

CAMBRIDGE

ENGLISH PRONUNCIATION IN USE

Self-study and
classroom use

Elementary

Jonathan Marks



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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 ^{A1} 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 like. 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:

important
for listening

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

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7 Vowels /ɜ:/
8 Vowels /ɪə/ /eə/
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49 Intonation: typical patterns in functional language 1
50 Intonation: typical patterns in functional language 2

1

How many letters, how many sounds? Spelling and pronunciation

A

All sections with this symbol  are on the recording. Listen to them while you read this page.

A2a There are 26 **letters** in the English alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A2b There are five **vowel** letters. **A E I O U**

A2c And there are 21 **consonant** letters. **B C D F G H J K L M N P Q R S T V W X Y Z**

A2d But there are more than 40 vowel and consonant **sounds** in English.

In some words, the number of letters is the same as the number of sounds.

best 4 letters, 4 sounds

b	e	s	t
1	2	3	4

dentist 7 letters, 7 sounds

d	e	n	t	i	s	t
1	2	3	4	5	6	7

B

But sometimes the number of sounds is different from the number of letters.

A3a In **green**, **ee** is one sound, and in **happy**, **pp** is one sound.

green 5 letters, 4 sounds

g	r	e	e	n	h	a	p	p	y
1	2	3	4	1	2	3	4		

A3b In **bread**, **ea** is one sound.

bread 5 letters, 4 sounds

b	r	e	a	d
1	2	3	4	

A3c In some words there are silent letters (letters with no sound). In **listen**, **t** is silent.

listen 6 letters, 5 sounds.

l	i	s	t	e	n
1	2	3	-	4	5

A3d In some words, one letter is two sounds. The **x** in **six** is two sounds like **k + s**.

six 3 letters, 4 sounds

s	i	x
1	2	3 4

C

We sometimes write the same sound differently in different words. For example, the **e** in **red** sounds like the **ea** in **bread**.

A4a Sometimes two words have the same pronunciation but different spellings. (See Section E8 *Homophones*.)

know – no

A: **Do you know?** B: **No, I don't.**

A4b And sometimes two words have the same spelling but different pronunciations.

read (infinitive and present tense) – **read** (past tense)

A: **Do you want to read the newspaper?**

B: **No, thanks, I read it this morning.**



A4c Because there are more sounds than letters, we use symbols for pronunciation.

**/best/ best /'dentɪst/ dentist /grɪn/ green /'hæpi/ happy /'kɒfi/ coffee /'lɪsən/ listen
/θri:/ three /sɪks/ six /sɒks/ socks /bred/ bread /nəʊ/ no /nəʊ/ know /red/ red
/red/ read (past tense) /ri:d/ read (infinitive and present tense)**

The symbol ¹ (look at the beginning of the symbols for *dentist*, *happy*, *coffee*, *listen*) comes before stressed syllables (see Section B *Syllables and words*).

Exercises

- 1.1 Write the number of letters and the number of sounds in these words.

	letters	sounds
green	5	4
1 all		
2 back		
3 could		
4 knee		
5 sixty		
6 thing		
7 who		
8 address		

- A5 Check with the Key (on page 138). Then listen and repeat.

- 1.2 Some pronunciation symbols are easy. Write these words in their normal spelling.

EXAMPLE /best/ *best*

1 /big/ 2 /dres/ 3 /frend/ 4 /gɪv/
 5 /help/ 6 /nekst/ 7 /'veri/ 8 /wel/

- A6 Check with the Key. Then listen and repeat.

- 1.3 All five words in each group have the same vowel letter – a, e, i, o or u – but one has a different vowel sound. Circle the word with the different vowel sound in each group.

EXAMPLE

on	top	stop	<u>one</u>	gone
1 give	time	sit	think	rich
2 apple	bad	wash	catch	bank
3 much	bus	sun	push	up
4 many	maths	man	hat	flat

- A7 Check with the Key. Then listen and repeat.

- 1.4 Write words that rhyme (the end part of the word sounds the same).

EXAMPLE

red	be d
1 key	tr _ _
2 blue	sh _ _
3 not	w _ _ _
4 one	r _ _
5 date	w _ _ _
6 lie	w _ _
7 so	sh _ _
8 deer	n _ _ _



- A8 Check with the Key. Then listen and repeat.

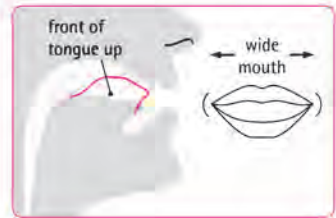
2

Pizza for dinner /i:/ and /ɪ/

A

How to make the sound /i:/

- A9a • /i:/ is a long sound. Look at the diagram. Listen and then say the sound. Make your mouth wide, like a smile. Your tongue touches the sides of your teeth. Target sound: /i:/



B

Sound and spelling

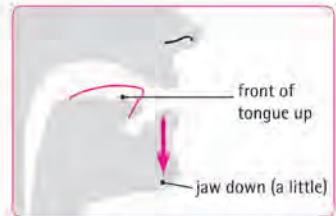
- A9b • /i:/ is usually spelled ee or ea. Listen and say these words.
see agree eat seat team
- A9c • Listen and say these other words with /i:/.
ie field piece
e these metre secret evening equal Peter museum European Chinese
Japanese complete
ey key
i ski kilo litre pizza police machine magazine
eo people
- A9d • Now listen and say these sentences. You will need to pause the recording to give yourself enough time to repeat.
- 1 Can you see the sea?
 - 2 A piece of pizza, please,
 - 3 Peter's in the team.
 - 4 A kilo of peaches and a litre of cream.
 - 5 Please can you teach me to speak Portuguese?



C

How to make the sound /ɪ/

- A10a • /ɪ/ is a short sound. Look at the diagram. Listen and then say the sound. Make your mouth a bit less wide than for /i:/. Your tongue is a bit further back in your mouth than for /i:/. Target sound: /ɪ/



D

Sound and spelling

- A10b • /ɪ/ is usually spelled i. Listen and say these words.
if listen miss dinner swim
- A10c • Listen and say these other words with /ɪ/.
busy business building system
- A10d • Now listen and say these phrases.
- 1 fifty-six
 - 2 dinner in the kitchen
 - 3 a cinema ticket
 - 4 a picture of a building
 - 5 big business



- A10e Note: Eight letters of the alphabet have the sound /i:/. Listen and repeat.
B C D E G P T V

- A10f Note: Units 2 to 10 focus on vowel sounds in stressed syllables (see Section B *Syllables and words*). Vowel sounds in unstressed syllables often have the weak vowel /ə/. Listen and repeat.



agree equal kitchen museum Peter picture pizza

- A10g Note: There is sometimes an /ɪ/ sound at the end of a word in an unstressed syllable (see Section B *Syllables and words*), e.g. happy, coffee, busy. This sound is like /i:/ but shorter. Listen and repeat.
happy coffee busy sixty

Exercises

2.1 Put these /i:/ words in the dialogues.

email evening police secret Steve TV

- 1 A: What shall we do this?
B: Let's stay at home and watch
- 2 A: Let me read that
B: No – it's a secret !
- 3 A: You know my friend?
B: Yes.
A: Well, he's got a new job. He's joined the



A11 Listen to check your answers. Check with the Key. Then listen and repeat.

2.2 Find the /ɪ/ words from these clues.

- EXAMPLE A thousand thousand is a million .
- 1 You can use a to go up and down in a building.
- 2 There are sixty seconds in a
- 3 A is a book of words to help you with your English.
- 4 It's too warm in here – open the
- 5 Would you like a with your coffee?
- 6 Birds and planes have
- 7 You can see yourself in a
- 8 Don't drop – put it in a bin!



A12 Listen to check your answers. Check with the Key. Then listen and repeat.

2.3 Circle all the /i:/ sounds and underline all the /ɪ/ sounds.

big busy dinner give green in listen meet office people pizza
please repeat six tea three

A13 Listen to check your answers. Check with the Key. Then listen and repeat.

2.4 Match the beginnings and endings of the sentences.

- EXAMPLE Let's have pizza for dinner .
- 1 We're always busy
2 Would you like tea
3 Give me that big
4 There were only three
5 Listen and
6 Let's meet at
- a repeat.
b people in the museum.
c six o'clock.
d in the office.
e or coffee?
f green book, please.
g for dinner.

A14 Check with the Key. Then listen and repeat.

2.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

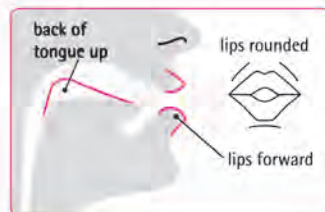
- A15 1 *leave / live* (⇒ sound pair 1)
2 *knee / near* (⇒ sound pair 2)
3 *litter / letter* (⇒ sound pair 3)

3 A spoonful of sugar

/u:/ and /ʊ/

A How to make the sound /u:/'

- A16a • /u:/ is a long sound. Look at the diagram. Listen and then say the sound. Make your lips into a tunnel shape. Your tongue is a long way back in your mouth. Target sound: /u:/



B Sound and spelling

- A16b • /u:/ is often spelled oo, ou, oe, u, ue or ew. Listen and say these words.

roo group shoe blue

- A16c • When the spelling is u or ew, there is often a /j/ sound before the /u:/. Listen and say these words.

music new

- A16d • There are also other spellings of /u:/. Listen and say these other words with /u:/.

two fruit juice

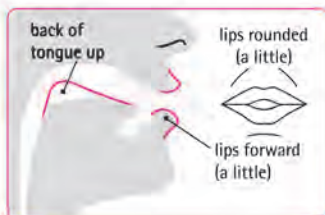
- A16e • Now listen and say these phrases.

- 1 me too
- 2 work in groups
- 3 new shoes
- 4 red and blue
- 5 listen to the music
- 6 forty-two
- 7 fruit juice

⚠ Note: /ju:/ is the name of the letter U in the alphabet.

C How to make the sound /ʊ/

- A17a • /ʊ/ is a short sound. Look at the diagram. Listen and then say the sound. Your tongue is not so far back as for /u:/. Target sound: /ʊ/



D Sound and spelling

- A17b • /ʊ/ is often spelled u, oo or ou. Listen and say these words.

full sugar book foot would

- A17c • Listen and say this other word with /ʊ/.

woman

- A17d • Now listen and say these phrases.

- 1 My bag's full.
- 2 Where's my book?
- 3 my left foot
- 4 a kilo of sugar
- 5 Who's that woman?

Exercises

3.1 Circle the words with /u:/. (There are nine.)

food four June look news room school soup spoon sugar town
Tuesday two

A18 Listen to check your answers. Check with the Key. Then listen and repeat.

3.2 Put the /u:/ words from Exercise 3.1 in the sentences.

- 1 Do you like fast food ?
- 2 Are you coming to _____?
- 3 It's _____ the second of _____.
- 4 Let's watch the _____.
- 5 _____ is over there.
- 6 Here's a _____ for your _____.



A19 Listen to check your answers. Check with the Key. Then listen and repeat.

3.3 Circle the words with /u/. (There are six.)

book cookery cough could good looking lunch soon sugar
thought through

A20 Listen to check your answers. Check with the Key. Then listen and repeat.

3.4 Put the /u/ words from Exercise 3.3 in the sentences.

- 1 Do you take _____?
- 2 _____ you help me? I'm _____ for a _____ cookery.

A21 Listen to check your answers. Check with the Key. Then listen and repeat.

3.5 Circle the words that have /u:/ or /u/, then put them in the correct column.

- | | |
|--|---------------------------------------|
| 1 Is it really <u>true</u> ? | 6 I'll be ready soon. |
| 2 You're standing on my <u>foot</u> ! | 7 Here's your ticket – don't lose it! |
| 3 Are you a good cook? | 8 Go through that door over there. |
| 4 Where's my toothbrush? | 9 My keys! Where did I put them? |
| 5 Do you push or pull to open this door? | |

/u:/ <u>true</u>	/u/ <u>foot</u>
.....
.....
.....
.....

A22 Listen to check your answers. Check with the Key. Then listen and repeat.

3.6 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 *Sound pairs* for further practice.

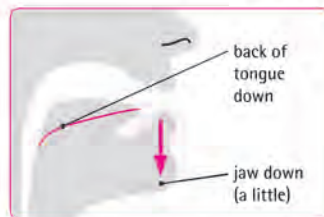
- A23
- 1 pool / pull (⇒ sound pair 4)
 - 2 look / luck (⇒ sound pair 5)
 - 3 soup / soap (⇒ sound pair 6)

4 Father and mother

/ɑː/ and /ʌ/

A How to make the sound /ɑː/

- A24a • /ɑː/ is a long sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ɑː/



B Sound and spelling

- A24b • /ɑː/ is usually spelled a or ar. Listen and say these words.
 after afternoon ask answer bath bathroom can't class fast
 father glass tomato far car card far park star start

- A24c • Listen and say these other words with /ɑː/.
 aunt laugh heart half (The letter l in half is silent.)

- A24d • Listen and say these sentences.
 1 How far's the car park?
 2 We went to a large café full of film stars.
 3 We're starting in half an hour.

- A24e • In words with a letter r after the /ɑː/ sound, most Americans and some British people pronounce the r. Listen to the same sentences, this time with the letter rs pronounced.

Important for listening

- Some people, especially in the north of England, pronounce the letters a or au as /æ/ in some of these words. Listen.

- A24f after afternoon ask answer aunt bath bathroom class fast glass laugh

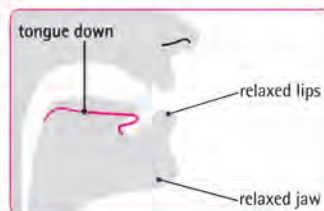
- A24g Listen to these sentences, first with /ɑː/, then with /æ/.
 1 See you tomorrow afternoon. 3 We were laughing in the classroom.
 2 I'll ask my aunt. 4 I left my glasses in the bathroom.



Note: The name of the letter R is pronounced /ɑː/ or /ɑːr/.
 Note: The word are is often pronounced /ɑː/ or /ɑːr/. (See Unit 40.)

C How to make the sound /ʌ/

- A25a • /ʌ/ is a short sound. Look at the diagram. Listen and then say the sound. Open your mouth wide. Target sound: /ʌ/



D Sound and spelling

- A25b • /ʌ/ is usually spelled u, but sometimes ou or o. Listen and say these words.
 bus colour come cup front London luck Monday month mother
 much nothing number run study sun uncle under



Note: The words son and sun have the same pronunciation.
 Note: The number one is pronounced /wʌn/.

- A25c • Listen and say these sentences.
 1 Good luck with your exam next month!
 2 Take the number one bus.
 3 I said 'Come on Monday', not 'Come on Sunday'.
 4 My brother's studying in London.

- A25d Some people, especially in the north of England, say /ʊ/ instead of /ʌ/. Listen to the same sentences, this time with /ʊ/.

Important for listening

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