelling by b**u**s on s**u**ch r**ou**gh c**ou**ntry roads.
4. There are a n**u**mber of n**u**ns am**o**ng **u**s.
5. Here I am, in fr**o**nt of a t**u**b with a r**u**b and a scr**u**b!
6. When you c**o**me to l**u**nch in L**o**ndon on S**u**nday, remember to bring s**o**me m**o**ney.



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:]	[ʌ]
f**a**ther	fr**o**nt
d**ar**k	d**u**ck
b**a**th	b**u**d
p**ar**don	p**u**nch
st**ar**tle	st**u**ck
r**a**ther	r**ou**gh
t**ar**get	t**ou**gh

A33
Verses

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

Your captain was the **o**ther!!!
They left their foster-m**o**ther,
The **o**ne was Ralph, our br**o**ther,
Our captain was the **o**ther,
A many years ago.





A many years ago two
tender babes I nursed!
One was of low condition,
The **o**ther **u**pper cr**u**st,
A regular patrician.
Oh, bitter is my c**u**p!
However could I do it?
I mixed those children **u**p...

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. _____

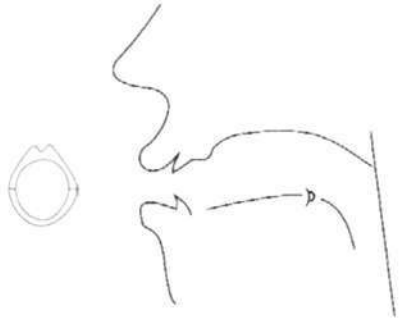
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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**o**nd, l**o**ck, st**o**p, g**o**ne, **o**dd, l**o**st, s**o**rry, wr**o**ng, **o**ften, cl**o**ck, kn**o**ck, **o**bvious, pr**o**mise, d**o**ctor
a	w**a**nt, w**a**s, w**a**nder, w**a**llet, w**a**llow, w**a**sh, w**a**tch, w**a**rrior, w**a**ffle, squ**a**t, qu**a**ntity

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 l**o**t of **o**dd d**o**cuments in str**o**ng b**o**xes are l**o**cked in the **o**ffice.
2. Can I w**a**sh my c**o**tton s**o**cks in the l**o**ng p**o**nd?
3. The d**o**ctor pr**o**mised to w**a**tch T**o**mmy's c**ou**gh and after four days the c**ou**gh had st**o**pped.
4. S**o**rry, I've forg**o**tten my w**a**llet in the sh**o**p.
5. The c**o**nversation in the **o**ffice was m**o**derated when the b**o**ss, Mr **O**xford, came in.
6. R**o**ger and R**o**bin **o**ften spend their h**o**lidays in Sc**o**tland in **O**ctober.



A36
Verses

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

All I w**a**nt is a pr**o**per cup of c**o**ffee,
Made in a pr**o**per c**o**pper c**o**ffee p**o**t.
Tin or iron c**o**ffee p**o**ts,
They're no use to me,
If I can't have a
Pr**o**per cup of c**o**ffee
In a pr**o**per c**o**pper c**o**ffee p**o**t
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.*

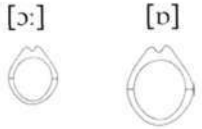
1. _____ 3. _____

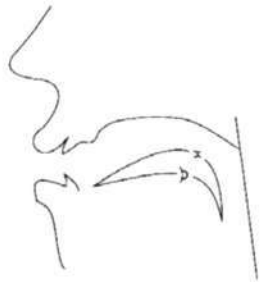
2. _____ 4. _____

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]
d**au**ghter	d**o**ll	p**or**tion	p**o**lish
l**aw**n	l**o**fty	g**or**geous	g**o**ne
l**aw**	l**o**bster	st**a**lk	st**o**ck
m**or**ning	m**o**ck	n**au**ghty	n**o**tch
gl**o**rious	gl**o**ssy	qu**ar**ter	qu**a**lity
b**or**e	b**o**ss	**ough**t	**o**ffice
d**oor**	d**o**g	w**a**lk	wh**a**t

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:]
b**u**ddy	b**o**dy	t**a**lk
t**ou**gh	Chekh**o**v	d**au**ghter
fr**o**nt	c**o**mment	**or**chestra
r**ou**gh	ec**o**nomist	gl**o**rious
c**ou**ple	p**o**liticians	**or**dinary

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.



1. I have a l**o**t of l**o**ng and sh**or**t shirts.
2. I have b**ou**ght these **aw**esome ch**o**colates from the st**ore** at the t**o**p of Chekho**v** Street in D**or**king.
3. T**o**m's n**au**ghty d**au**ghter ate **a**ll the l**o**bsters and str**aw**berries.
4. There was a gl**o**rious picture of **A**lmighty G**o**d on the w**a**ll in the c**o**ttage.
5. M**au**d's mind was c**au**ght with h**o**rrible d**au**nting th**ou**ghts.
6. Wh**a**t a g**or**geous g**o**lf c**our**se! T**o**p n**o**tch!
7. It doesn't b**or**e T**o**m to w**a**lk his d**o**g in the gl**or**ious **au**tumn m**or**ning.

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. _____

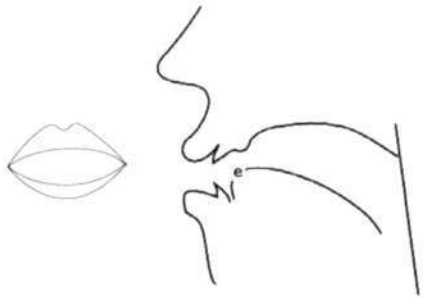
B: *Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

Lesson 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	s**e**nsible, wr**e**n, b**e**g, b**e**nt, g**e**ntle, g**e**nerosity
eo	l**eo**pard, j**eo**pardy
ea	h**ea**d, w**ea**lth, m**ea**sure, pl**ea**sure, thr**ea**d, l**ea**ther
ei	l**ei**sure, L**ei**cester, fr**ie**nd
ay	s**ay**s

A41
Comparison: [ə] and [e]

[ə]	[e]
c**a**nal	k**e**nnel
c**o**rrect	k**e**pt
g**a**zette	g**e**ld
p**o**lice	p**e**nce
s**u**pport	s**e**lf-h**e**lp
c**o**mmand	k**e**tchup
American	**e**mbassy

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 b**e**st for your p**e**t's h**ea**lth to r**e**st", s**ai**d an **e**ducated v**e**t to a w**ea**lthy g**e**ntlemen.
2. **E**ducated m**e**n have always m**ea**sured **e**very word they s**ai**d.
3. Tw**e**nty-s**e**v**e**n sh**e**pherds h**e**sitated before **e**ntering the sheep-p**e**n.
4. It's a real pl**ea**sure to r**e**st on a nice l**ea**ther sofa.
5. A r**e**d l**ea**ther jacket was w**e**ll pres**e**nted on the display.
6. The w**ea**ther was w**e**t and windy wh**e**n the m**e**n were m**e**nding the f**e**nce.

A43
Verses

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

L**e**t us gaily tr**ea**d the m**ea**sure,
Make the most of fleeting l**ei**sure;
Every moment brings a tr**ea**sure,
Of its own esp**e**cial pl**ea**sure...
L**e**t us gaily tr**ea**d the m**ea**sure.



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. _____

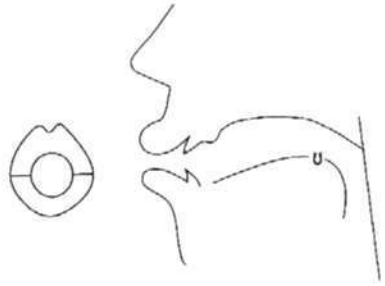
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	p**u**t, p**u**sh, f**u**ll, b**u**tcher, spoonf**u**l, f**u**lfil, c**u**shion
oo, o	b**oo**k, l**oo**k, g**oo**d, w**oo**l, w**oo**d, w**o**lf, f**oo**t, st**oo**d
oul	c**oul**d, w**oul**d, sh**oul**d

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**oul**d you p**u**t this g**oo**d W**o**rcester w**oo**l in the w**oo**den chest?
2. The b**u**tcher saw a w**o**lf l**oo**king in every n**oo**k for the fallen r**oo**k.
3. Our c**oo**k c**oul**dn't c**oo**k without l**oo**king at his c**oo**kery b**oo**k.
4. If I c**oul**d just get off the h**oo**k and get rid of my responsibility to c**oo**k.
5. You c**oul**d easily lose your f**oo**thold in the b**u**lrushes by the br**oo**k on the way to the "B**u**ll and B**u**sh" pub.
6. If you are preparing a p**u**dding you must have s**u**gar and a g**oo**d c**oo**kery b**oo**k.

A46
🎧 Verses

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

W**oul**d you take this b**oo**k!
C**oul**d you leave that h**oo**k!
Let us walk by f**oo**t!
That sounds g**oo**d!
We c**oul**d, we w**oul**d, we sh**oul**d!



Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

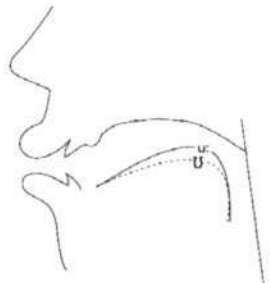
1. _____ 3. _____

2. _____ 4. _____

Lesson 14: Comparison [ʊ] and [u:]

A47

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



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

A48

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

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

1. The w**ou**nded w**o**lf c**ou**ldn't m**o**ve his f**oo**t and s**oo**n fell asleep under the b**u**sh.
2. W**or**cester w**oo**l w**ou**ld s**ui**t b**eau**tifully for my n**ew** bl**ue** s**ui**t.
3. Natural f**oo**ds contrib**u**te to a g**oo**d diet.
4. Behaving l**oo**sely c**ou**ld be seen as f**oo**lish and w**ou**ldn't impr**o**ve your l**oo**k.
5. G**oo**d b**oo**ks **u**sually f**u**lfil 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. _____

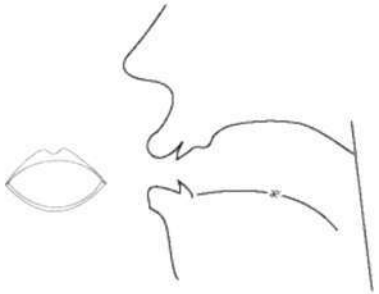
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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]	[e]	[æ]
moraine	mess	mass
Beluga	bend	band
banana	bred	brand
solution	set	sat
lament	led	land
towards	together	gather

A52
Sentences

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

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

A53
Verses

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



What was that?
It was the cat!

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

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

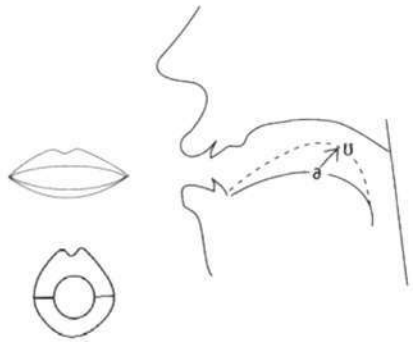
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

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

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



[ə ə əʊ ə ə əʊ əʊ əʊ əʊ]

A54
🎧 Words

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

Spelling variations for the [əʊ] sound	Highlighted bold letters pronounced as [əʊ]
o	h**o**pe, r**o**le, f**o**cus, th**o**se, b**o**th, cl**o**thes, b**o**ld, **o**pen, wh**o**le
oa	r**oa**d, **oa**k, c**oa**t
ow	gl**ow**, sorr**ow**, pill**ow**, foll**ow**, sparr**ow**, thr**ow**
ew	s**ew**

A55
🎧 Sentences

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

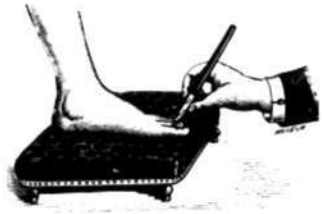
1. J**oa**n has a c**o**ld in her n**o**se because she r**o**de her p**o**ny through the fr**o**zen sn**ow**.
2. The p**o**etry of b**o**ld p**o**ems imp**o**sed a strange t**o**ne on the wh**o**le sh**ow**.
3. I d**o**n't kn**ow** when I will come h**o**me, alth**ou**gh I am cl**o**sely f**o**cusing on the r**oa**d. But soon, m**o**st probably, I will kn**o**w and will ph**o**ne you as I come cl**o**ser to our h**o**me.
4. When speaking on the p**o**dium keep your sh**ou**lders **o**pen!



5. Discharge your l**oa**thsome l**oa**ds! Belch forth your venom, t**oa**ds!
6. J**oe**, d**o**n't g**o** to **O**klahoma or **O**hio but come h**o**me to R**o**me instead.

A56
🎧 Verses

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



M**o**ses supp**o**ses his t**oe**ses are r**o**ses,
But M**o**ses supp**o**ses err**o**neously;
For n**o**body's t**oe**ses are p**o**sies of r**o**ses
As M**o**ses supp**o**ses his t**oe**ses 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.*

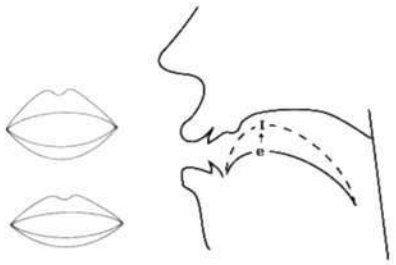
1. _____ 3. _____

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]



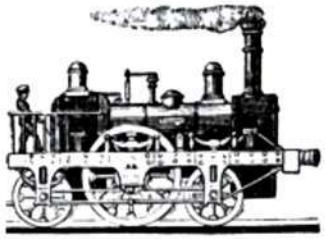
A57
Words

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	t**a**ke, arr**a**nge, l**a**te, t**a**pe, am**a**ze, ch**a**nge, sh**a**pe, stimul**a**te, popul**a**te
ai	**ai**m, r**ai**nbow, v**ai**n, g**ai**n, pl**ai**n
ay	p**ay**, g**ay**, tr**ay**, betr**ay**
eigh, aigh	w**eigh**t, **eigh**t, str**aigh**t

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 tr**ai**n at **eigh**t was very l**a**te; we left the st**a**tion with frustr**a**tion.
2. Betr**ay**ed and am**a**zed we **ai**med h**a**stily for the Ch**ai**n Walk brasserie.
3. We p**a**tiently w**ai**ted in v**ai**n for our f**a**vourite t**a**ble to become v**a**cant.
4. To n**a**me your child with an **a**ncient n**a**me some m**ay** consider ins**a**ne!
5. All the f**a**vourite c**a**kes that J**a**ne had m**a**de were pl**a**ced on tr**ay**s.
6. You must p**ay** any d**ay** if you are going aw**ay** on the tr**ai**n.

A59
Verses

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



St**ay**, Frederic, st**ay**!
They have no legal cl**ai**m,
No shadow of a sh**a**me
Will fall upon my n**a**me.

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. _____

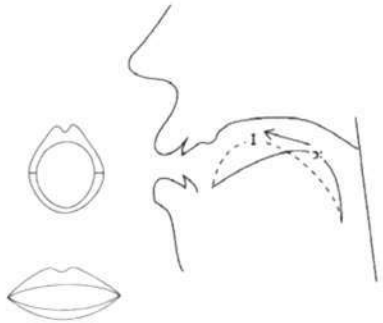
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

Lesson 18: Diphthong [ɔɪ] as in "boy"

Speech organs position:
Starting with a long [ɔː] 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.



[ɔː ɔːɔɪ ɔː ɔː 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	c**oi**n, expl**oi**t, m**oi**sture, b**oi**l, sp**oi**l, p**oi**se, an**oi**nt, s**oi**l, p**oi**nts, br**oi**l, f**oi**l, l**oi**ter
oy	enj**oy**, l**oy**al, ann**oy**, r**oy**al, t**oy**, Ll**oy**d, dec**oy**, destr**oy**

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. Tr**oy** was once destr**oy**ed by flamb**oy**ant n**oi**sy soldiers.
2. A n**oi**sy v**oi**ce can be so ann**oy**ing that the whole image can be sp**oi**led.
3. Rice requires m**oi**st s**oi**l and months of t**oi**l.
4. Any n**oi**se ann**oy**s an **oy**ster, but a n**oi**sy n**oi**se ann**oy**s an **oy**ster most.
5. You can't enj**oy** the beef if the j**oi**nt is covered with b**oi**ling **oi**l.

6. M**oi**ra was very ann**oy**ed at the b**oi**sterous n**oi**se of her t**oy**-b**oy** enj**oy**ing his **oy**sters.

A62
🎧 Verses

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



An orphan b**oy**,
Forgo your cruel empl**oy**,
How sad – an orphan b**oy**.
If pity you can feel,
Leave me my sole remaining j**oy** –
Against the sad, sad tale of the lonely orphan b**oy**!

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. _____

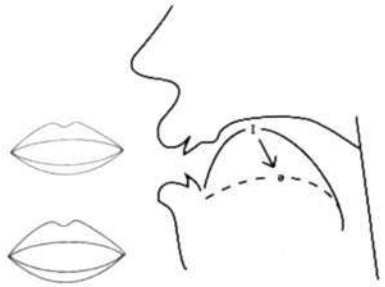
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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 ɪ ɪə ɪ ɪ ɪə 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	cer**ea**l, nucl**ear**, g**ear**, n**ear**ly, th**ea**tre
ie	exper**ie**nce, b**ier**, p**ier**, cavali**er**
io	superi**or**, exteri**or**
iou	mysteri**ous**, curi**ous**, spuri**ous**
ei	w**ei**rd, w**ei**r
er	sph**ere**, interf**ere**, h**ere**, q**ueer**, p**eer**, sh**eer**

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.

1. V**er**a, d**ear**, wipe your t**ear**s, come n**ear** h**er**e and forget your f**ear**!
2. My exper**ie**nce of p**ier**cing V**er**a's **ear**s was rather w**ei**rd.
3. R**eal**ly d**ear** b**eer** makes me ch**eer**ful but spur**ious** b**eer** makes me fur**ious**.
4. It was que**er** to exper**ie**nce a **ye**ar with my caval**ier** p**eer**s at L**ear**'s.



5. Last **yea**r I had a delir**io**us exper**ie**nce when I was allowed to st**eer** the boat n**ear** the w**eir**.
6. My t**ear**fulness soon cl**ear**ed when I met the d**ear**, f**ear**less, mysteri**ous** 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 disapp**ear**,
When Time, grown w**ea**ry 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. _____

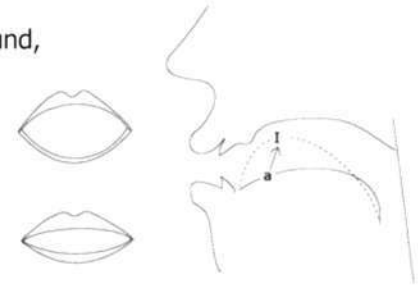
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	sk**y**, fl**y**, cr**y**, suppl**y**, terrif**y**, den**y**
i	**i**dle, sl**i**de, sh**i**ne, w**i**ld, advert**i**se, des**i**gn, m**i**nd
igh	m**igh**t, h**igh**, n**igh**, del**igh**t, r**igh**t
ui	q**ui**te, g**ui**de

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. Tr**y** to find a br**igh**t idea behind the rh**y**mes of Oscar Wilde.
2. The sun is no longer h**igh** in the sk**y** as the day decl**i**nes.
3. "His w**i**fe is q**ui**te m**i**ld and k**i**nd." What? Are you bl**i**nd?
4. There are some g**uy**s in St. **I**ves who have up to seven w**i**ves.
5. Holding their chins q**ui**te h**igh** n**i**ne kn**igh**ts were r**i**ding b**y**.
6. Tr**y** not to be fr**i**ghtened of sp**i**ders, just h**i**de when they come in s**igh**t – they won't b**i**te!
7. N**i**ne men with f**i**ne tenor voices dec**i**ded to sing q**ui**te h**igh** in the ch**oi**r on Fr**i**day n**igh**t.

A68
Verses

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



There was a lady loved a swine,
She k**i**ndly asked:
Pig-hog will you be m**i**ne?
I will build you a silver st**y**,
In which you will **i**dly l**i**e.

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. _____

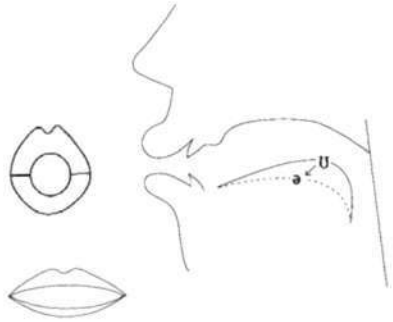
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

Lesson 21: Diphthong [ʊə] as in "poor" and triphthong [jʊə] 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	Highlighted bold letters pronounced as [ʊə]
or	p**oor**, m**oor**, t**our**, j**ury**, cas**ual**, l**ure**, d**our**
ur	ins**ur**e, r**ur**al, ass**ur**e, Dr**ury**, pl**ur**al
ew	s**ew**er, j**ew**el, br**ew**er
Spelling variations for the [jʊə] sound	Highlighted bold letters pronounced as [jʊə]
ur	man**ur**e, p**ur**e, mat**ur**e, obsc**ur**e
ua	d**ua**l, f**ua**l, man**ua**l
we	f**ew**er

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 immat**ur**e j**ur**y was uns**ur**e and could no longer end**ur**e sp**ur**ious ass**ur**ances.
2. Obsc**ur**e r**ur**al m**oor**s all**ur**e Mu**r**iel more than lux**ur**ious j**ew**els.
3. Do**ur** Mr. R**uh**r was end**ur**ing the c**ur**e after his fiasco in am**our**.
4. The p**ur**e girl was l**ur**ed in the s**ew**ers by the f**ur**ious st**ew**ard.

5. I ass**ur**e you, the r**ur**al Yorkshire m**oor**s are worth visiting on your to**ur** of Eu**r**ope.

A71
Verses

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



False is he whose vows all**ur**ing
Make the listening echoes ring;
Sweet and low when all-end**ur**ing
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. _____

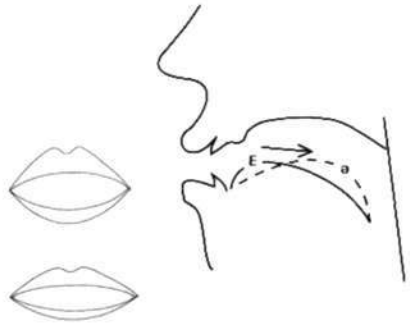
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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

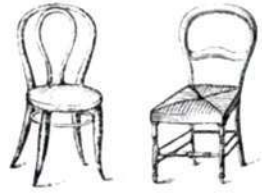
Listen and repeat. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [eə] sound	Highlighted bold letters pronounced as [eə]
air	rep**air**, f**air**y, desp**air**, fl**air**, m**ayor**, p**ear**
a before **r**	prec**a**rious, sc**ar**cely, vic**a**rious, nef**a**rious, c**are**
are	sc**ares**, squ**are**, c**are**less, comp**are,** bew**are**, gl**are**

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 c**are** of our h**eir**! But bew**are**, he can be unb**ea**rable.
2. I comp**are**d my questionn**aire** with Cl**are**'s and fell into desp**air** as I become aw**are** that my questionn**aire** was rather b**are**.
3. I cannot d**are** nor be able to b**ear** an aff**air** with a married man.
4. I like to w**ear** my h**air** groomed with c**are**.
5. I'm prep**are**d to sw**ear** that the M**ayor** r**are**ly sh**are**d a h**are**.
6. Take c**are**! These ch**air**s have had th**eir** f**air** sh**are** of w**ear** and t**ear**.



A74
Verses

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



Oh! Chancellor unw**ary**,
Your attitude is v**ar**y!
Your badinage so **air**y,
Your manner arbitr**ar**y,
Are out of place
When face to face
With an influential F**air**y.

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. _____

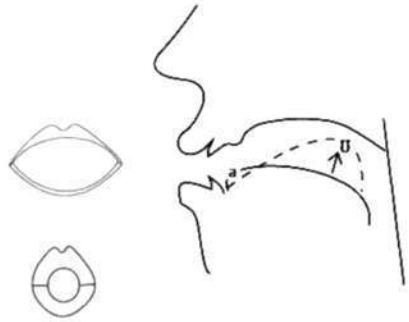
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	f**ou**nd, m**ou**se, spr**ou**t, b**ou**nce, sh**ou**t, l**ou**d, d**ou**bt, sc**ou**t, m**ou**ntain, th**ou**sand, f**ou**ntain
ow	pr**ow**, tr**ow**el, v**ow**el, **ow**l, n**ow**, end**ow**, fl**ow**er

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 d**ou**bt we can find th**ou**sands of fl**ow**ers in the Swiss m**ou**ntains.
2. H**ow** n**ow** br**ow**n c**ow**.
3. I saw a cl**ow**n sh**ou**ting in the t**ow**n.
4. Here lies the body of Jonathan P**ou**nd who was last seen at sea and never f**ou**nd.



5. The l**ou**d s**ou**nd of the h**ou**nds confo**u**nded the br**ow**n m**ou**se.
6. With a sh**ou**t, the boy f**ou**nd a th**ou**sand p**ou**nds to the s**ou**th of the town.

A77
Verses



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

Teddy worried ab**ou**t
The fact that he was rather st**ou**t.
But now he is pr**ou**d of being short and st**ou**t.

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

1. _____ 3. _____

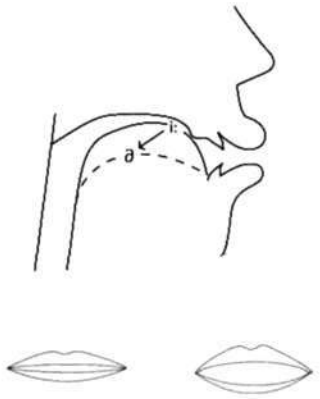
2. _____ 4. _____

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

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

Speech organs position:

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



[j j j]

B1

Words

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

Spelling variations for the [j] sound	Highlighted bold letters pronounced as [j]
y	**y**oung, **y**es, **y**ou, **y**esterday, **y**ard, **y**arn
u	**u**se, argu**e**, valu**e**, d**u**ty, h**u**ge, ass**u**me, refu**s**e, confu**s**e, **u**nisex
ew	n**ew**, f**ew**er

B2

Sentences

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

1. **Y**esterday, we had to q**u**eue to get into K**ew**.
2. I ref**u**se to arg**u**e with **y**ou. Exc**u**se me, I have d**u**ties to purs**u**e.
3. I was confused that the bank refused to accept my **Eu**ros.
4. The **y**outh **y**elled out, "I **y**earn to go to **Y**ork!"
5. **Y**ou kn**ew** **ye**sterday's n**ew**s about the **Eu**ropean **y**achts tour, didn't **y**ou?
6. In the **Eu**ropean **U**nion, the sound of b**eau**tiful m**u**sic is not **u**nique.

B3

Verses

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

Love that no wrong can c**u**re,
Love that is always n**ew**,
Love that will aye end**u**re,
Though the rewards be f**ew**,
That is the love that's p**u**re,
That is the love that's true!



Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

1. _____ 3. _____

2. _____ 4. _____

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

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



B4

Repeat once from left to right:

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

B5

Repeat each line four times:



1. **W**ill you?
2. **W**ill you **w**ait?
3. **W**ill you **w**ait for **W**illy?
4. **W**ill you **w**ait for **W**illy and **W**innie?
5. **W**ill you **w**ait for **W**illy and **W**innie **W**illiams?

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	Highlighted bold letters pronounced as [w]
w	**w**ax, **w**olf, **w**ork, **w**ait, **w**ant, **w**atch, **w**eather
wh	**wh**ale, **wh**eel, **wh**ether
u after **q**	**qu**een, **qu**ench, **qu**antity
o	**o**nce, some**o**ne

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	**w**et	veal	**wh**eel
vest	**w**est	vend	**w**end
vale	**wh**ale	vent	**w**ent
vain	**w**ane	verse	**w**orse
via	**w**ire	vile	**wh**ile
vine	**w**ine	vim	**wh**im

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. **W**ill you be req**ui**red to **w**ork in **W**est**w**ood on **W**ednesdays?
2. I **w**ondered **wh**ether any **o**ne of you **w**ere **w**illing to acq**ui**re our exq**ui**site **w**ines.
3. The q**ua**litative results **w**ere not **wh**at **w**e **w**anted from our q**ua**ntifiable q**ue**stionnaire q**ue**stions.
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 **w**on the a**w**ard for having **w**on the **w**orld's **w**orst **w**orsted **w**aistcoat.

B9

🎧 Verses

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



We are blind, and **w**e **w**ould see;
We are bound, and **w**e **w**ould be free;
We are dumb, and **w**e **w**ould talk;
We are lame, and **w**e **w**ould **w**alk.

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.*

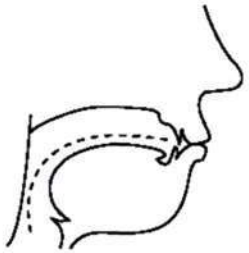
1. _____ 3. _____

2. _____ 4. _____

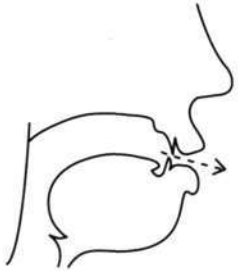
Lesson 26: Plosive consonants unvoiced [p] as in "pack" and voiced [b] as in "big"

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, **p**lace, **p**antry, **p**arsley, **p**erform, **p**ublic, **p**resent, **p**rint, impro**mp**tu, **p**leasant, **p**lace, **p**ersonal, pro**p**erty, preci**p**itate

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 **p**act on "**P**rivacy of **P**ersonal **P**ro**p**erty" was **p**rinted in the **p**a**p**er.
2. He gave a **p**oor ex**p**lanation of the **p**ossibility of post**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 impro**mp**tu **p**erformance was **p**retty **p**ersonal and lacked **p**ro**p**riety.
4. **P**enelo**p**e **p**romoted a healthy **p**easant a**pp**earance in her new s**p**ring com**p**ilation.
5. Although **p**izzas are **p**o**p**ular, most **p**eo**p**le **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 **P**i**p**er **p**icked a **p**eck of **p**ickled **pepp**ers
A **p**eck of **p**ickled **pepp**ers **P**eter **P**i**p**er **p**icked
If **P**eter **P**i**p**er **p**icked a **p**eck of **p**ickled **pepp**ers
Where's the **p**eck of **p**ickled **pepp**ers **P**eter **P**i**p**er **p**icked?

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	**b**ring, **b**aby, **B**o**b**, sno**b**, **b**om**b**, **b**alm
Nasal plosion	ca**b**man, su**b**mit, su**b**marine, so**b** noisily
Labial and lateral plosion	**bab**le, trou**b**le, go**bb**le, ta**b**le, dou**b**le

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. **B**ill **Bob**by **b**ought a **b**ig **b**lack ca**b** and **b**ecame a trou**b**led ca**b**man.
2. The **Bib**le on the ta**b**le **b**elonged to **B**renda **B**lenkin.
3. It was **b**rilliant **b**ursting **bub**bles in their **b**illions during the **b**all in **B**elgravia.
4. **Bob**by and **B**renda saw a **b**lack **b**at and a **b**ig **b**um**b**le **b**ee at a **b**ar**b**ecue with their neigh**b**ours.
5. The **b**lack**b**ird **b**uilt a **b**eautiful **b**ig nest.

B18
Comparison: [p] and [b]

[p]	[b]
pocket	**b**ucket
piece	**b**ees
pork	**b**ark
point	**b**oiled
panther	**b**ender
passport	**b**uzzword

B19
Tongue-twister: the voiced [b] sound

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



Betty **B**otter **b**ought some **b**utter,
But, she said the **b**utter's **b**itter;
If I put it in my **b**atter
It will make my **b**atter **b**itter,
But a **b**it of **b**etter **b**utter,
That would make my **b**atter **b**etter.

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. _____

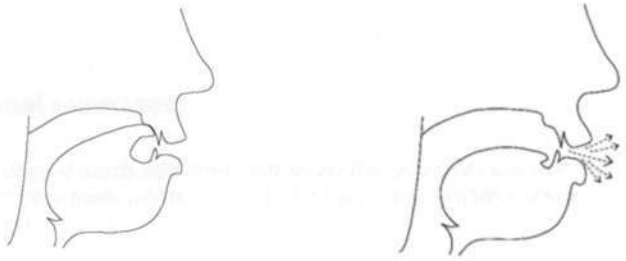
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

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

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



Stage 1 Stage 2

B21
Repeat once from left to right:

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

B22
Words: unvoiced [t] sound

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

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

B23
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. **St**uden**t**s **t**augh**t** by a priva**t**e **t**u**t**or from E**t**on passe**d** all univer**s**i**t**y **t**e**s**ts with ou**t**s**t**anding result**s**.
2. Li**tt**le **t**o**t**s were shocke**d** by the **t**umul**t**uous shou**t**ing sound of the wa**t**ers.
3. When playing **t**able **t**ennis, **t**ake **t**urns every thir**t**y minu**t**es **t**o avoid fa**t**igue.
4. **T**ry **t**o **t**each **t**o**t**s with **t**olerance and ta**ct**.
5. **T**he river **T**ren**t** **t**ends **t**o be a **t**rickle rather than a **t**orren**t**.

B24
Verses

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

Timothy **T**i**t**us **t**ook **t**wo **t**ies
To **t**ie **t**wo **t**ulips **t**o **t**wo **t**all **t**rees,
To **t**errify the **t**errible **Th**omas 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, **d**rought, **d**urable, **d**id, **d**one, **d**rill, **d**rag, **d**well, **d**angerous, **d**amage, **d**iminish, **d**iversifie**d**, da**nd**ruff, do**wnd**raft, **d**e**d**icate

B27
Comparison: [t] and [d]

[t]	[d]
car**t**	car**d**
tell	**d**well
wri**t**e	ri**d**e
tree	**d**ream
trout	**d**rought
tart	bar**d**

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. **D**unhill's **d**ue **d**iligence revealed **d**ouble stan**d**ar**d**s in the pro**d**uction of **d**ifferent bran**d**s.
2. **D**ouglas' **d**aughter **D**eborah turne**d** out to be a **d**istinguished **d**ancer.
3. I've studie**d** the **d**ocumentation for the new ki**d**ney **d**rug in **d**etail.
4. The **d**e**d**icate**d** stu**d**ent **d**evoted to **d**rama achieve**d** **d**ramatic results of immense **d**epth.
5. **D**uke **D**ouglas **d**ealt mainly with **d**ucks an**d** **d**rakes.

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 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. _____

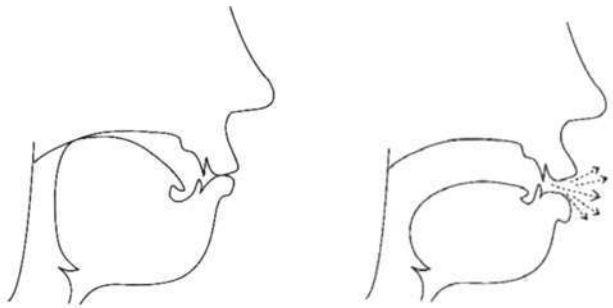
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	s**k**etch, **k**eep, **K**enya, **k**etchup, **k**ey, **k**ind
q	**q**uite, **q**uick, re**q**uest, s**q**ueeze, anti**q**ue
c	**c**at, **c**urious, magi**c**, un**c**le, histori**c**al, holisti**c**
ch	**ch**arismatic, stoma**ch**, **ch**emist, **ch**aos, **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 **c**an't **k**eep his **c**ool when **c**riticised by his un**c**le.
2. **C**atastrophi**c** reper**c**ussions **c**oncerning **ch**aotic **c**onfusion in **c**leri**c**al cir**c**les were **k**ept **q**uiet.
3. For a sna**ck** **C**liff had **c**runchy **c**risps, **c**ake with **c**reamy **c**ustard and a **c**up of mil**k**y **c**offee.
4. **Ch**arismati**c** **C**lara was **k**een to wear **k**in**k**y **c**lothes.
5. **C**onstance **c**olle**c**ted **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 **c**roo**k**ed man,
And he wal**k**ed a **c**roo**k**ed mile,
He found a **c**roo**k**ed sixpence
Against a **c**roo**k**ed stile;
He bought a **c**roo**k**ed **c**at,
Which **c**aught a **c**roo**k**ed mouse,
And they all lived together
In a little **c**roo**k**ed house.



B35

Repeat once from left to right:

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

B36

Words: voiced [g] sound

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

Spelling variations for the [g] sound	Highlighted bold letters pronounced as [g]
g	**g**uessed, **g**uard, **gh**ost, pla**gu**e, **g**lue, stru**gg**le, an**g**le, sin**g**le, si**g**nal, lan**g**uage
x-[gz]	e**x**act, e**x**amination, e**x**aggerate, e**x**ert, e**x**asperate, e**x**isting

B37

Comparison: [k] and [g]

[k]	[g]
creasy	**g**raze
re**qu**est	ru**g**by
climax	**g**lass
coast	**gh**ost
con	**g**one

B38

Sentences: voiced [g] sound

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

1. **G**ladys **g**lanced at **G**raham and **g**ave him a va**gu**e **gig**gle.
2. **G**race stru**gg**led with her **G**reek **g**rammar e**x**am and was **g**lad to **g**et a **g**reat **g**rade.
3. **G**ilbert **G**reen is no lon**g**er a sin**g**le **g**uy.
4. **G**racious **G**loria **g**azed at the e**x**aggerated **g**leaming **g**lobe.

5. "**G**ood **g**racious," the **g**rey **gh**ost said, "the fo**g** is **g**etting thicker."

B39

Tongue-twister

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

Three **g**rey **g**eese in a **g**reen field **g**razing,
Green were the **g**eese and **g**reen was the **g**razing.



B40

Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

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

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

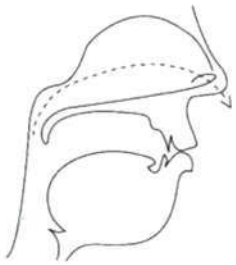
1. _____ 3. _____

2. _____ 4. _____

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

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

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



B41
Words: the [m] sound

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

move, i**mm**ortal, co**m**b, s**m**oke, asth**m**a, pris**m**, **m**elody, **m**averick, **m**elancholic, **M**anchester, **m**irror, **m**onster, **mim**osa, **m**eaning

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 **m**anager fro**m** **M**anchester reco**mm**ended **m**aking **m**ore **m**oney.
2. **M**ozart's **m**elancholic **m**elodies have botto**m**less **m**eaning.
3. "The **m**oon looks like a **m**ottled **m**elon," **m**ur**m**ured **M**ark.
4. **M**argaret **m**ust be on ti**m**e for her **m**orning lessons in **mim**e.
5. **M**obiles **m**ade in **M**alaysia **m**eet the needs of the **m**ost de**m**anding of custo**m**ers.
6. **M**innie **M**ouse was **m**oving to the chas**m** in the **m**arble **m**ausoleu**m**.

B43
Tongue-twister: the [m] sound

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

Hie to the **m**arket, **Mim**i co**m**e trot,
Spilt all her butter **m**ilk, every drop.
Every drop and every dra**m**,
Mimi ca**m**e ho**m**e with an e**m**pty 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.*

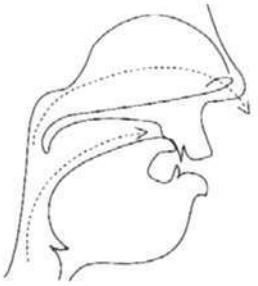
1. _____ 3. _____

2. _____ 4. _____

Lesson 30: Nasal consonants [n] as in "nun"

Speech organs position for the [n] sound:

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



B45
Words

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

Spelling variations for the [n] sound	Highlighted bold letters pronounced as [n]
n	**n**oble, **nunn**ery, **n**imble, **n**aughty, **n**ine, **n**ever, **n**est, law**n**, daw**n**, upo**n**, dow**n**, pe**nn**y, agai**n**, so**n**
kn	**kn**ickers, **kn**it, **kn**owledge, **kn**own

B46
Sentences

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

1. **N**ina would**n**'t give her pho**n**e **n**umber to just a**n**yo**n**e.
2. I **n**either u**n**derstа**n**d **n**or i**n**sta**n**tly admire ig**n**ora**n**t, **n**arrow-mi**n**ded, opi**n**io**n**ated me**n** without i**nn**er fire.
3. A**nn**e fi**n**ds the **n**ews from foreig**n** cou**n**tries i**n**formative a**n**d i**n**teresti**n**g.
4. **N**aughty **N**ick s**n**eaked off to Au**n**t A**nn**ie's bar**n** a**n**d **n**apped till **n**oo**n** like a babooo**n**.
5. At **nin**e i**n** the mor**n**i**n**g, the trai**n** for **N**ottingham comes dow**n** the li**n**e.
6. **N**either **Nin**a **n**or **N**ita **n**eeded **n**ew **kn**itted **kn**ickers.



B47
Verses

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



For every evil u**n**der the su**n**,
There is a remedy or there is **n**o**n**e.
If there be o**n**e, try a**n**d fi**n**d it;
If there be **n**o**n**e, **n**ever mi**n**d it.

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

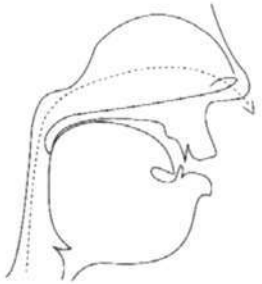
1. _____ 3. _____

2. _____ 4. _____

Lesson 31: Nasal consonants [ŋ] as in "king"

Speech organs position for the [ŋ] sound:

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



B48

Words: the [ŋ] sound

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

Spelling variations for [ŋ]	Highlighted bold letters pronounced as [ŋ]
ng	wi**ng**, si**ng**, su**ng**, ri**ng**, ha**ng**, bri**ng**, cli**ng**, sti**ng**, amo**ng**, to**ng**ue, nothi**ng**, sailing, railing
n before k	thi**n**k, wi**n**k, ba**n**k, ho**n**k

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.

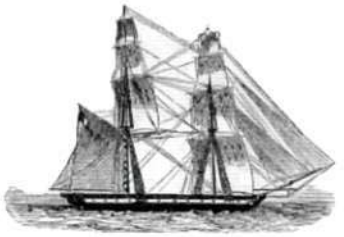
1. The you**ng** sing**er** was sing**ing** a rousing song.
2. At the beginning of this morning's class we were practicing tongue exercises.
3. Without thinking, the King swung on the bell and it rang with a ting-a-ling.
4. Paying rent, commuting, eating and drinking has been taking all the money I was 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 [tn$_l$] as in "cotton" and [dn$_l$] as in "garden"

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

B51
Words

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

tn$_l$	mut**ton**, cot**ton**, but**ton**, ea**ten**, E**ton**, threa**ten**, kit**ten**, cur**tain**, cer**tain**, heigh**ten**, tigh**ten**, fat**ten**, frigh**ten**, bea**ten**
dn$_l$	hid**den**, bur**den**, sad**den**, Hay**dn**, par**don**, sud**den**, mad**den**, mai**den**, glad**den**, har**den**, sud**den**ly, gar**den**, mo**dern**

B52
Sentences

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

[tn$_l$]
1. For my graduation from E**ton**, I cer**tain**ly need a nice white cot**ton** shirt with but**ton**s.
2. The police threa**ten**ed to tigh**ten** the rules for entering the country.
3. You must always be cer**tain** to tigh**ten** the cords when hanging your cur**tain**s.

[dn$_l$]
1. I would be glad to get rid of some bur**den**s of our mo**dern** life.
2. A frightened mai**den** has been hid**den** in the rear gar**den**.
3. Hay**dn** is not a mo**dern** composer but his music will either sad**den**, glad**den** or mad**den** you.

B53
Verses

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



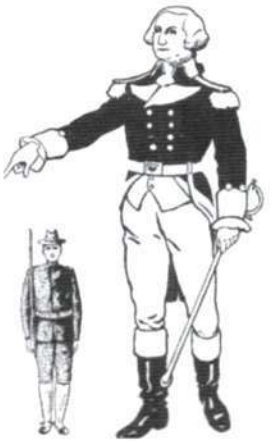
Three little kit**ten**s
They lost their mit**ten**s,
And they began to cry:
Oh, mother dear,
We sadly fear
Our mit**ten**s we have lost.
What! Lost your mit**ten**s,
You naughty kit**ten**s!
Then you shall have no pie.

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. _____

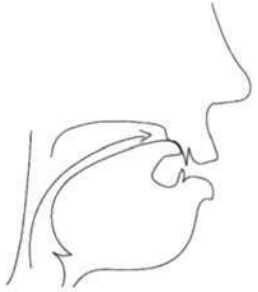
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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, **l**ast, **l**etter, lo**v**e, **l**end, a**l**one, a**ll**ow, si**ll**y, chi**ll**y, fe**ll**ow, sha**ll**ow, ho**l**y, ho**ll**ow, be**l**ieve, p**l**ace, p**l**astic, b**l**ame, b**l**ue, b**l**ood, g**l**ue, g**l**ow, c**l**ick, c**l**oth, c**l**umsy, c**l**ub

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. Mi**ll**ions of **l**etters, I be**l**ieve, can be easi**l**y **l**ost due to Roya**l** Mai**l** fau**l**ts.
2. **L**uminous **l**amps **l**ight the whole ha**ll** marve**ll**ous**l**y.
3. **L**uke's **l**udicrous **l**etters to **L**ucia are unbe**l**ievab**l**e.
4. She **l**ooked supp**l**e and e**l**egant in her b**l**ack Chann**el** jacket.
5. Red **l**eather, ye**ll**ow **l**eather, red **l**eather, ye**ll**ow **l**eather.
6. Fai**l**ure to ca**l**cu**l**ate the yie**l**d of the fie**l**d made the c**l**ever **l**ad i**ll**.



B57
Verses

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



The Nightinga**l**e to**l**d his ta**l**e
In his own me**l**odious way!
The **l**owly va**l**e
For the mountain vain**l**y sighed,
To his humb**l**e wai**l**
The echoing hi**ll**s repp**l**ied.

Additional exercises

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

1. _____ 3. _____

2. _____ 4. _____

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

1. _____ 3. _____

2. _____ 4. _____

Lesson 34: Lateral plosions [tl] as in "little" and [dl] 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.

tl	cat**tl**e, sub**tl**e, set**tl**e, rat**tl**e, to**tal**, men**tal**, gen**tl**e, ket**tl**e, bat**tl**e, brit**tl**e, me**tal**, met**tl**e, capi**tal**, vi**tal**, gen**tl**emen, lit**tl**e
dl	rid**dl**e, sad**dl**e, cud**dl**e, can**dl**e, noo**dl**e, med**dl**e, me**dal**, bun**dl**e, pe**dal**, ti**dal**, fid**dl**e, han**dl**e, poo**dl**e, pad**dl**e, mid**dl**e, bri**dal**

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.

[tl]
1. It is vi**tal** for a gen**tl**eman to be sub**tl**e.
2. Gen**tl**emen, let's estimate the to**tal** capi**tal** gain from our Seat**tl**e me**tal** factory sale.
3. Lit**tl**e Lilly is so silly to fall in love with lit**tl**e Billy.
4. The noise of the pis**tol**s in the bat**tl**e caused the cat**tl**e to be unset**tl**ed.

[dl]
1. Give a cud**dl**e to that lit**tl**e poo**dl**e!
2. For our bri**dal** can**dl**e-lit supper we enjoyed Thai noo**dl**es.
3. Pad**dl**ing to the mid**dl**e of the ti**dal** river deserves a bun**dl**e of me**dal**s.

B60
Verses

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

Doctor Fri**dl**e went to Brid**dl**e
In a shower of rain;
He stepped in a pud**dl**e,
Right up to his mid**dl**e,
And never went there again.

Of a lit**tl**e take a lit**tl**e,
You are kin**dl**y welcome too;
Of a lit**tl**e leave a lit**tl**e,
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.*

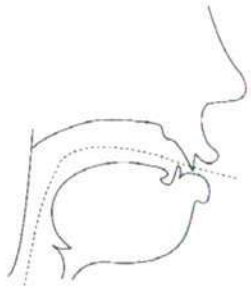
1. _____ 3. _____

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	**f**east, **f**irst, cle**f**t, li**f**t, **f**antasy, **f**antastic, **f**inish
ft	so**ft**en, o**ft**en
ph	**ph**armacy, **ph**one, **ph**otogra**ph**, **ph**iloso**ph**y, **ph**ysics, **ph**ilharmonic
gh	rou**gh**, tou**gh**, lau**gh**

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. **F**ormidable Ral**ph** was a true **ph**ilanthropist; in **f**act, he o**ft**en improved the li**f**e of those who **f**elt le**ft** out.
2. **Ph**ilip made an e**ff**ort to **f**ind his girl**f**riend's **f**avourite **f**uchsia **f**lowers.
3. An old **f**isherman lau**gh**ed when he caught **f**ive **f**resh **f**ish.

4. **F**rosty **f**rost in the **f**ridge was **f**reezing; we needed to **f**ix some **f**uel to de**f**rost the **f**ish **f**ingers.
5. The **f**ifty **f**riends **f**rom **f**ar-**f**lung **f**oreign lands **f**ormed a **f**raternity.

B63
Verses: the unvoiced [f] sound

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

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



B64
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, de**v**elop, re**v**i**v**e, **v**i**v**acious, in**v**ol**v**e, arri**v**e, con**v**ince, thri**v**e, sho**v**e, **v**acuum, Ste**v**en, re**v**i**v**al, **v**inegar, **v**olume, **v**elour

B65
Comparison: [f] and [v]

[f]	[v]
fat	**v**at
file	**v**ile
fail	**v**ale
shi**ft**	sho**v**e
e**ff**ort	e**v**idence
focus	**v**ocal

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. Effer**v**escent **V**era tried to achie**v**e mar**v**ellous results in **v**ain.
2. **V**indictive **v**endors con**v**inced nai**v**e **V**ictor to buy o**v**erpriced **v**el**v**et and **v**elour.
3. **V**ivacious **V**i**v**ian lo**v**ed to **v**oice **v**igorous **v**erses **v**ociferously.
4. Ste**v**en **v**ainly **v**iewed **v**ast **v**ales with **v**acant eyes.
5. "There are **v**ery many **v**arieties of **v**egetation 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**v**er the garden wall,
Vera **v**ery nearly had a nasty fall.

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

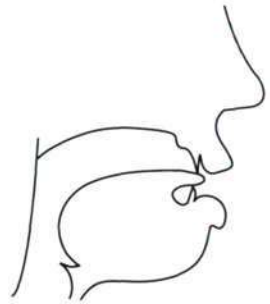
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

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	**th**anks, **th**ree, **th**ird, **th**ought, **th**umb, **th**ing, **th**in, ba**th**, brea**th**, clo**th**, ten**th**, six**th**, tru**th**, bo**th**, au**th**or, ari**th**metic

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. **Th**ree fil**th**y looking **th**ieves were hiding in the **th**icket of **th**orny **th**istle bushes.
2. The au**th**or revealed the uncou**th** tru**th** in his latest **th**riller.
3. **Th**elma **th**ought **th**at **th**eocratic **th**inking was **th**rilling.
4. Ari**th**metical **th**eorems come from **th**orough **th**inking of en**th**usiastic ari**th**meticians.
5. One weal**th**y au**th**or only wrote the tru**th** and not fil**th**.

B70
Comparison: [t] and [θ]

[t]	[θ]
taught	**th**ought
trick	**th**ick
tin	**th**in
no**t**e	nor**th**
ma**tt**	mou**th**
trade	**th**read
we**t**	hear**th**

B71
Tongue-twister

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

A **Th**atcher of **Th**atchwood went to **Th**atcher a-**th**atching;
Did the of **Th**atcher of **Th**atchwood go to **Th**atcher a-**th**atching ?
If a **Th**atcher of **Th**atchwood went to **Th**atcher a-**th**atching,
Where is the **th**atching **th**e **th**atcher of **Th**atchwood has **th**atched?



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, **th**at, **th**erefore, **th**an, ba**th**e, wi**th**, smoo**th**, clo**th**e, soo**th**e, brea**th**e, fa**th**er, o**th**er, ga**th**er, ra**th**er, fur**th**er, ei**th**er

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. **Th**is medicine is soo**th**ing for my ra**th**er sore back.
2. I would ra**th**er buy **th**is lea**th**er hat **th**an **th**at one wi**th** **th**e fea**th**ers.
3. My mo**th**er and fa**th**er adore my younger bro**th**er for being ra**th**er smarter **th**an I.
4. **Th**at brown lea**th**er coat is made of smoo**th**er lea**th**er **th**an **th**at black one in **th**e window.
5. **Th**e sou**th**erly wind blew **th**is way and **th**at across **th**e Scottish hea**th**er.

B74

Verses

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

The soldiers of our Queen
Are linked in friendly te**th**er;
Upon **th**e battle scene
They fight **th**e foe toge**th**er.
There every mo**th**er'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	**s**wan, ba**s**e, cha**s**e, paradi**s**e, practi**s**e, promi**s**e, ga**s**, atla**s**, take**s**
sc	**sc**ientific, **sc**ience, **sc**ent
c	finan**c**e, **c**emetery, **c**ircumstan**c**es, re**c**eive

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 book**s** on the **s**taircas**e** a**s** **s**oon as you have a **s**pare **s**econd.
2. For **s**upper, we've been **s**erved ta**s**ty **s**word fish with lemon **s**auce and **s**ucculent **s**alad.
3. The **s**ymphony **s**eemed **s**ad and **s**entimental.
4. **S**imon **s**aw **s**even **s**ilver **s**wift**s** in the **s**ea.
5. **S**teven **S**mith **s**tood **s**even foot **s**ix in his **s**tocking feet.

B77
🎧 Verses: the unvoiced [s] sound



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

Steven thought he **s**ang **s**o **s**weetly
In his offi**c**e everyday,
But **s**o tunele**ss** was his **s**inging
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	**z**oom, **z**ealous, **z**ip, **z**ig**z**ag, **z**oo, **Z**urich, **z**inc, **z**ebra, **z**ero, **z**est, **Z**imbabwe
s	sci**ss**or**s**, u**s**e, doe**s**, ha**s**, i**s**, a**s**, wa**s**, ea**s**y, bu**s**y, dog**s**, tree**s**, play**s**, cleanse

B79
🎧 Comparison: [s] and [z]

[s]	[z]
dock**s**	dog**s**
hat**s**	home**s**
hit**s**	hum**s**
cake**s**	keg**s**
nit**s**	nun**s**
bit**s**	bib**s**

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. Wi**s**e Mo**s**e**s** had most rea**s**onable idea**s**.
2. Jo**s**eph suppo**s**e**s** that hi**s** toe**s**e**s** are ro**s**e**s**.
3. **Z**eta rode a **z**ebra in **Z**imbabwe.
4. Idea**s** do not fall from the tree**s**.
5. **Z**oë spend**s** pound**s** and pound**s** on sna**zz**y shoe**s** and gown**s**.
6. The bee bu**zz**e**s** la**z**ily on the pan**s**ie**s**, dai**s**ie**s** and ro**s**e**s**.

B81

Verses: the voiced [z] sound

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

Sci**ss**or**s** and string, sci**ss**or**s** and string,
When a man'**s** single he live**s** like a king.
Needle**s** and pin**s**, needle**s** and pin**s**,
When a man marrie**s** hi**s** trouble begin**s**.



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 [□], 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	**sh**eep, **sh**irt, pu**sh**, wi**sh**, fa**sh**ion, ca**sh**ier
ch	mousta**ch**e, **ch**ampagne
s, ss	pre**ss**ure, se**ss**ion, Ru**ss**ia, **s**ure, **S**ean
Spelling variations for the [ʃə] sound	Highlighted bold letters pronounced as [ʃə]
cio, cia	spe**cia**l, deli**cio**us, mali**cio**us, suspi**cio**us
tio, cia	condi**tio**n, mo**tio**n, nutri**tio**us, Vene**tia**n

B83
🎧 Sentences: the unvoiced [ʃ] sound

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



1. I wi**sh** I **sh**opped for **sh**irts with fa**sh**ionable **Sh**eila.
2. I am under the suspi**cio**n that Ru**ss**ians can be quite emo**tio**nal.
3. During our spe**cia**l se**ssio**n on nutri**tio**n we wi**sh**ed to be served deli**cio**us di**sh**es and **ch**ampagne.
4. **S**ean's **sh**iny **sh**oes are made from **sh**ark skin.
5. Mali**cio**us men with mousta**ch**es pre**ss**urised us to leave the **sh**ip.
6. **Sh**immering and **sh**ining hair needs a condi**tio**ner and **sh**ampoo.

B84
🎧 Tongue-twister: the unvoiced [ʃ] sound

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

She sells sea**sh**ells by the sea-**sh**ore;
If **sh**e sells sea**sh**ells by the sea-**sh**ore,
Then I'm **s**ure **sh**e sells sea-**sh**ore **sh**ells.

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**sur**e, plea**sur**e, ca**su**al, encl**osu**re
s before **io**	occa**sio**n, deci**sio**n, confu**sio**n, intru**sio**n, colli**sio**n
g	presti**g**e, gara**g**e, massa**g**e, bei**g**e, rou**g**e

B86
🎧 Comparison: [ʃ] and [ʒ]

[ʃ]	[ʒ]
condi**tio**n	colli**sio**n
shoes	unu**su**al
a**ss**ure	ca**su**al
vi**cio**us	vi**sio**n
vaca**tio**ns	occa**sio**n
devo**tio**n	deci**sio**n

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 trea**su**red the presti**g**e of his house and disliked sudden intru**sio**n.
2. The plea**su**rable occa**sio**n ended in a judicial colli**sio**n due to faulty vi**sio**n.
3. Disillu**sio**ned **G**iselle felt confu**sio**n regarding the disclo**su**re of the family trea**su**re.
4. Watching televi**sio**n without mea**su**re can be a limiting plea**su**re.
5. The girl u**su**ally uses red rou**g**e but she decided to change to bei**g**e.

B88

Verses: the voiced [ʒ] sound

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

Oh, marvellous illu**sio**n!
Or, terrible surprise!
What is this strange confu**sio**n
That veils my aching eyes?

B89

Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

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



Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

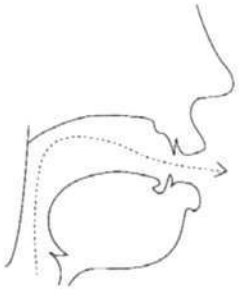
B: *Write down 4 words with the target sounds that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

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

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



B90
🎧 Words

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

h	**h**at, **h**eat, **h**ard, **h**urt, **h**ideous, a**h**oy, be**h**ind, be**h**ave, per**h**aps, boy**h**ood, re**h**earse, en**h**ance, **h**eather, **h**eredity, in**h**erit, ad**h**ere, dis**h**earten, be**h**alf
wh	**wh**o

B91
🎧 Sentences

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

1. On be**h**alf of the **wh**ole group, we say a **h**earty **h**ello.
2. Be**h**ind **h**is **h**ideous be**h**aviour, which was **h**urting us to the very **h**eart, was **h**is **h**ard child**h**ood.
3. In case of a **h**orrible **h**eadache, **h**eat **wh**olesome **h**eather **h**oney and in**h**ale it.
4. **H**eather in**h**erited **h**er father's **h**orrendously **h**uge **h**ouse in **H**ammersmith.
5. **H**ungarian **h**unters on **h**orses with **h**ounds were **h**orrified by **h**urricanes.
6. "**Wh**o," said **H**elen, "**h**as eaten **h**alf of my **h**oney cake?"



B92
🎧 Verses

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



Henry **H**arvey **h**eaved a **h**uge and **h**eavy **h**ammer,
A **h**uge and **h**eavy **h**ammer **H**enry **H**arvey **h**eaved,
If **H**enry **H**arvey **h**eaved a **h**uge and **h**eavy **h**ammer,
Where's the **h**uge and **h**eavy **h**ammer **H**enry **H**arvey **h**eaved?

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

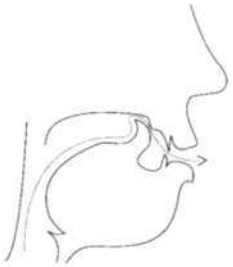
B: *Write down 4 words with the target sound that you often hear on TV, radio or from your friends/colleagues. Practice these words, thinking about your lips, tongue and jaw positions for the target sound.*

1. _____ 3. _____

2. _____ 4. _____

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

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



[r r r]

B93

Repeat once from left to right:

[ru:	rəʊ	rɔ:	rɑ:	reɪ	ri:]
[pr u::	prəʊ	prɔ:	prɑ:	preɪ	pri:]
[spr u:	sprəʊ	sprɔ:	sprɑ:	spreɪ	spri:]
[gr u:	grəʊ	grɔ:	grɑ:	greɪ	gri:]
[br u:	brəʊ	brɔ:	brɑ:	breɪ	bri:]
[fr u:	frəʊ	frɔ:	frɑ:	freɪ	fri:]
[θr u:	θrəʊ	θrɔ:	θrɑ:	θreɪ	θri:]

B94

Words

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

r	**r**ang, **r**est, **r**oad, **r**ock, **r**ascal, **r**escue
pr	**pr**oof, **pr**oud, **pr**ess, **pr**ank, **pr**essure
spr	**spr**ead, **spr**awl, **spr**ain, **spr**ing, **spr**out
cr	**cr**ime, **cr**awl, **cr**uise, **cr**y, **cr**ept, **cr**oss
gr	**gr**and, **gr**ain, **gr**ass, **gr**avy, **gr**ows, **gr**ot
br	**br**ing, **br**ave, **br**eak, **br**ute, **br**owse
fr	**fr**y, **fr**ame, **fr**ight, **fr**ank, **fr**ost, **fr**eeze
thr	**thr**ift, **thr**eat, **thr**ob, **thr**ough, **thr**ill
rr	bo**rr**ow, so**rr**ow, ca**rr**y, wo**rr**y, ca**rr**iage

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. **R**ound and **r**ound the **r**ugged **r**ock, the **r**agged **r**ascal **r**an.
2. In spring, **R**ome is **r**eally ve**r**y p**r**etty.
3. **R**ose **R**ochester's **r**ole embraces p**r**epa**r**ation of the **r**ole p**r**ofiles for **r**egional sales **r**eps.
4. I **r**ather p**r**efer p**r**awns on **r**ye b**r**ead to g**r**easy pork with g**r**avy and **r**ice.
5. **R**iding **r**ound the na**rr**ow **r**ace-t**r**ack, **R**obert **r**an ove**r** a ho**rr**id b**r**own **r**at.



B96

Tongue-twister

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

Robert **R**owley **r**olled a **r**ound **r**oll **r**ound,
A **r**ound **r**oll **R**obert **R**owley **r**olled **r**ound;
Where **r**olled the **r**ound **r**oll
Robert **R**owley **r**olled **r**ound?

Additional exercises:

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

1. _____ 3. _____

2. _____ 4. _____

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

1. _____ 3. _____

2. _____ 4. _____

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

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

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

B97

Words: the [tʃ] sound

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

Spelling variations for the [tʃ] sound	Highlighted bold letters pronounced as [tʃ]
ch	**ch**urch, **Ch**urchill, **ch**ap, whi**ch**, or**ch**ard, a**ch**ieve
tch	ca**tch**, bu**tch**er, clu**tch**ed, ma**tch**ed, Tha**tch**er
t before **u**	literatu**r**e, postu**r**e, moistu**r**ise, architectu**r**e

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 **ch**ur**ch** in **Ch**ester represents the architec**tu**re of the eighteenth cen**tu**ry.
2. The lec**tu**re in **Ch**inese literatu**r**e was quite an adven**tu**re for the lec**tu**rer.
3. For lun**ch**, I had some **ch**ips with blue **ch**eese followed by **Ch**inese jasmine tea.
4. We **ch**eerfully **ch**ose **Ch**ippendale **ch**airs to ma**tch** our **ch**arming antique furni**tu**re.
5. They **ch**ased and sear**ch**ed for **Ch**arlie but they couldn't cat**ch** **h**im.

B99

Tongue-twister: the unvoiced [tʃ] sound

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

How mu**ch** wood would a wood**ch**uck **ch**uck
If a wood**ch**uck could **ch**uck 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	Highlighted bold letters pronounced as [dʒ]
j	**j**ob, ad**j**oin, **j**oke, **J**ohn, **J**une, **j**uvenile, re**j**ection
g	**g**em, luggag**e**, bad**g**er, led**g**er, **G**eorg**e**, courag**e**

B101

Comparison: [tʃ] and [dʒ]

[tʃ]	[dʒ]
church	ju**dg**e
chap	g**y**p
cheap	**g**in
chunk	**j**unk
choose	**j**uice
ba**tch**	bagga**g**e
adven**tu**re	avera**g**e

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 en**j**oyable in this re**g**ion of **G**eor**g**ia.
2. **J**ohn was **judg**ing his wife for re**j**ections in his marria**g**e and his boss for in**j**ustice in his **j**ob.
3. These gherkins with **ging**er and tomato **j**uice from the **j**ar are **j**olly good!
4. Even an avera**g**e **judg**e char**g**es too much!
5. The marria**g**e of **G**erald and **G**ina was ju**dg**ed 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 Ju**dg**e!
Though all my law be fu**dg**e,
Yet I'll never, never bu**dg**e,
But I'll live and die a Ju**dg**e!
And a good Ju**dg**e 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 **M**ichael were **m**asters of **m**im**m**e and **m**ove**m**ent.

[p] unvoiced
Percival **P**ratt was **p**ermanently **p**laying **p**ing-**p**ong at **P**ortsmouth.

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

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

C2
Back of the tongue and soft palate

[k] unvoiced
Kenneth **K**ent was **c**ler**k** to the **c**ourt at **C**ambridge.

[g] voiced
Glorious **G**ainer **g**alloped **g**aily round the **g**ravel track.

[ŋ]
They sa**ng** a so**ng**, but the so**ng** they sa**ng** was wro**ng**.

C3
Tip of the tongue and alveolar ridge

[t] unvoiced
Timothy made **t**en**t**a**t**ive a**tt**empt**s** a**t** playing **t**ennis.

[d] voiced
Doubtless **D**ennis was **d**elighte**d** with his **d**ouble **d**amask **d**ressing gown.

[n] sound
Nearly every Su**n**day a**n**d Mo**n**day **n**ight, **N**adia sings **n**autical songs.

[l]
The **l**anky **L**ord of **L**ondon bui**l**t a castle and a mi**ll**.

[tl$_l$]
Fill the lit**tl**e me**tal** ket**tl**e from the bot**tl**e in the ante-na**tal** hospi**tal**.

[dl$_l$]
Don't fid**dl**e with the mid**dl**e bun**dl**e of can**dl**es.

[tn$_l$]
Mother threa**ten**ed to fright**en** the kit**ten** if it ate the mut**ton**.

[dn$_l$]
The mai**den** sud**den**ly discovered the hid**den** gar**den**.

[s] unvoiced
Simply **s**umptuou**s** **s**nack**s** **s**atis**f**y **s**imple **s**oul**s**.

[z] voiced
Pri**z**e-winning a**z**aleas surprise a do**z**en do**z**y damsels.

[r]
Thr**r**ee red lo**rr**ies dr**r**ove over the **r**usty **r**ailway br**r**idge.

C4
Lower Lip and Upper Teeth

[f] unvoiced
Ral**ph** was rou**gh** and tou**gh** but also **f**earless and **f**rank.
[v] voiced
Virtually e**v**eryone **v**oted to lea**v**e the **v**illage unde**v**eloped.

C5

Tip of the tongue and Upper teeth

[θ] unvoiced
Ma**th**ematical **th**eories and my**th**ical figures mix ma**th**s and my**th**s.

[ð] voiced
The boy wri**th**ed and see**th**ed wi**th** rage while being ba**th**ed by his loa**th**some mo**th**er.

C6

Tip and blade of the tongue on alveolar ridge

[tʃ] unvoiced
The **ch**ur**ch** warden **ch**ose the **ch**eap **ch**eese rather than the mu**ch** ri**ch**er lamb **ch**ops.

[dʒ] voiced
Geor**g**e **h**ad t**h**e cour**ag**e to say t**h**at t**h**e porri**dg**e was aver**ag**e.

C7

Blade of the tongue on front palate

[ʃ] unvoiced
Ma**ch**ine-made **sh**oes **sh**ould **s**urely be **sh**own in **sh**oe **sh**op windows.

[ʒ] voiced
After the colli**sio**n I made a deci**sio**n to drive to the gara**g**e and park with preci**sio**n.

C8

Breath and vocal chords

[h]
In **H**ampstead, **H**astings and **H**ounslow, **h**amsters **h**ave been **h**arassed.

Difficulties in pronunciation of the speakers of world languages

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

Main world language	Key countries where it is spoken	Particularly difficult English sounds	Recommendations
Arabic	Algeria, Egypt, Iraq, Jordan, Saudi Arabia, Syria, Tunisia, others	[r], [l], [tʃ], [ɔ:], [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], [I]	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], []	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 p losion	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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CD Contents

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Glossary

General

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

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

International Phonetic Alphabet – An alphabet of symbols representing sounds.

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

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

Sounds

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

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

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

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

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

1. **Plosives** – The passage is completely blocked by speech organs, pressure is built up, and on sudden release an explosive sound or "plosion" is heard. e.g. [p]-[b], [t]-[d], [k]-[g].

2. **Glottal Stop** – A sound made when the vocal chords are closed tightly, not allowing air to flow through (like holding your breath or lifting something heavy).

3. **Nasal** – A sound formed by complete closure of the mouth, the soft palate being lowered, so that air is free to pass out through the nose. e.g. [m], [n], [ŋ].

4. **Lateral** - Air escapes round the sides of a blockage (tip of the tongue on the alveolar ridge). e.g. [l].

5. **Fricatives** - The air passage is narrowed so that the air in escaping produces audible friction or a kind of hissing sound. e.g. [f]-[v], [s]-[z], [h], [r], [θ] - [ð], [ʃ]-[ʒ].

6. **Affricates** – Have the first part Plosives followed immediately by the second part Fricative. e.g. [tʃ] - [dʒ].

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Linda James
L.R.A.M,
R.A.M. Dip Ed.
International Phonetic Diploma, London University

Trained phonetician with over 20 years' experience in teaching Speech in London drama schools. She is also a trained actress and has worked extensively in both theatre and television, including BBC sitcoms such as "Only Fools and Horses", "Keeping Up Appearances" and many others.



Olga Smith
BA in Languages,
MBA from Nottingham University

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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