

Cambridge University Press  
978-0-521-69373-8 - English Pronunciation in Use: Elementary Self-study and Classroom Use  
Jonathan Marks  
Frontmatter  
[More information](#)

**English  
Pronunciation** **in  
Use**  
Elementary

Self-study and  
classroom use

**Jonathan Marks**



**CAMBRIDGE  
UNIVERSITY PRESS**

Cambridge University Press  
978-0-521-69373-8 - English Pronunciation in Use: Elementary Self-study and Classroom Use  
Jonathan Marks  
Frontmatter  
[More information](#)

---

CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

CAMBRIDGE UNIVERSITY PRESS  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9780521672627](http://www.cambridge.org/9780521672627)

© Cambridge University Press 2007

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without  
the written permission of Cambridge University Press.

First published 2007

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-67262-7 paperback  
ISBN 978-0-521-67264-1 audio CDs (5)  
ISBN 978-0-521-67266-5 paperback and CDs pack  
ISBN 978-0-521-69370-7 CD-ROM  
ISBN 978-0-521-69373-8 CD-ROM, paperback and CDs pack

Contents

To the student	5
To the teacher	7
Map of contents	9

Section A Sounds and spelling

1	<i>How many letters, how many sounds?</i> Spelling and pronunciation	10
2	<i>Pizza for dinner</i> /ɪ:/ and /ɪ/	12
3	<i>A spoonful of sugar</i> /u:/ and /ʊ/	14
4	<i>Father and mother</i> /ɑ:/ and /ʌ/	16
5	<i>A dog in the corner</i> /ɒ/ and /ɔ:/	18
6	<i>Bread and jam</i> /e/ and /æ/	20
7	<i>My birthday's on Thursday</i> /ɜ:/	22
8	<i>Here and there</i> /ɪə/ and /eə/	24
9	<i>Have a great time!</i> /eɪ/, /aɪ/ and /ɔɪ/	26
10	<i>Old town</i> /əʊ/ and /aʊ/	28
11	<i>Pack your bags</i> /p/ and /b/	30
12	<i>Twenty days</i> /t/ and /d/	32
13	<i>Cats and dogs</i> /k/ and /g/	34
14	<i>November the first</i> /f/ and /v/	36
15	<i>Both together</i> /θ/ and /ð/	38
16	<i>It's the wrong size, isn't it?</i> /s/ and /z/	40
17	<i>Fresh fish, usually</i> /ʃ/ and /ʒ/	42
18	<i>Chips and juice</i> /tʃ/ and /dʒ/	44
19	<i>My hungry uncle</i> /m/, /n/ and /ŋ/	46
20	<i>How many hours?</i> /h/	48
21	<i>That's life!</i> /l/	50
22	<i>What terrible weather!</i> /r/	52
23	<i>What's the news?</i> /w/ and /j/	54
24	<i>Sunglasses or umbrella?</i> Consonant groups in the middle of words	56
25	<i>Train in the rain</i> Consonant groups at the beginning of words	58
26	<i>Pink and orange</i> Consonant groups at the end of words	60
27	<i>Last week</i> Consonant groups across words	62

Section B Syllables and words

28	<i>One house, two houses</i> Syllables	64
29	<i>Wait a minute – where's the waiter?</i> Strong and weak vowels	66
30	<i>Single or return?</i> Stress in two-syllable words	68
31	<i>Begin at the beginning</i> Stress in longer words	70
32	<i>Where's my checklist?</i> Stress in compound words	72

Section C Phrases, sentences and grammar


33	<i>Phrases and pauses</i> Reading aloud	74
34	<i>Speak it, write it, read it</i> Linking words together 1	76
35	<i>Me and you, you and me</i> Linking words together 2	78
36	<i>Take me to the show, Jo</i> Rhythm	80
37	<i>Hey, wait for me!</i> Strong and weak forms 1: Pronouns	82
38	<i>And what's his name?</i> Strong and weak forms 2: Possessives, conjunctions, prepositions	84
39	<i>There's a spider</i> Strong and weak forms 3: Articles, comparatives, 'there'	86
40	<i>Who was that?</i> Strong and weak forms 4: Auxiliary verbs	88

41	<i>They're here!</i> Contractions	90
42	<i>It's George's birthday</i> Pronouncing -s endings	92
43	<i>I looked everywhere</i> Pronouncing past tenses	94
<b>Section D Conversation</b>		
44	<i>Not half past <u>two</u>, half past <u>three</u></i> Intonation for old and new information	96
45	<i>And suddenly ...</i> Intonation in storytelling	98
46	<i>Really? That's amazing!</i> Being a good listener	100
47	<i>I know <u>when</u> it is, but not <u>where</u></i> Important words in conversation 1	102
48	<i>Finished? I've just started!</i> Important words in conversation 2	104
49	<i>No, thanks, I'm just looking</i> Intonation in phrases and sentences 1	106
50	<i>Fine, thanks</i> Intonation in phrases and sentences 2	108
<b>Section E Reference</b>		
E1	Chart of phonemic symbols	110
E2	Guide for speakers of specific languages	111
E3	Sound pairs	113
E4	From spelling to sound	127
E5	The alphabet	130
E6	Pronouncing numbers	132
E7	Pronouncing geographical names	135
E8	Homophones	137
Key		138
Acknowledgements		166

## To the student

The *English Pronunciation in Use Elementary* course – book and CDs, or book and cassettes – is to help you with your English pronunciation.

### What will I need?

You will need a cassette or CD player to listen to the recordings. The symbol  shows the track numbers of the recordings. It will be useful if you can record your own voice, so that you can listen to your own pronunciation and hear your progress.

When you are studying individual sounds it is sometimes useful to have a mirror, so that you can see the shape of your mouth and compare it with the diagrams in the book.

### How is *English Pronunciation in Use Elementary* organised?

There are 50 two-page units in the book. Each unit is about a different pronunciation point. Section A (Units 1 to 27) is about how to say and spell individual sounds, and groups of sounds together. Section B (Units 28 to 32) is about joining sounds to make words. Section C (Units 33 to 43) is about pronunciation in phrases and sentences. Section D (Units 44 to 50) is about pronunciation in conversation. The left-hand page of each unit has explanations and examples, and the right-hand page has exercises (except Units 49 and 50).

After these units is Section E, where you will find:

- E1 Chart of phonemic symbols – with example words for every symbol.
- E2 Guide for speakers of specific languages – Speakers of different languages have different problems with English pronunciation, and this guide shows which units in the book may be especially helpful for them.
- E3 Sound pairs – If you have problems with hearing the difference between pairs of sounds, you can find extra practice here.
- E4 From spelling to sound – In English, the same sound can often be spelled in different ways. Here you will find the most common spellings of each sound.
- E5 The alphabet – exercises to help you say the letters of the alphabet, and understand them when you hear them.
- E6 Pronouncing numbers – exercises to help you pronounce different kinds of numbers, and understand them when you hear them.
- E7 Pronouncing geographical names – how to pronounce the names of countries, continents, etc.
- E8 Homophones – words that are spelled differently but sound the same.

Why not have a look at Section E now, before you start the book?

At the end of the book there is a Key with answers to all the exercises.

The CDs or cassettes contain all the recordings for the left- and right-hand pages of the units, and Section E.

### How should I use the course?

You can simply study the units from 1 to 50, or you can alternate units from different sections. For example, you could do Unit 1, then Unit 28, then Unit 33, then Unit 44, then Unit 2, and so on.

If you want to focus your work more closely, you can look at the *Guide for speakers of specific languages* in Section E2. This tells you which units are most important for speakers of different languages.

In Section A, if you have problems hearing the difference between individual sounds, go to the *Sound pair* indicated (in Section E3).

When you are working with the recordings, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give yourself time to think or write your answer. When you are asked to repeat single words, there is a space on the recording for you to do this, but when you are repeating whole sentences you will need to pause the recording to give yourself enough time to repeat.

**Will *English Pronunciation in Use Elementary* only help me with my speaking? What about listening?**

Pronunciation is important for both speaking and listening, and this course will also help you with your listening. Some pronunciation points are especially important for listening, and these are indicated like this:



**What type of English pronunciation is used in *English Pronunciation in Use Elementary*?**

As a model for you to copy when you speak, we have used only one type of pronunciation, a standard British type. But in the listening exercises you will hear a wider variety of accents, including some non-native speakers.

**Recordings**

- CD A: Units 1–12
- CD B: Units 13–27
- CD C: Units 28–43
- CD D: Units 44–50, Sections E1, E4–E8
- CD E: Section E3 Sound pairs

## To the teacher

*English Pronunciation in Use Elementary* has been written so that it can be used for self-study, but it will work equally well in the classroom. The advantages of working on pronunciation in the classroom include the following points.

- Learners can get guidance and immediate feedback from the teacher.
- Learners can practise the dialogues and other exercises in pairs.
- You can direct learners with particular pronunciation difficulties to do specific units on their own or in small groups, if appropriate.

In order to make the material accessible to learners, terminology has been kept as simple as possible. The remainder of this Introduction describes how the course is organised, and it is followed by a *Map of the contents* using standard terminology.

*English Pronunciation in Use Elementary* progresses from individual sounds, through sequences of sounds, and stress in words, to intonation patterns in phrases and sentences. Of course, as soon as learners begin to speak English, they need to begin to develop control of all these features in parallel, but the step-by-step, incremental approach adopted here is designed to facilitate a clear progression and a clear focus on one thing at a time. Nevertheless, learners do not necessarily have to work their way through all the units in each section in sequence; they can alternate units from different sections.

### Section A Sounds and spelling

Unit 1 deals with some general issues of pronunciation and spelling. Units 2 to 23 introduce the phonemes (sounds) of English, first the vowels and then the consonants. Generally, two sounds are introduced in each unit, though some units have one or three. They are paired on the basis of similarity of spelling, similarity of articulation and potential for confusion. Guidance is given as to the most frequent spellings of each phoneme, and practice is given in some significant contrasts between phonemes.

One phoneme not specifically focused on in Section A is the weak vowel /ə/, the *schwa*; the emphasis is on pronouncing vowel sounds (and consonants, too) in stressed syllables, where accuracy and clarity are most important, and the *schwa* is treated as a feature of unstressed syllables rather than a sound with the same status as the other vowel phonemes.

Units 24 to 27 deal with consonant clusters.

### Section B Syllables and words

Section B introduces the concept of syllables, the distinction between strong and weak syllables, and stress patterns in words.

### Section C Phrases, sentences and grammar

Section C moves the focus from individual words to phrases and sentences, and highlights links between pronunciation and various aspects of grammar which are learned at elementary level.

### Section D Conversation

Finally, Section D deals with aspects of intonation in the context of sentences and longer stretches of language such as dialogues, stories and conversation. It also covers some characteristic intonation patterns of common lexical phrases.

Intonation is very variable, and the intonation patterns attached to phrases and grammatical structures in these units are certainly not the only ones possible. However, they are very commonly – characteristically, even – used in these contexts, and the associations between intonation and contexts should help to make the intonation patterns memorable.

## Section E Reference

Section E contains various kinds of further reference and practice material. The *Guide for speakers of specific languages* and *Sound pairs* can be used to prioritise certain pronunciation points and to reject others, depending on learners' particular needs.

## What model of pronunciation?

As a model for learners to copy when they speak, I have used a standard southern British accent. This can be regarded as a provisional target, but learners will vary as to how closely they will want or need to achieve it. Some features of pronunciation are important for listening, but less essential for learners to imitate, and these are labelled as such. Nevertheless, attempting to reproduce these features should help learners in their ability to understand speech which contains them, and they may want to make the effort of incorporating them in their own English. In the listening exercises, a wider variety of accents can be heard, including some non-native speakers; it is important that learners at this level begin to get exposure to a variety of accents.

## Recordings

CD A: Units 1–12  
CD B: Units 13–27  
CD C: Units 28–43  
CD D: Units 44–50, Sections E1, E4–E8  
CD E: Section E3 Sound pairs

Map of contents

<b>Section A Sounds and spelling</b>	<b>Section B Syllables and words</b>
1 Spelling and pronunciation	28 Syllables
2 Vowels /i:/ /ɪ/	29 Strong and weak vowels
3 Vowels /u:/ /ʊ/	30 Stress in two-syllable words
4 Vowels /ɑ:/ /ʌ/	31 Stress in longer words
5 Vowels /ɒ/ /ɔ:/	32 Stress in compound words
6 Vowels /e/ /æ/	
7 Vowels /ɜ:/	<b>Section C Phrases, sentences and grammar</b>
8 Vowels /ɪə/ /eə/	33 Chunking text and reading aloud
9 Vowels /eɪ/ /aɪ/ /ɔɪ/	34 Consonant-to-vowel linking
10 Vowels /əʊ/ /aʊ/	35 Linking /j/ /w/
11 Consonants /p/ /b/	36 Rhythm
12 Consonants /t/ /d/	37 Strong and weak forms in phrases and sentences: pronouns
13 Consonants /k/ /g/	38 Strong and weak forms in phrases and sentences: possessives, conjunctions, prepositions
14 Consonants /f/ /v/	39 Strong and weak forms in phrases and sentences: articles, comparatives, 'there'
15 Consonants /θ/ /ð/	40 Strong and weak forms in phrases and sentences: auxiliary verbs
16 Consonants /s/ /z/	41 Contractions
17 Consonants /ʃ/ /ʒ/	42 Pronouncing –s endings in noun plurals and present simple
18 Consonants /tʃ/ /dʒ/	43 Pronouncing regular past tense endings
19 Consonants /m/ /n/ /ŋ/	
20 Consonants /h/	<b>Section D Conversation</b>
21 Consonants /l/	44 Intonation: fall-rise and fall for old and new information
22 Consonants /r/	45 Intonation: storytelling
23 Consonants /w/ /j/	46 Intonation: active listening
24 Medial clusters	47 Intonation: contrastive stress
25 Initial clusters	48 Intonation: emphatic stress
26 Final clusters	49 Intonation: typical patterns in functional language 1
27 Clusters across words	50 Intonation: typical patterns in functional language 2