

LESSON 2 - S39
WORKING ON YOUR PRONUNCIATION SKILLS

1) Look at the following grid: it is a list of the different vowels that exist in English.

Short vowels		Long vowels	
[ɪ]	swim , did	[i:]	goalkeeper , see
[i]	volleyball, happy	[u:]	boots , shoot
[ʊ]	football , book	[ɔ:]	score , door
[ɒ]	shot , not	[ɜ:]	birdy , first
[ʌ]	substitute, but	[ɑ:]	bars , large
[æ]	back , cat , that		
[ə]	player , rider		
[e]	net, best		

Now, classify the following items into the empty grid :

attack - ball - bench - block - team - competitoro - defend - rules - cup - exclude - shirt - warning - partner - jersey

Short vowels		Long vowels	
[ɪ]		[i:]	
[i]		[u:]	
[ʊ]		[ɔ:]	
[ɒ]		[ɜ:]	
[ʌ]		[ɑ:]	
[æ]			
[ə]			
[e]			

2) Look at the following grid: it is a list of the different diphthongs (two-vowel sounds) that exist in English.

[aɪ]	f <u>in</u> al , r <u>igh</u> t , l <u>igh</u> t
[eɪ]	team-m <u>ate</u> , l <u>ate</u> , m <u>ake</u>
[ɔɪ]	p <u>oi</u> nt , b <u>oy</u>
[ɔʊ]	yell <u>ow</u> card , thr <u>ow</u> (US)
[aʊ]	f <u>ou</u> l , m <u>ou</u> th, n <u>ow</u>
[ɪə]	area , y <u>ear</u>
[əʊ]	opponent , thr <u>ow</u> (UK)

Now, classify the following items into the empty grid.

voice - fake - to clear - game - to disallow a goal - rowing - direct - to blow the whistle - rebound

[aɪ]	
[eɪ]	
[ɔɪ]	
[ɔʊ]	
[aʊ]	
[ɪə]	
[əʊ]	

3) Look at the following grid: it is a list of the different consonants that exist in English.

Consonnes phonétiques plosives	
/ p /	<u>p</u> itch
/ b /	<u>b</u> all
/ t /	<u>t</u> ennis
/ d /	<u>d</u> iving
/ k /	<u>k</u> arate , <u>c</u> limbing
/ g /	leg
Consonnes phonétiques fricatives	
/ θ /	<u>th</u> ree , <u>th</u> ank you
/ ð /	<u>th</u> e , <u>th</u> is , <u>th</u> ere
/ h /	<u>h</u> orse , <u>h</u> andball
/ ʃ /	<u>sh</u> irt , <u>sh</u> ow
/ s /	<u>s</u> end ; <u>s</u> et
Consonnes phonétiques affriquées	
/ tʃ /	<u>ch</u> ange ; <u>ch</u> air ; <u>Tch</u> ernobyl
/ dʒ /	<u>j</u> udge ; in <u>j</u> ury ; <u>didj</u> eridoo
/ ŋ /	ping-pong ; sing
Consonne phonétique rétroflexe	
/ r /	<u>r</u> ed card

What are the consonants that you should always remember to pronounce?

4) Look at the pronunciation rules of the -ED (in the powerpoint presentation). How should you pronounce the -ED of the following words?

Forme verbale	Son [id]	Son [t]	Son [d]
check (<i>vérifier / cocher</i>) - checked			
skip (<i>sauter, sautiller</i>) - skipped			
analyze (<i>analyser</i>) analyzed			
blush (<i>rougir</i>) - blushed			
end (<i>finir</i>) - ended			
stress (<i>souligner, accentuer</i>) - stressed			
figure (<i>apparaître</i>) - figured			
study (<i>étudier</i>) - <i>studied</i>			