

Focus on PRONUNCIATION **1**

THIRD EDITION



MP3 AUDIO



Linda Lane

ALWAYS LEARNING

PEARSON

Focus on PRONUNCIATION 1

THIRD EDITION

Linda Lane
American Language Program
Columbia University

Focus on Pronunciation 1, Third Edition

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Pearson Education, 10 Bank Street, White Plains NY 10606

Staff credits: The people who made up the *Focus on Pronunciation 1, Third Edition* team, representing editorial, production, design, and manufacturing, are Dave Dickey, Nancy Flaggman, Ann France, Shelley Gazes, Maria Pia Marrella, Lise Minovitz, Liza Pleva, and Lynn Sobotta.

Cover image: Shutterstock.com

Text composition: ElectraGraphics, Inc.

Text font: 10/12 New Aster

Illustrations: Gary Torrisi and Jill Wood

Library of Congress Cataloging-in-Publication Data

Lane, Linda (Linda L.)

Focus on pronunciation : [v.] 1 / Linda Lane. — 3rd ed.
p. cm.

ISBN 0-13-231493-2 (v. 1) — ISBN 0-13-231494-0 (v. 2) — ISBN 0-13-231500-9 (v. 3) 1. English language—Pronunciation—Problems, exercises, etc. 2. English language—Textbooks for foreign speakers. I. Title.

PE1137.L22 2012

428.3'4—dc23

2011047246

ISBN 10: 0-13-231493-2

ISBN 13: 978-0-13-231493-0

Printed in the United States of America

1 2 3 4 5 6 7 8 9 10—V011—17 16 15 14 13 12

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INTRODUCTION

Focus on Pronunciation 1 is a comprehensive course that helps beginning students speak English more clearly, confidently, and accurately. The course covers important topics from all aspects of pronunciation—sounds, stress, rhythm, and intonation.

The vowel and consonant sounds presented are those that occur frequently in English and that students recognize as new or difficult. Stress, rhythm, or intonation topics focus on pronunciation features that are important for clear English communication and that students can easily notice.

Each unit ends with Communication Practice about a theme (for example, shopping and volunteering). As such, the activities and practice provide students with opportunities to improve their pronunciation and communication skills in context.

ORGANIZATION OF *FOCUS ON PRONUNCIATION 1*

Focus on Pronunciation 1 is divided into three parts: Vowels; Consonants; and Stress, Rhythm, and Intonation. Each unit deals with specific pronunciation points and has the following organization:

STEP 1 PRESENTATION

This section introduces, explains, and provides information about the pronunciation point. It may show how sounds are made or present other useful information. This is often achieved through the use of diagrams or illustrations. Pronunciation explanations are student friendly and easy to understand.

STEP 2 FOCUSED PRACTICE

This section consists of controlled classroom activities that allow students to develop skill and proficiency with the pronunciation point.

STEP 3 COMMUNICATION PRACTICE

This section provides communicative practice activities that focus on a theme. The activities are more open-ended and they ensure student involvement through the use of games and interactive tasks. When students are engaged in the communicative activities, they should be encouraged to keep in mind these global features of clear speaking:

- Speak slowly.
- Speak loudly enough.
- Pay attention to the ends of words.
- Use your voice to speak expressively.

NEW! NATURAL ENGLISH

New to this edition, the Natural English box in each unit highlights ways to speak English more naturally. In some cases, the Natural English box reviews or “pulls in” another important aspect of pronunciation that is not the focus of the current unit. Students might, for example, be reminded to group words together in a consonant or vowel unit in order to make their English more understandable to others. Additionally, the Natural English box may highlight the pronunciation of useful expressions (such as the use of *me too* for agreement).

STEP 4 EXTENDED PRACTICE




This section consists of recorded homework activities. Accuracy Practice reviews key controlled exercises within the unit and serves as a warm-up for Fluency Practice, a freer speaking task that deals with the content of the unit. Students who have access to a computer can record their voices and review their pronunciation. The teacher can also listen to these recordings and provide feedback. Directions for how to make and send electronic files are at the back of the Student Book.

AUDIO PROGRAM

The **Classroom Audio CDs** have the recordings for all the pronunciation and listening exercises in the Student Book.

The **Student Audio CD-ROM** in the back of the book has all the recordings needed to complete the Accuracy Practice exercises in MP3 format.

KEY TO ICONS

-  — material recorded as part of the Classroom Audio CDs
-  — material recorded as part of the Student Audio CD-ROM in the Student Book
-  — material for students to record and give to the teacher

PLANNING A SYLLABUS

The units in *Focus on Pronunciation 1* can be used in any order. Teachers can “skip around”—for example, teaching the overview unit for Vowels, then a specific vowel unit, then the overview for Stress, Rhythm, and Intonation, then a specific unit dealing with rhythm, and so on. Teachers who adopt this approach could also cover all the overview units at the beginning of the course and then skip around within the sections. The units can also be taught in order, first covering vowels, then consonants, and so on.

GENERAL REFERENCES

Most students have difficulty with English vowels and with stress, rhythm, and intonation, regardless of their native language background. With the exception of a few consonants (for example, the first sound in *think*), consonant difficulty depends more on the native language. The following references provide information on pronunciation problems related to native language:

Avery, Peter and S. Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1992.

Lane, Linda. *Tips for Teaching Pronunciation*. Pearson Longman, 2010.

Swan, M. and Smith, B. *Learner English, 2nd Ed.* Cambridge, UK: Cambridge University Press, 2001.

The following research influenced the content and approach of this book:

Avery, Peter and S. Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1992.

Celce-Murcia, Marianne, D. M. Brinton and J. M. Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 1996.

Lane, Linda. *Tips for Teaching Pronunciation*. Pearson Longman, 2010.

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ACKNOWLEDGMENTS

I am indebted to a number of people whose support, patience, and good humor made this book possible. I am grateful for the help and suggestions of my editors at Pearson: Lise Minovitz, Lynn Sobotta, and Shelley Gazes.

I would like to thank the reviewers who offered suggestions that shaped the new edition: Ashkhen Strack, Tunxis Community College, Farmington, CT; Victor Matthews, Assumption College, Lampang, Thailand; Judy Gilbert, Columbia University, New York, NY; Joanna Ghosh, University of Pennsylvania, Philadelphia, PA.

In addition, I would like to thank those reviewers whose insights shaped the previous edition: Dr. John Milbury-Steen, Temple University, Philadelphia, PA; Michele McMenam, Rutgers University, Piscataway, NJ; Gwendolyn Kane, Rutgers University, Piscataway, NJ; William Crawford, Georgetown University, Washington, D.C.; Linda Wells, University of Washington, Seattle, WA; Tara Narcross, Columbus State Community College, Columbus, OH; Robert Baldwin, UCLA, Los Angeles, CA; Mary Di Stefano Diaz, Broward Community College, Davie, FL; Barbara Smith-Palinkas, University of South Florida, Tampa, FL; Susan Jamieson, Bellevue Community College, Bellevue, WA; Andrea Toth, City College of San Francisco, San Francisco, CA; Fernando Barboza, ICPNA, Lima, Peru; Adrianne P. Ochoa, Georgia State University, Atlanta, GA; Greg Jewell, Drexel University, Philadelphia, PA; Cindy Chang, University of Washington, Seattle, WA; Emily Rosales, Université du Québec à Montréal/École de Langues, Montréal, QC, Canada.

My colleagues at the American Language Program at Columbia University have always been an inspiration and source of generous support.

For the encouragement and patience of my family, Mile, Martha, Sonia, and Luke, and of my dear friend Mary Jerome, whom I miss every day, I am also deeply grateful.

Finally, I want to thank my students—for teaching me how they learn pronunciation, for wanting to improve their pronunciation, and for showing me how to help them.





—Linda Lane

VOWELS

UNIT	PRONUNCIATION FOCUS	COMMUNICATION FOCUS
1	Vowel Overview	Currency
2	/iɪ/ <u>ea</u> t and /ɪ/ <u>it</u>	Jobs
3	/æ/ b <u>a</u> d and /ɛ/ b <u>e</u> d	Breakfast
4	/ɑ/ c <u>o</u> p and /ə/ c <u>u</u> p	Shopping
5	Review of /ə/, /æ/, and /ɑ/	Family
6	Vowel + r: /ɑr/ c <u>a</u> r, /ɔr/ f <u>o</u> ur, and /ər/ b <u>ir</u> d	Firsts

STEP 1 PRESENTATION

 There are 14 vowel sounds in English.

- | | |
|--|--|
| 1. tree /i:/ | 8. food /u:/ |
| 2. fish /ɪ/  | 9. book /ʊ/ |
| 3. mail /eɪ/  | 10. road /oʊ/ |
| 4. bed /ɛ/ | 11. jaw ¹ /ɔ/  |
| 5. hat /æ/ | 12. house /aʊ/ |
| 6. cup /ʌ/ | 13. eye /aɪ/  |
| 7. box /ɑ/ | 14. boy /ɔɪ/ |

 There are six vowel letters.²

- | | |
|--|---|
| 1. A, a /eɪ/ | 4. O, o /oʊ/ |
| 2. E, e /i:/ | 5. U, u /juw/ (sounds like <i>you</i>) |
| 3. I, i /aɪ/ (sounds like <i>eye</i>) | 6. Y, y /weɪ/ (sounds like <i>why</i>) |

STEP 2 FOCUSED PRACTICE

EXERCISE 1: Four Vowels End in a /y/ Sound

 A | Listen to the words.

- | | | | |
|---------------|---------------|----------------|---------------|
| 1. /aɪ/ | 2. /ɔɪ/ | 3. /eɪ/ | 4. /i:/ |
| a. <u>eye</u> | a. <u>boy</u> | a. <u>play</u> | a. <u>tea</u> |
| b. <u>try</u> | b. <u>joy</u> | b. <u>say</u> | b. <u>see</u> |



¹ Many Americans say jaw with the vowel in stop; ² The letter y is sometimes a vowel sound.

B | Listen and repeat the words.

1. coin 

4. why

7. bee 

10. toys

2. day

5. table

8. please

11. my

3. fly

6. tree

9. oil 

12. face

C | Write each word from Part B in the correct column.

/ay/ eye

/oy/ boy

/ey/ play

/iy/ tea

_____	<u>coin</u>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EXERCISE 2: Join Words Together

A | Listen and repeat the sentences. Use /y/ to join the vowel sound to the next word.

- | | |
|----------------------------------|-----------------------------------|
| 1. The boy <u>y</u> is sick. | 4. Why <u>y</u> are you laughing? |
| 2. Please say <u>y</u> it again. | 5. Try <u>y</u> it. |
| 3. Today <u>y</u> is Saturday. | 6. Let's see <u>y</u> a movie. |

EXERCISE 3: Three Vowels End in a /w/ Sound

A | Listen to the words.


1. /aw/

2. /ow/

3. /uw/

a. cow 

a. go


a. shoe 

b. town

b. show


b. do

B | Listen and repeat the words.

1. towel 

4. pool 

7. two


2. know 

5. brown

8. boat

3. how

6. student

9. toes 

C | Write each word from Part B in the correct column.


/aw/ cow

/ow/ go

/uw/ shoe


<u>towel</u>	_____	_____
_____	_____	_____
_____	_____	_____

EXERCISE 4: Join Words Together

 Listen and repeat the sentences. Use /w/ to join the vowel sound to the next word.


1. Do^w it now.
2. It's too^w easy.
3. Go^w out.
4. Show it to me.
5. How is your friend?
6. Now I'm ready.

EXERCISE 5: Listen for Differences

 A | Listen and repeat the words.


- | | | |
|-------------------|--------------------|-------------------|
| 1. a. <u>wait</u> | 4. a. <u>head</u> | 7. a. <u>cup</u> |
| b. <u>wet</u> | b. <u>had</u> | b. <u>cop</u> |
| 2. a. <u>seat</u> | 5. a. <u>leave</u> | 8. a. <u>will</u> |
| b. <u>sit</u> | b. <u>live</u> | b. <u>well</u> |
| 3. a. <u>Luke</u> | 6. a. <u>hat</u> | 9. a. <u>lock</u> |
| b. <u>look</u> | b. <u>hot</u> | b. <u>luck</u> |



 B | Listen again. Which word do you hear? Circle a or b.

C | GROUPS: Say a word from Part A. Pronounce the vowel carefully. Your classmates will say a or b.

EXERCISE 6: Differences in Meaning

 A | Listen to the questions and answers.

Questions	Answers
1. a. How do you spell <u>seat</u> ?	S-E-A-T.
b. How do you spell <u>sit</u> ?	S-I-T.
2. a. How do you spell <u>had</u> ?	H-A-D.
b. How do you spell <u>head</u> ?	H-E-A-D.
3. a. How do you spell <u>leave</u> ?	L-E-A-V-E.
b. How do you spell <u>live</u> ?	L-I-V-E.
4. a. How do you spell <u>cup</u> ?	C-U-P.
b. How do you spell <u>cop</u> ?	C-O-P.

Natural English

The line above each question shows the intonation. Intonation is the rise or fall of your voice, or the music of your voice. Intonation usually falls at the end of information questions.

A: How do you spell Steven?

B: S-T-E-V-E-N.

A: Where are you from?

B: Spain.

B | PAIRS: Ask a question from Part A. Follow the intonation lines. Pronounce the underlined word carefully. Your partner will spell the word.

STEP 3 COMMUNICATION PRACTICE

CURRENCY



EXERCISE 7: Currencies and Countries

People use money to buy things. The money people use in a certain country is called *currency*. Different countries have different currencies. In the United States, the currency is the dollar.

- A** | Listen to the currencies. Match each currency in column A with the word in column B that has the same vowel sound.

	A	B
<u>United States</u>	1. doll <u>a</u> r	a. w <u>e</u> t /ɛ/
_____	2. p <u>e</u> so	b. st <u>o</u> p /ɑ/
_____	3. r <u>u</u> ble	c. sh <u>o</u> e /u/
_____	4. y <u>e</u> n	d. g <u>o</u> /oʊ/
_____	5. kr <u>o</u> na	e. pl <u>a</u> y /eɪ/

- B** | PAIRS: Match the countries and their currencies. Write the name of each country on the correct line in Part A. Then check your answers on page 6.

Japan	Mexico	Russia	Sweden	United States
-------	--------	--------	--------	--------------------------


EXERCISE 8: Your Turn


GROUPS: Use the sentences to talk about the currency used in your country.

I'm from _____ . In _____ , we use the _____ .
 (country name) (country name) (currency name)

" _____ " is spelled _____ .
 (currency name) (letters)

STEP 4 EXTENDED PRACTICE

 **Accuracy Practice** Listen again to Exercise 5A on page 4. Then record the words.

 **Fluency Practice** Use the information from Exercise 7 on page 5 to talk about currencies. Complete the sentences and record them.

EXAMPLE: The currency in the United States is the dollar.
(currency name)
“Dollar” is spelled D-O-L-L-A-R.
(currency name) (letters)

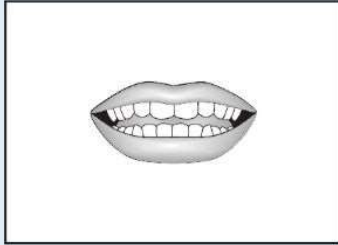
1. The currency in Japan is the _____. “_____” is spelled _____.
2. The currency in Mexico is the _____. “_____” is spelled _____.
3. The currency in Russia is the _____. “_____” is spelled _____.
4. The currency in Sweden is the _____. “_____” is spelled _____.
5. I’m from _____. In _____ we use the _____, “_____” is spelled _____.

Exercise 7B: 1. United States, 2. Mexico, 3. Russia, 4. Japan, 5. Sweden

UNIT 2 /iy/ eat and /ɪ/ it

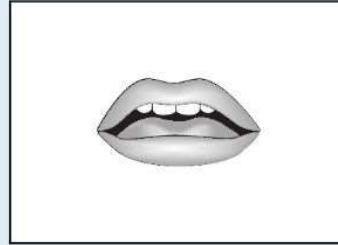
STEP 1 PRESENTATION

The pictures show you how to say the sounds /iy/ and /ɪ/.



eat /iy/

Spread your lips.
End the vowel with /y/.



it /ɪ/

Relax your lips.
Lower your tongue a little.

Spellings for /iy/	Spellings for /ɪ/
<p>Common</p> <p><u>fe</u>t, <u>nee</u>d, <u>see</u> <u>belie</u>ve, <u>pie</u>ce <u>ea</u>st, <u>rea</u>d <u>poli</u>ce, <u>ski</u></p>	<p>Common</p> <p><u>si</u>t, <u>di</u>sh, <u>mi</u>nute</p>
<p>Other</p> <p>re<u>cei</u>ve <u>peo</u>ple <u>key</u></p>	<p>Other</p> <p><u>bu</u>ild  <u>bu</u>siness, <u>bu</u>sy <u>gi</u>ve, <u>li</u>ve</p>

STEP 2 FOCUSED PRACTICE

EXERCISE 1: Words with /iy/

 A | Listen and repeat the words.

- | | | | |
|-----------------|------------------|-------------------|--------------------|
| 1. <u>see</u> | 4. <u>teeth</u> | 7. <u>leave</u> | 10. <u>sheep</u> |
| 2. <u>tree</u> | 5. <u>people</u> | 8. <u>receive</u> | 11. <u>please</u> |
| 3. <u>green</u> | 6. <u>police</u> | 9. <u>machine</u> | 12. <u>teacher</u> |



B | Choose four words from Part A. Write them in the left column.

Your Words


1. _____
2. _____
3. _____
4. _____



Your Partner's Words

1. _____
2. _____
3. _____
4. _____

C | PAIRS: Listen to your partner's words. Write them in the right column.

EXERCISE 2: Words with /i/

 **A** | Listen and repeat the words.

- | | | | |
|--|-------------------|--------------------|--|
| 1. v <u>i</u> sit | 4. qu <u>i</u> ck | 7. th <u>i</u> s | 10. l <u>i</u> sten |
| 2. m <u>i</u> lk  | 5. f <u>i</u> sh | 8. b <u>i</u> g | 11. s <u>i</u> t |
| 3. m <u>i</u> nute | 6. sw <u>i</u> m | 9. s <u>i</u> ster | 12. s <u>i</u> ck  |

B | Choose four words. Write them in the left column.

Your Words


1. _____
2. _____
3. _____
4. _____









Your Partner's Words

1. _____
2. _____
3. _____
4. _____

C | PAIRS: Listen to your partner's words. Write them in the right column.

EXERCISE 3: Listen for Differences: /iy/ vs. /i/

 **A** | Listen and repeat the words.

- | | | |
|---|---|---|
| 1. a. m <u>e</u> at | 4. a. s <u>e</u> at  | 7. a. h <u>e</u> el  |
| b. m <u>i</u> tt  | b. s <u>i</u> t | b. h <u>i</u> ll  |
| 2. a. s <u>h</u> ee <u>p</u> | 5. a. e <u>a</u> t | 8. a. r <u>e</u> ach |
| b. s <u>h</u> ip  | b. <u>i</u> t | b. r <u>i</u> ch |
| 3. a. h <u>e</u> at  | 6. a. g <u>r</u> ee <u>n</u> | 9. a. l <u>e</u> ave |
| b. h <u>i</u> t  | b. g <u>r</u> in  | b. l <u>i</u> ve |

B | Listen again. Which word from Part A do you hear? Circle **a** or **b**.

C | GROUPS: Say a word from Part A. Pronounce the vowel carefully. Your classmates will say **a** or **b**.

EXERCISE 4: Differences in Meaning

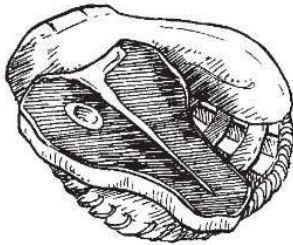
A | Listen and repeat the sentences.



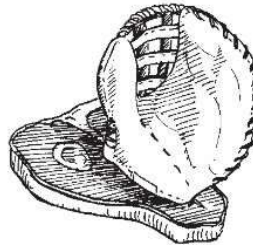
1. **a.** That's a high hill.



b. That's a high heel.



2. **a.** The meat is on the mitt.



b. The mitt is on the meat.



3. **a.** The ship is on the sheep.



b. The sheep is on the ship.

B | Listen again. Which sentence do you hear? Circle **a** or **b**.

C | PAIRS: Say a sentence from Part A. Your partner will point to the correct sentence, **a** or **b**.