



Well Said

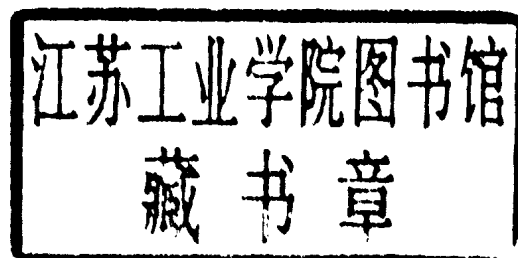
Advanced English
Pronunciation

Linda Grant

Well Said

Advanced
English
Pronunciation

Linda Grant
*Georgia Institute
of Technology*



Heinle & Heinle Publishers
A Division of Wadsworth, Inc.
Boston, Massachusetts 02116 U.S.A.

Vice President and Publisher: Stanley J. Galek
Editorial Director: David C. Lee
Developmental Editor: Nancy Mann
Assistant Editor: Kenneth Mattsson
Project Manager: Stacey Sawyer, Sawyer & Williams
Editorial Production Manager: Elizabeth Holthaus
Production Editor: Kristin Thalheimer
Manufacturing Coordinator: Mary Beth Lynch
Text Design: Nancy Benedict
Illustrations: Anne Eldridge and Pat Rogondino
Cover Art: Laura K. Popenoe
Cover Design: Bortman Design Group

Copyright © 1993 by Heinle & Heinle Publishers

All rights reserved. No parts of this publication may be reproduced or transmitted in any form or by any means, electronic, or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Manufactured in the United States of America

Heinle & Heinle Publishers is a division of Wadsworth, Inc.

Library of Congress Cataloging-in-Publication Data

Williams, Linda Verlee.

Well said : advanced English pronunciation / Linda Grant.

p. cm.

ISBN 0-8384-3963-2

1. English language—Pronunciation. I. Title.

PE1137.W63 1993

428.3'4—dc20

92-40903

CIP

ISBN 0-8384-3963-2

10 9 8 7 6 5 4 3 2 1

To the Teacher

.....

This textbook is designed to improve the speech intelligibility of high-intermediate to advanced learners of American English as a second language. It was written with the general ESL/EFL population in mind but should be especially useful for learners who wish to communicate more clearly in academic, business, scientific, and professional settings.

Well Said addresses the pronunciation needs of students from a variety of language backgrounds. The body of the text focuses on problems of sound/spelling patterns, syllables, word endings, linking, stress, rhythm, and intonation common to students of most language backgrounds. The appendices provide individualized practice for consonant and vowel problems, which can vary widely in most groups of students.

Because of the learner-centered, interactive nature of many of the practices, Chapters 1 through 10 are intended for classroom use. All but the open-ended exercises, however, are prerecorded for independent use. The segmental practices in the appendices are designed for independent laboratory use but can be used with groups of students in the classroom if the teacher desires.

Special Features of the Text

The pronunciation teacher in today's classroom faces a number of problems. Here are a few:

- Individualizing the pronunciation curriculum to meet the diverse needs of a group of learners
- Guiding learners into natural, relevant speaking contexts so that carryover of pronunciation skills into communication is not left entirely to chance
- Establishing realistic goals and reasonable measures of progress that account for destabilization during learning, different rates of acquisition, and the role of the learner in evaluation and monitoring
- Identifying an integrated pronunciation curriculum that precludes the need for heavy supplement of teacher-made materials or texts from other skill areas

In response to these and other problems, ***Well Said*** offers the following distinctive features:

- An introductory chapter for identifying individual pronunciation needs and priorities
- A gradual progression from controlled practice into relevant, natural communicative contexts
- An approach that encourages peer monitoring and self-evaluation
- Integration of pronunciation with other skill areas, especially listening and discourse-level speaking formats
- Emphasis on stress, rhythm, and intonation as the features of speech that have the greatest impact on intelligibility
- Special sections in the appendices that provide a comprehensive overview of segmentals and intensive practice with troublesome consonants and vowels
- Activities that maximize student talking time and provide sufficient practice to enable students to assimilate elements of clear speech into oral communication

Organization of the Text

The primary organizational focus is pronunciation. Each pronunciation point is integrated with listening activities, a hierarchy of speaking activities moving from structured to more spontaneous tasks, and linguistic and cultural information to support the suggested communicative activities.

The text has ten chapters and three appendices. Chapter 1 includes an individualized evaluation instrument and tools for learner self-evaluation and goal setting. These instruments yield valuable individual and class profiles, alert the teacher to the parts of the book that need special emphasis, and serve as motivational devices for the students.

Chapter 2 explores the use of the dictionary for pronunciation purposes and simultaneously introduces students to pronunciation points covered more extensively in later chapters.

Chapter 3 clarifies some unusual sound/spelling patterns in English and provides concentrated practice with final consonant sounds. Teachers can refer to the consonant overview (Appendix B) and vowel overview (Appendix C) as needed.

Chapter 4 covers syllables and grammatical endings. Chapters 5 through 10 address the stress, rhythm, and intonational features of American English.

A standard format is used in Chapters 3 through 10. Each chapter begins with a section called *Listen*, designed to enhance aural awareness of the target pronunciation feature in each chapter and to build skills for peer and self-monitoring.

In the next section, *Rules and Practices*, students are encouraged to discover pronunciation **Rules** and regularities. Structured and semi-structured **Practices** help students gain control of the pronunciation features before applying the skills in the communicative contexts.

In the *Communicative Practice* sections of Chapter 4 through 10, learners incorporate pronunciation concepts into contextualized speaking activities that elicit, as naturally as possible, many instances of the feature under study. These activities guide learners as they bridge the gap between a focus on the accuracy of a pronunciation feature to a focus on meaning.

Following communicative activities, most chapters have a special section called *Extend Your Skills* that recycles the target pronunciation skill into discourse-level speaking formats (i.e., explaining a graph, solving a problem, participating in a discussion, completing a contrastive analysis, and describing a process). This section also includes suggestions for audiotaping, videotaping, and self-evaluation.

Most chapters end with a short *Oral Review*, which students can complete on audiocassette, in an individual consultation, or with a small group. Incentives and strategies for pronunciation practice appear under the headings *Something to Think About* and *A Helpful Hint*. In addition, activities that help students prepare for the Test of Spoken English (TSE) or the SPEAK Test are designated throughout the text.

Appendix A (*Beyond the Pronunciation Class*) contains suggestions for retaining and strengthening pronunciation skills acquired during the class. Appendix B (*Consonants*) and Appendix C (*Vowels*) contain an overview of all consonants and vowels, as well as intensive practice with problematic segmentals. In Appendices B and C, each segment has *Listen* and *Practice* exercises for individual use, as well as *Communicative Practice* for in-class reviews or out-of-class group assignments. The Answer Keys for Appendices B and C are at the end of the text.

The vocabulary in the lessons is challenging and pertinent to various academic and work settings. Discussion of vocabulary can be a valuable part of each lesson. Students have opportunities throughout the text to personalize vocabulary and to practice terminology specific to their fields of work or study.

Teachers are advised to progress through most chapters in sequence. Suggestions for reordering chapters are included in the *Teacher's Manual*. Spiraling throughout the chapters provides the students the opportunity to review previously learned material while integrating new skills. Decisions about deleting or extending speaking activities can be based on the needs and interests of the class, whether it be a quarter-, semester-, or workshop-length course.

Finally, the format of the text enables the instructor to function as a guide or facilitator and encourages the learner to be an active, involved participant in the process of becoming a clear speaker.

Supplementary Materials

Well Said is accompanied by a *Teacher's Manual* and audio program. The manual contains an Answer Key and transcripts for Chapters

1 through 10, as well as teaching suggestions, additional exercises, theoretical information, and a complete list of references. The audio program enables students to work through the text independently and to obtain additional out-of-class practice. Teachers can use it in the classroom at their discretion.

Progress in Pronunciation Improvement

Although there is a clear need for more research into pronunciation learning in a second or foreign language, here are some characteristics of pronunciation development that you may notice among learners of English.

1. There will be individual variation in the rate and extent of pronunciation improvement. Improvement may be influenced by such factors as motivation, aptitude, personality, nature of the first language, language learning strategies, and amount of English spoken outside of class.
2. New pronunciation skills are acquired over time. In the beginning stages, use of a new skill will require conscious attention. Over time and with practice, the skills may become more automatic. New skills often manifest themselves in controlled speaking or reading activities before they are apparent in spontaneous speech. New skills may be most difficult to incorporate when the communication and cognitive demands on the learner are heavy.
3. Errors are an expected and natural part of the learning process. Learners might approximate features or patterns before they can produce them clearly. While learning new features or rules, learners may overgeneralize them before refining them. They may lose former skills while acquiring new ones. In short, incorrect productions sometimes indicate that learning is occurring.
4. Learners might only partially integrate new pronunciation features into spontaneous speech. However, even partial integration of a new pronunciation skill has a positive overall effect on intelligibility.

I hope that this textbook provides learners with an opportunity to build and enhance pronunciation skills in authentic communication as our knowledge of pronunciation development in a second language continues to grow in the years ahead.

To the Student

.....

One of the most difficult aspects of learning another language is mastering the pronunciation. Many of you can read, write, and understand American English well, but you may face situations in which your pronunciation interferes with clear and effective communication. This textbook/audiocassette program is designed to help you improve your pronunciation so that you can communicate confidently and be understood with relative ease.

In this course, you will focus on those pronunciation issues that are common problems for intermediate to advanced learners of English. Practices range from structured exercises to real-life communication activities. The arrangement of activities gives you an opportunity to gain control of new pronunciation skills before practicing them in the types of situations you might encounter in everyday life at work or school. As you progress through the activities in each chapter, your pronunciation of new patterns will gradually require less conscious attention and become more automatic.

Throughout the course you will work individually, in pairs, in small groups, and as a class. You will have many chances to engage in the roles of both speaker and monitor (or listener). As a monitor, you will develop the ability to hear the differences between clear and unclear pronunciation forms in the speech of your classmates. You will also strengthen the all-important ability to monitor and correct your own pronunciation.

Here are a few more points to consider as you begin this course in pronunciation improvement:

- Mistakes are a natural, necessary part of the process of improving pronunciation skills, so don't be afraid of them.
- You probably won't eliminate your accent or speak with 100 percent accuracy. Your goal is to change those aspects of your pronunciation that interfere with your ability to be understood clearly. You do not need to sound like a native speaker of American English to be fully and easily understood.
- Your attitude is an important element in pronunciation improvement. You will make more progress if you are strongly motivated to improve.

- You will make more progress in pronunciation improvement if you practice your English outside the classroom in real speaking situations.

I hope **Well Said** helps you in your efforts to become a clear speaker of American English and that you enjoy using it as well.

ACKNOWLEDGMENTS

I am grateful to the scholars and teachers who have influenced my thinking about speech, language, and learning over the years: Judy Gilbert, Laura and Richard Kretschmer, Joan Morley, and Rebecca Oxford.

These people deserve special thanks: my colleagues, Karen Tucker Al-Batal and C. A. Johnston, for field testing portions of the book and providing valuable feedback; the following Heinle & Heinle reviewers for their many useful insights and suggestions: Beverly Beisbier (University of Southern California), Kathleen Flynn (Glendale College), Melinda Kodimer (UCLA), Lois Lanier (University of Maryland), Scott Stevens (University of Delaware), Ramon Valenzuela (Harvard University); Nancy Mann of Heinle & Heinle for her adept editorial guidance; my family, especially my husband Jim, for encouragement; and, finally, my students for demonstrating over the years that the combination of motivated learners and effective teaching and learning strategies can make a difference.

Contents

.....

To the Teacher ix

To the Student xiii

Introductory Chapters

- 1** Your Pronunciation Profile 1
 - The Speech Profile 1
 - Speech Profile Summary Form 11
 - A Needs Assessment 13
 - Setting Personal Goals 14
- 2** Using a Dictionary for Pronunciation 17
 - Introduction to Dictionary Symbols 17
 - Exercises 21
 - Pronunciation Key for *Well Said* 23
- 3** **Getting Started with Sounds and Syllables**
Sound/Spelling Patterns 25
 - Listen! 26
 - Rules and Practices 1: Unusual Consonant Spelling Patterns 28
 - Rules and Practices 2: Final Consonant Sounds and Spellings 33
 - Communicative Practice: Evacuate! 38
 - Oral Review: Sound and Spelling Patterns 41
- 4** Syllables and Word Endings 43
 - Listen! 43
 - Rules and Practices 1: Syllables and -s Endings 45
 - Communicative Practice 1: Stockroom Inventory 50
 - Rules and Practices 2: Syllables and -ed Endings 53
 - Communicative Practice 2: Resume Worksheet 55
 - Extend Your Skills . . . to Descriptions of Graphs 59
 - Oral Review: Syllables and Word Endings 65

5	<i>Stress, Rhythm, and Intonation</i>	
	Stress in Words (Part 1)	67
	Listen!	68
	Rules and Practices: Using Parts of Speech to Predict Stress	70
	Communicative Practice: Giving an Explanation	77
	Extend your Skills . . . to Problem Solving	78
6	Stress in Words (Part 2)	81
	Listen!	81
	Rules and Practices: Using Suffixes to Predict Stress	83
	Communicative Practice 1: Reading an Announcement	86
	Communicative Practice 2: Library Orientation	87
	Extend Your Skills . . . to Small Group Discussions	89
	Oral Review: Stress in Words	93
	<i>Mid-Course Self-Evaluation</i>	95
7	Rhythm in Sentences	97
	Listen!	99
	Rules and Practices: Stressed and Reduced Words	102
	Communicative Practice: Making an Appointment	109
	Extend Your Skills . . . to Recording a Message	113
	Oral Review: Rhythm in Sentences	115
8	Sentence Focus and Intonation	117
	Listen!	118
	Rules and Practices: Normal and Special Focus Words	121
	Communicative Practice: Making Inferences	126
	Extend Your Skills . . . to a Contrastive Analysis	127
	Oral Review: Sentence Focus and Intonation	131
9	More Functions of Intonation	133
	Listen!	134
	Rules and Practices	135
	Communicative Practice: Impromptu Dialogues	141
	Extend Your Skills . . . to Surveys and Interviews	145
	Oral Review: More Functions of Intonation	149
10	Phrasing, Pausing, and Blending	151
	Listen!	152
	Rules and Practices 1: Phrases and Thought Groups	153
	Rules and Practices 2: Blending and Linking	157
	Communicative Practice 1: Driving Test	160
	Communicative Practice 2: News Broadcast	161
	Extend Your Skills . . . to a Process Presentation	162
	Oral Review: Phrasing, Pausing, and Blending	165

Appendices

A	Beyond the Pronunciation Class	167
B	Consonants	171
	An Overview of the Consonant Sounds of American English	171
	Consonant Practices	176
C	Vowels	205
	An Overview of the Vowel Sounds of American English	205
	Vowel Practices	209
	Answer Key for Appendix B	231
	Answer Key for Appendix C	237



Your Pronunciation Profile

.....

A pronunciation profile is a general description of your pronunciation abilities and needs. It is *not* a test. The purpose of a profile is to alert you and your teacher to the parts of this book that will be of most help to you and to the class.

The speaking activities in the first part of this chapter form the basis of your profile. The activities are ordered from easy to more difficult and from structured to more spontaneous.

The pronunciation profile has three parts:

Part A: Paragraph Reading

Part B: Short Responses to Interview Questions

Part C: Peer Introductions

Do as many or as few of the activities as you have time for. The more speaking you do, however, the more accurately your teacher will be able to evaluate your pronunciation strengths and weaknesses.

During all the speaking activities in this chapter, your teacher can use the *Speech Profile Summary Form* on page 11 to record observations. At the end of the course, you might want to repeat Part A, Paragraph Reading, to measure improvement.

The Speech Profile

Part A: Paragraph Reading

Choose **one** of the following three paragraphs and read it as naturally as possible. You can (1) record the paragraph and submit the cassette to your teacher, or (2) read the paragraph in an individual consultation with your teacher. Give your teacher a copy of the paragraph you choose to read.



Reading 1

Have you ever watched young children practice the sounds of the language they are learning? They imitate, repeat, and sing consonant and vowel combinations without effort. For young children, learning to speak a language is natural and automatic. No one would suspect that complex learning is occurring. For adult learners, however, pronunciation of a new language is **not** automatic. It presents an unusual challenge. Why is pronunciation progress in adults more limited? Some researchers say that there are biological or physical reasons. Others say that there are social or cultural reasons. Although there are many unanswered questions, it is important to realize two things about clear speaking. First, pronunciation improvement might be difficult, but it is possible. Second, adults can learn to communicate clearly in English without losing their accents or their identification with their native cultures.

