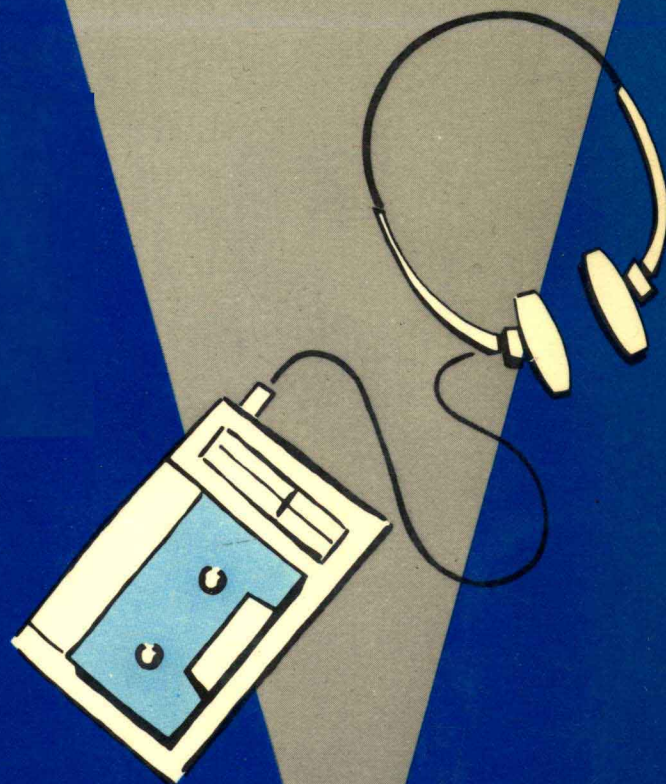


HEADWAY

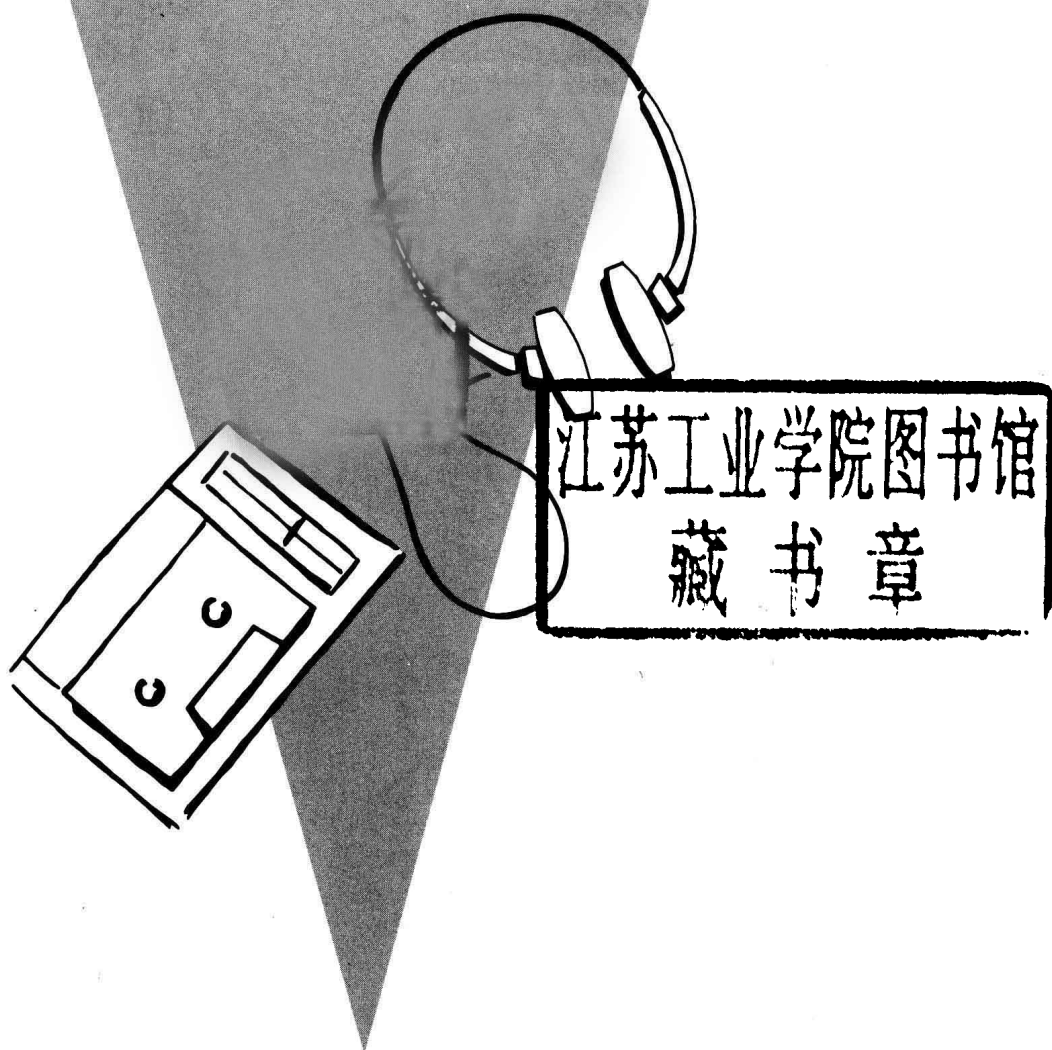
UPPER-INTERMEDIATE PRONUNCIATION



Bill Bowler Sarah Cunningham

HEADWAY

UPPER - INTERMEDIATE
PRONUNCIATION



Bill Bowler Sarah Cunningham

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INTRODUCTION

This book is intended for upper-intermediate level students who wish to improve their pronunciation and, at the same time, practise the new grammar and vocabulary that they have been studying. It is designed as part of the *Headway* course and each of the twelve units in this book is closely linked to the twelve corresponding units of *Headway Upper-Intermediate*. However, most of the material in *Headway Pronunciation* could easily be used by upper-intermediate students following other courses. The exercises are suitable either for classroom use or for students working independently.

● Syllabus

All the main pronunciation problems of foreign learners are covered in this book, in five sections:

- 1 **Sounds and Spelling** These exercises look at sound/spelling patterns, silent letters, and individual sounds or groups of sounds that cause problems to speakers of various languages. These languages are indicated in the exercises as follows:

Ⓓ German	ⒼⓇ Greek	ⓙ Japanese
Ⓔ Spanish	Ⓗ Hungarian	Ⓟ Portuguese
Ⓕ French	⓲ Italian	ⓉⓇ Turkish

The exercises include diagrams showing how the sounds are made correctly.
- 2 **Connected speech** These exercises look at the way that the pronunciation of individual words can change when they are part of a phrase, a sentence, or a longer text. In particular, they deal with weak and strong forms, word linking, and phrasing. Every other unit contains either a text for reading aloud or a dictation.
- 3 **Intonation (and sentence stress)** These exercises look at the most common intonation patterns and problems in English. They train students to hear different types of intonation and provide practice in some of the most common areas where problems occur; for example, showing agreement and disagreement, giving advice, criticizing tactfully, and so on.


- 4 **Word focus** These exercises look at groups of words where there are problems with sounds and word stress. Usually these are Latin-based words with problematic prefixes and suffixes, but there are also homophones and homographs, compound adjectives, multi-word verbs/nouns, and lexical sets.
- 5 **Everyday English** These exercises look at areas where meaning is normally internationally understood, but where pronunciation is often difficult; for example, spelling aloud, saying horoscope signs, or saying percentages.

In each unit there are exercises on each of these five areas.

● Integration with the *Headway* course

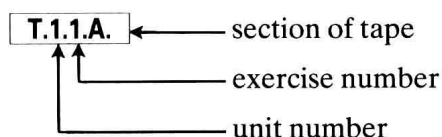
As well as providing a systematic pronunciation syllabus, the exercises in *Headway Pronunciation* aim to extend and consolidate the work done in the main *Headway* coursebook. Wherever possible they relate to the grammar and vocabulary introduced in the Student's Book, providing the opportunity for either further practice or revision. Often they make use of the Reading and Listening texts that appear in the Student's Book. The link with the main course material is indicated in the Contents Pages of this book.

● Using *Headway Pronunciation*

The exercises in this book can be used in a number of ways. All are suitable for use in class, and some include pairwork and groupwork. However, almost all of the exercises can be used equally by the student working independently – in a language laboratory, in a self-access centre, or at home. Those exercises ideally to be used in a language laboratory are indicated with the following symbol: 

● Tapes

Headway Pronunciation is accompanied by three tapes, which provide all the necessary models and practice material. The tape material for each exercise is often divided into sections (A, B, C, etc.). The following type of symbol in the exercise indicates exactly which tape material is to be used:



If the words that occur on the tape are not given exactly in the exercise then the tapescript is provided in the key at the back of the book.

● Key

As in the rest of the *Headway* course, the student is encouraged to work out rules for him or herself, through directed questions. The answers to these questions are provided in the key at the back of the book. The key also provides the necessary answers to exercises, as well as tapescripts not given in the exercise itself. Entries in the key are indicated with this symbol: $\pi-0$

● The phonemic alphabet

The phonemic symbols used in this book are the ones used in all Oxford Dictionaries. More or less the same symbols are used in most other modern dictionaries and coursebooks too. Because English pronunciation/spelling rules are very irregular, it is very important for students to know the phonemic alphabet if they want to use dictionaries independently, outside the classroom. It is also essential for students to be familiar with the symbols if they want to use this book properly. An extra unit is therefore included at the beginning of the book, designed to teach the phonemic alphabet. There are also regular transcription exercises in the Word focus exercises, to practise reading the phonemic script.

● Terminology

Many students will not be familiar with the basic terminology of phonetics. Below is a list of terms used in this book, together with examples. Use these pages as a reference while you are using the book.

Vowels There are five vowels in English – *a*, *e*, *i*, *o*, and *u*.

Vowel sounds There are **twelve** vowel sounds in English represented by the phonemic symbols /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /ɒ/, /ʌ/, /æ/, and /ɑ:/.

Diphthongs There are eight diphthongs in English – /aɪ/, /aʊ/, /eɪ/, /eə/, /ɪə/, /əʊ/, /ʊə/, and /ɔɪ/. They are made from two vowel sounds put together. The first sound is longer than the second sound.

Schwa The sound /ə/ as in *the* /ðə/. This is the most common vowel sound in English. It is **never** stressed and is often found in weak forms.

Consonants The letters of the alphabet that are not vowels – *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*.

Consonant sounds The sounds made by the letters above. In the phonemic alphabet there are these additional symbols /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /ŋ/. *c*, *q*, *x*, and *y* are **not** phonemic symbols.

Voiced sounds Sounds where the voice is needed to make the sound. All vowels and diphthongs are voiced, and so are the following consonant sounds: /b/, /v/, /ð/, /d/, /z/, /ʒ/, /dʒ/, /g/, /m/, /n/, /ŋ/, /w/, /j/, /l/, and /r/.

Voiceless sounds Sounds where the voice is **not** needed to make the sounds: /p/, /f/, /θ/, /t/, /s/, /ʃ/, /h/, /tʃ/, and /k/.

Weak and strong forms Many auxiliary verbs (like *are*, *was*, *have*, *can* etc.), prepositions (like *at*, *for*, *from*, *to* etc.), pronouns and possessives (like *you* and *your*) have two different pronunciations. In the **strong form** the vowel is fully pronounced. In the **weak form** it is shortened so that we can say the word more quickly. Often the vowel in the weak form is a *schwa* (/ə/) sound.

Example	Weak form	Strong form
<i>have</i>	<i>Have</i> /həv/	Yes, I <i>have</i> . /hæv/
<i>at</i>	He isn't <i>at</i> /ət/ home.	What are you looking <i>at</i> /æt/?
<i>your</i>	Can I borrow <i>your</i> /jə/ pen?	That's not <i>your</i> /jɔ:/ pen, it's mine.

Word stress The strongest syllable in a word is the syllable with the **stress** on it. All words have a stressed syllable when you say them individually, but we do **not** mark the stress in one-syllable words. In this book word stress is marked like this:

●
syllable

In dictionaries it is marked like this:

'syllable

Sentence stress In the same way, some syllables in the sentence are stronger than others. In a sentence, the stressed syllables are in the words that give the main message of the sentence, usually **nouns**, **verbs**, and **adjectives**. In this book, sentence stress is marked with boxes like this:

□ □ □ □
Karen has broken her new glasses.

Main stress in sentences In any phrase or sentence there is one stress that is stronger than the others. This is the main stress. In this book it is marked with a black box like this:

□ ■
A How are you?

■
B Fine.

□ ■ □
A And how are your wife and the two girls?

There can be more than one main stress in a sentence or phrase. If there is only one syllable in a phrase, then this **must** be the main stress. The main stress is often at the end of the sentence.

Intonation Intonation is the 'music' in the voice. It can go up (**rising** intonation) or down (**falling** intonation). Sometimes it does both (**fall-rise**) or (**rise-fall**). The main intonation always comes with the main stress in the sentence. In this book intonation is shown like this:

Falling: ■ ▮ Where are you from?

Rising: ■ ▮ Do you like animals?

Fall-rise: ■ ▮ Yes . . .

Rise-fall: ■ ▮ Really?

Word linking This often happens when people are speaking fast. The sounds of one word change a little so that we can say it together with the next word more quickly. There are four main types of word linking:

- 1 When the sound at the end of the first word moves onto the front of the next word:

Get ^t out!

- 2 When the sound at the end of the first word disappears:

I've ~~found~~ the money.

- 3 When the sound at the end of the first word changes:

You ~~shoul~~^{/g/} go home.

- 4 When there is an extra /w/, /j/ or /r/ sound between the two words:

Here we _{/j/} are.

Go _{/w/} away!

Africa _{/r/} and Asia.

THE PHONEMIC ALPHABET

Introduction

Unit Zero is intended for students who do **not** already know the phonemic symbols used in English. If you already know them but would like to revise them you should go straight to 0.6. Sounds that cause particular problems are practised elsewhere in the book, not here.

It is important to learn the phonemic alphabet because the relationship between spelling and pronunciation is so irregular in English. With the phonemic alphabet, you can work out pronunciation for yourself from the dictionary. It is also essential for using this book.

The phonemic symbols and spellings used in this book are the same as those used in the *Oxford Advanced Learner's Dictionary* (A. S. Hornby, Oxford University Press). More or less the same symbols are used in most other modern dictionaries and textbooks.

It is not difficult to learn the phonemic alphabet. However, it is probably best **not** to try to learn all of it together. You are advised to do these six exercises on separate days. When you go on to the next exercise, it is a good idea to revise the symbols that you have already learned.

1 Vowels (1)

- 1 **T.0.1.A.** Listen to the following pairs of sounds. Can you hear the difference between each pair?

/i:/ see /ɪ/ sit
/u:/ too /ʊ/ put
/ɔ:/ saw /ɒ/ got

- 2 Listen again and repeat. Try to memorize the symbol for each sound.

- 3 What do the following symbols transcribe?

a. /pɒt/ pot i. /fi:l/ _____
b. /bɪl/ _____ j. /si:t/ _____
c. /dɔ:/ _____ k. /sɪk/ _____
d. /ti:/ _____ l. /bɔ:t/ _____
e. /skɒt/ _____ m. /wʊl/ _____
f. /pʊl/ _____ n. /tru:/ _____
g. /fu:d/ _____ o. /sɔ:t/ _____
h. /hu:/ _____ p. /kʊd/ _____

π—0

- 4 **T.0.1.B.** Listen and write in the correct symbol for the word you hear.

a. God /g__d/ g. bit /b__t/
b. foot /f__t/ h. boot /b__t/
c. feet /f__t/ i. book /b__k/
d. do /d__/ j. worn /w__n/
e. lead /l__d/ k. fit /f__t/
f. four /f__/ l. what /w__t/

π—0

2 Vowels (2)

- 1 **T.0.2.A.** Listen to the following pairs of sounds. Can you hear the difference between the vowel sounds in each pair?

/e/ ten /æ/ hat
 /ɑ:/ arm /ʌ/ cup
 /ɜ:/ fur /ə/ ago

- 2 Listen again and repeat. Try to memorize the symbol for each sound.

What are the following professions?

- a. /nɜ: s/ _____
 b. /'bʌtlə/ _____
 c. /'æktə/ _____
 d. /'ækrəs/ _____
 e. /'fɑ: mə/ _____
 f. /'wɜ: kə/ _____
 g. /'dɑ:nsə/ _____
 h. /'plʌmə/ _____
 i. /'sekrətɪ/ _____
 j. /'bɑ: mən/ _____



- 3 **T.0.2.B.** Listen and match the words in each group to the correct transcription on the right.

1. bell _____ a. /bɪl/
 bull _____ b. /bʊl/
 bill _____ c. /bel/
 ball _____ d. /bɔ:l/

2. fool _____ a. /fɔ:l/
 full _____ b. /fel/
 fell _____ c. /fu:l/
 fall _____ d. /fəl/

3. hat _____ a. /hɑ:t/
 hut _____ b. /hɜ:t/
 hurt _____ c. /hæt/
 heart _____ d. /hʌt/

4. purse _____ a. /pɜ:s/
 puss _____ b. /pɑ:s/
 pass _____ c. /pi:s/
 piece _____ d. /pus/

5. fist _____ a. /fi:st/
 fast _____ b. /fɑ:st/
 first _____ c. /fɪst/
 feast _____ d. /fɜ:st/

6. cot _____ a. /kɔ:t/
 court _____ b. /kæt/
 cat _____ c. /kɒt/
 cut _____ d. /kʌt/



3 Consonants

- 1 **T.0.3.A.** Many of the symbols for the consonants are easy to recognize. This is how they sound in English:

/p/ pen /s/ so
 /b/ bad /z/ zoo
 /t/ tea /h/ how
 /d/ did /m/ man
 /k/ cat /n/ no
 /g/ got /l/ leg
 /f/ fall /r/ red
 /v/ voice /w/ wet

- 2 Listen again and mark with a * any of the consonants that sound **very** different in your language. (Most of them will sound a **little** different.) Try to memorize the consonants that you have marked.

- 3 **T.0.3.B.** The following consonants are more difficult:

/θ/ thin /ð/ then
 /ʃ/ she /ʒ/ vision
 /tʃ/ chin /dʒ/ June
 /ŋ/ sing /j/ yes

Listen again and try to memorize them.

- 4 Cover the words and symbols in 3 above and try to match the symbols to the words.

/ŋ/ _____ yes
 /ʃ/ _____ vision
 /dʒ/ _____ then
 /θ/ _____ chin
 /tʃ/ _____ thin
 /j/ _____ sing
 /ð/ _____ she
 /ʒ/ _____ June

Check your answers.

- 5 **T.0.3.C.** Listen to the words and circle the correct transcription.

1. washing

- a. /'wætʃɪŋ/ c. /'wɒtʃɪŋ/
b. /'wɒʃɪŋ/ d. /'wæʃɪŋ/

2. chip

- a. /tʃɪp/ c. /ʃɪp/
b. /tʃi:p/ d. /fi:p/

3. these

- a. /θi:z/ c. /θɪz/
b. /ðɪz/ d. /ði:z/

4. thought

- a. /θɒt/ c. /θɔ:t/
b. /ðɔ:t/ d. /ðɒt/

5. thank

- a. /θænk/ c. /ðæŋk/
b. /ðænk/ d. /θæŋk/

6. short

- a. /tʃɔ:t/ c. /ʃɒt/
b. /ʃɔ:t/ d. /ʃɜ:t/

7. use

- a. /ju:z/ c. /u:z/
b. /dʒu:z/ d. /u:s/

8. jaw

- a. /tʃɔ:/ c. /jɔ:/
b. /dʒɔ:/ d. /dʒɔ:w/



4 Diphthongs (1)

- 1 **T.0.4.** Diphthongs consist of two vowel sounds put together. Listen to the way the following diphthongs are made.

/eɪ/ page /aʊ/ now /aɪ/ five /ɔɪ/ join

- 2 Listen again and repeat. Try to memorize the symbol for each diphthong.
- 3 Transcribe the following words.

- | | |
|-------------------|---------------------|
| a. /bɔɪ/ _____ | j. /tʃaɪld/ _____ |
| b. /weɪv/ _____ | k. /'weɪdʒɪz/ _____ |
| c. /haɪd/ _____ | l. /ʃaʊt/ _____ |
| d. /deɪ/ _____ | m. /tʃɔɪs/ _____ |
| e. /haʊ/ _____ | n. /ʃaɪ/ _____ |
| f. /raɪt/ _____ | o. /'deɪndʒə/ _____ |
| g. /faʊnd/ _____ | p. /en'dʒɔɪd/ _____ |
| h. /bɔɪlɪŋ/ _____ | q. /'aɪðə/ _____ |
| i. /ðeɪ/ _____ | r. /'ʃaʊə/ _____ |



- 4 Work with a partner. Can you think of other words with these diphthong sounds that are spelled in the same way?

Examples

boy-toy

found-sound

Check your answers in a dictionary.

5 Diphthongs (2)

- 1 **T.0.5.A.** Listen to how these diphthongs are made.

/əʊ/ home /ɪə/ near

/eə/ hair /ʊə/ pure*

* This diphthong is very rare. Some native speakers of English never use it. They use /ɔ:/ instead.

- 2 Listen again and repeat. Try to memorize the symbol for each diphthong.

- 3 **T.0.5.B.** Listen to the words on the left and circle the correct transcription on the right.

- | | | |
|-----------|-----------|-----------------|
| 1. pair | a. /peɪ/ | b. <u>/peə/</u> |
| 2. rice | a. /reɪs/ | b. /raɪs/ |
| 3. grow | a. /grəʊ/ | b. /greɪ/ |
| 4. care | a. /keə/ | b. /kaʊ/ |
| 5. boil | a. /bəʊl/ | b. /bɔɪl/ |
| 6. loud | a. /ləʊd/ | b. /laʊd/ |
| 7. day | a. /daɪ/ | b. /deɪ/ |
| 8. beer | a. /bɪə/ | b. /beə/ |
| 9. toe | a. /tʊə/ | b. /təʊ/ |
| 10. night | a. /naɪt/ | b. /nəʊt/ |
| 11. dear | a. /deə/ | b. /dɪə/ |
| 12. fare | a. /feə/ | b. /fɪə/ |



- 4 What is the other word in each pair?



- 5 Cover the words and symbols in 1 above. Try to match the symbol on the left with the word containing it on the right.

/eɪ/	pure
/əʊ/	five
/aɪ/	now
/aʊ/	home
/ɔɪ/	hair
/ɪə/	join
/eə/	near
/ʊə/	page

Check your answers.

6 Revision

- 1 Work in pairs. Look at the list of phonemic symbols on page 84 and write down ten symbols that you think your partner might still confuse. Show your partner the symbols and ask him or her to give you a word with that sound in it. If you disagree about any words then check them in the dictionary.

- 2 **T.0.6.** All the words below are parts of the body. Can you remember what they all mean?

Listen and fill in the missing symbols in the transcriptions.

- face /f____s/
- eyes /____z/
- ears /____z/
- nose /n____z/
- cheeks /tʃ____ks/
- mouth /m____θ/
- teeth /ti:____/
- tongue /tʌ____/
- chin /____ɪn/
- jaw /____ɔ:/
- shoulder /'____əʊld____
- arm /____m/
- elbow /'elb____/
- hand /h____nd/
- thumb /θ____m/
- finger /'f____g____/
- chest /____est/
- waist /w____st/
- hips /h____ps/
- bottom /'b____t____m/
- thigh /____aɪ/
- knee /n____/
- shin /____ɪn/
- ankle /____ŋkl/
- foot /f____t/



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* These exercises require reference to *Headway Upper-Intermediate Student's Book*, page numbers of which are given. All other exercises can be done without reference to the Student's Book.

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D **E** **F** **Gr** **H** **I** **J** **P**

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● Connected speech

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● Stress and intonation

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● Word focus

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page 102 of the Student's Book 78

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pages 99 and 100 of the Student's Book 81

● Everyday English

- 9 Famous buildings, monuments, books and
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UNIT 1

● Sounds and spelling

- 1 The sounds /i:/, /ɪ/, and /aɪ/
(E) (F) (Gr) (H) (I) (J) (P) (Tr)



- 1 **T.1.1.A.** Here are some lines from Geoffrey Chaucer's famous poem *The Canterbury Tales*, written in 1380. Chaucer's English looks quite similar to modern English, but the pronunciation was very different. Listen to an actor talking about the passage and circle the words he mentions.

A knight ther was and that a worthy man
That, fro the time that he first bigan
to riden out, he loved chivalrye,
Trouthe and honour, freedom and curteisye.



In Chaucer's day words were written as they were pronounced. Today's English is not so phonetic. This is because, over the centuries, the pronunciation of certain words has changed while their spelling has remained fixed.

- 2 **T.1.1.B.** The following words come from the Reading text on page 2 of the Student's Book. Listen to the first three examples and make sure you can hear the difference between the three vowel sounds. Then listen to the others and mark them /ɪ/, /aɪ/ or /i:/.

- /i:/
a. free g. bilingual
/ɪ/
b. began h. recent
/aɪ/
c. time i. widspread
d. speak j. business
e. dried k. language
f. people l. pidgin
π-0

- 3 Practise making the sounds. To make the sound /i:/ your tongue should be high at the front of your mouth and your lips should be spread as if you are smiling, like this:

/i:/



/i:/ is a long sound.