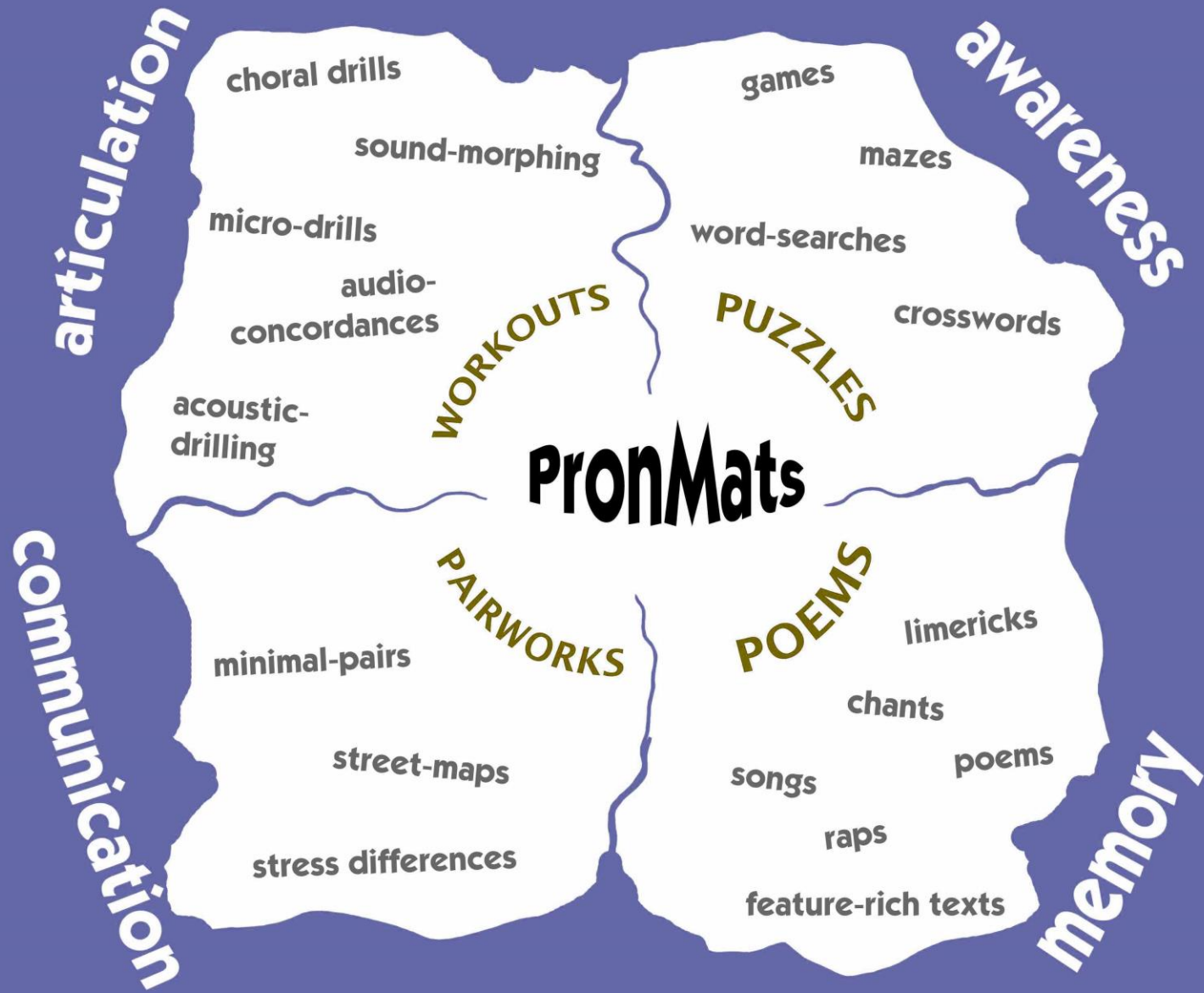


IATEFL PronSig pre-conference event

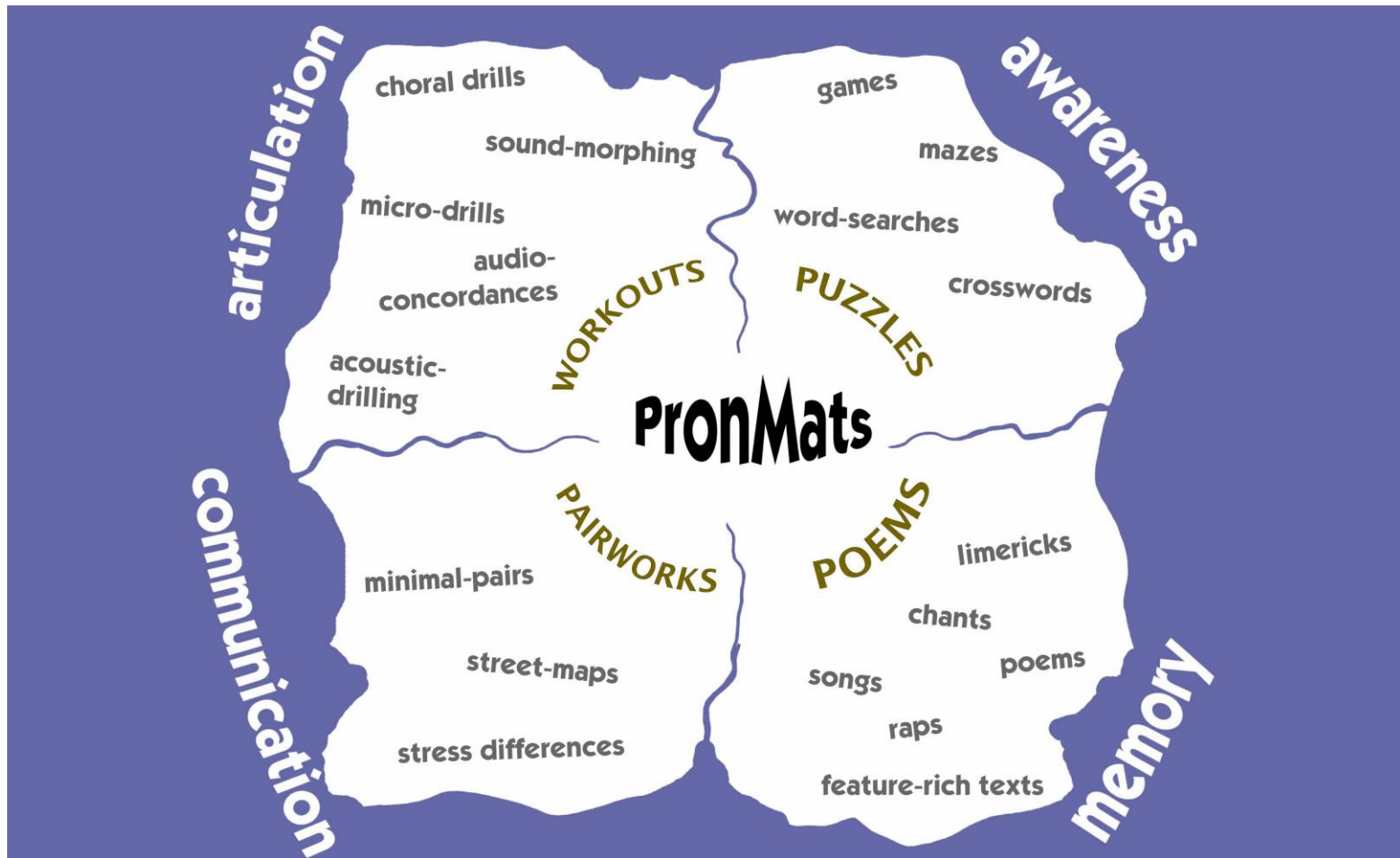
CREATING PRONUNCIATION MATERIALS



Timetable

10.00 – 10.15	Welcome and ice-breaker
10.15 – 11.30	<p>The spectrum of pronunciation materials</p> <ul style="list-style-type: none">- Drills and oral practice materials- Awareness-raising materials- Communicative activities- Other activity types <p>Sample materials are presented and participants are encouraged to share their own ideas for material types</p>
11.30 – 12.00	Break
12.00 – 13.30	<p>Evaluating pronunciation materials</p> <ul style="list-style-type: none">- Authenticity and face-validity- Playfulness, enjoyment- EAU: effective, accurate, useful- Flexibility, adaptability <p>Groups work together to evaluate sample materials and report back to the class</p>
13.30 – 14.30	Lunch
14.30 – 15.30	<p>The materials writing process</p> <ul style="list-style-type: none">- Needs analysis: appropriate language - accent model; language level- Brainstorm and research- Tools, e.g. rhyming dictionary; websites- Task construction
15.30 – 16.00	Break
16.00 – 17.00	<p>Putting it into practice</p> <p>Groups work together to produce a piece of material, then share and discuss.</p>

1 TYPES OF MATERIAL



PRONUNCIATION POEMS

You **won't** get (**fit**/**feet**)
Just **sitting** on a (**sit**/**seat**)
If you **wanna** get (**fit**/**feet**)
Gotta **get** up on your (**fit**/**feet**)

Don't **fill** that (**sit**/**seat**)
Gotta **move** a little (**bit**/**beat**)
Kick your **feet** to the (**bit**/**beat**)
(**Fill**/**Feel**) the **heat**, that's **it**!

PRONUNCIATION WORKOUTS

A

B

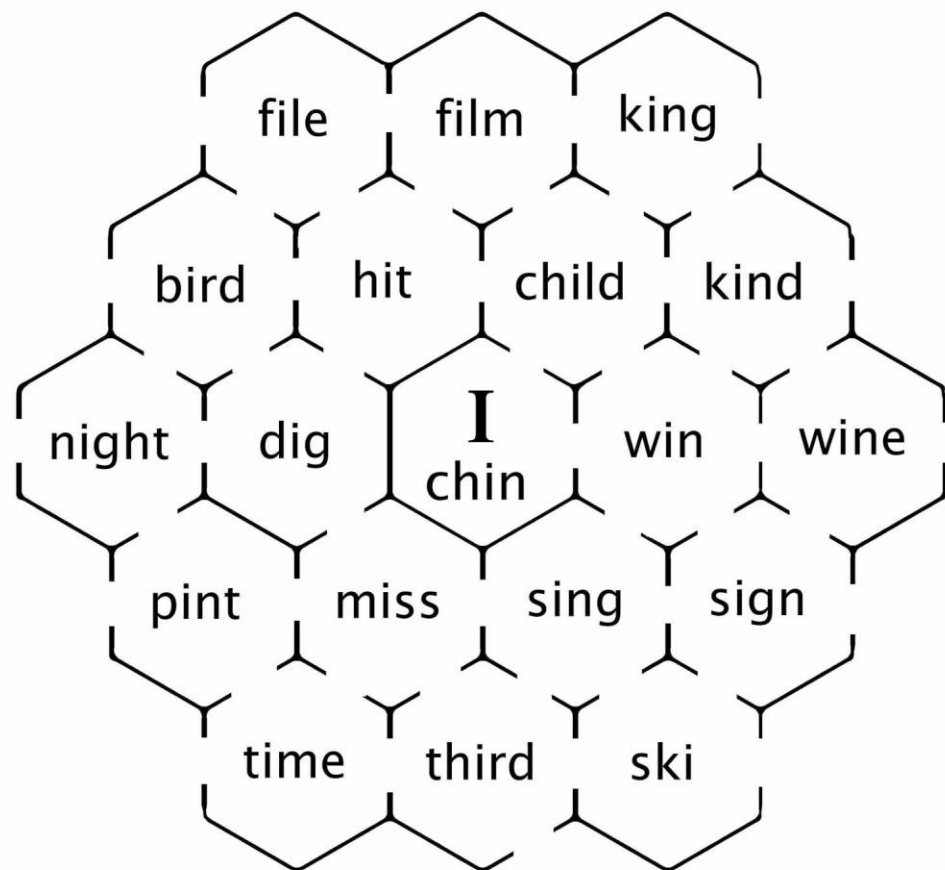
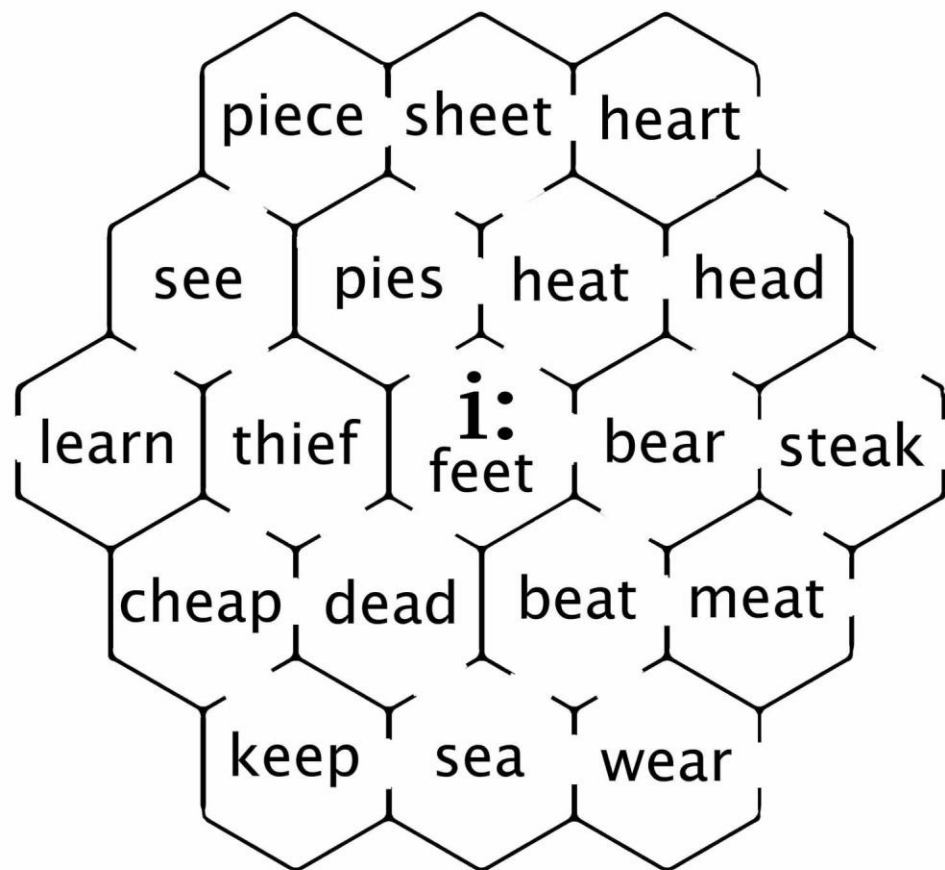
Seat and sit or sit and seat
Heat and hit or hit and heat

Cheap and chip or chip and cheap
Sheep and ship or ship and sheep

Feels and fills or fills and feels
Heels and hills or hills and heels

Beans and bins or bins and beans
Teens and tins or tins and teens

PRONUNCIATION PUZZLES



PRONUNCIATION PAIRWORKS



1 PRONUNCIATION WORKOUTS

A

Seat and sit or sit and seat
Heat and hit or hit and heat

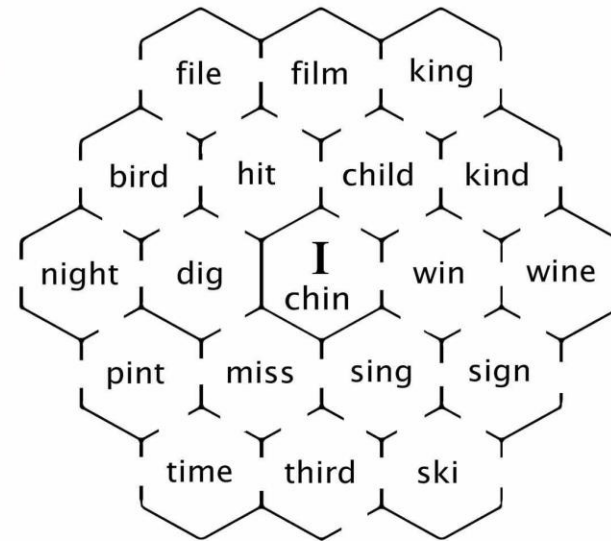
B

Cheap and chip or chip and cheap
Sheep and ship or ship and sheep

Feels and fills or fills and feels
Heels and hills or hills and heels

Beans and bins or bins and beans
Teens and tins or tins and teens

2 PRONUNCIATION PUZZLES



3 PRONUNCIATION PAIRWORKS



4 PRONUNCIATION POEMS

You **won't** get fit
Just **sitting** on a seat
If you **wanna** get fit
Gotta **get** up on your feet

Don't **fill** that seat
Gotta **move** a little **bit**
Kick your feet to the **beat**
Feel the **heat**, that's it!

1



noticing
articulating

2



awareness
-raising

3

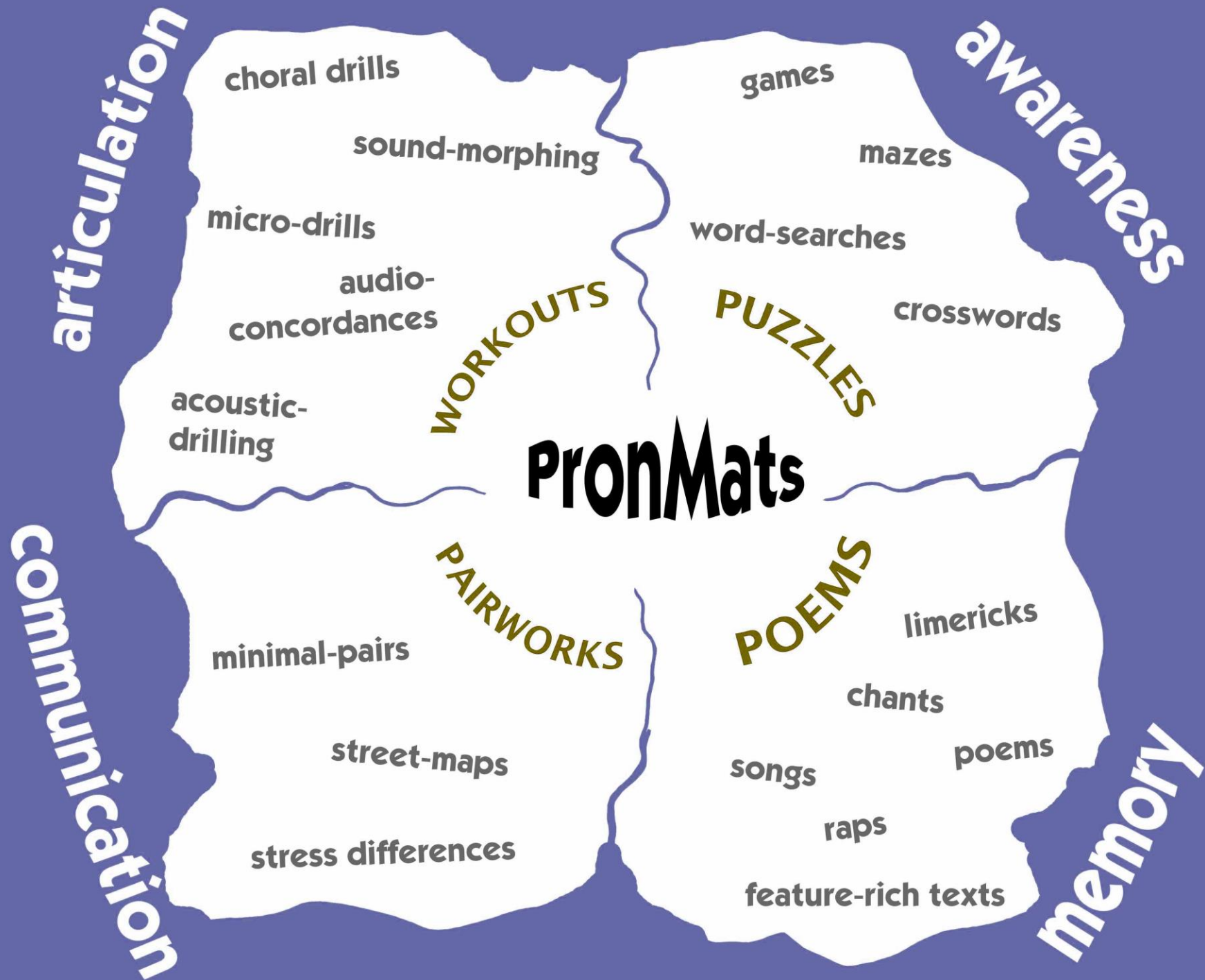


communicating

4



noticing
articulating



IATEFL PronSig PCE 2016

2 EVALUATING MATERIAL



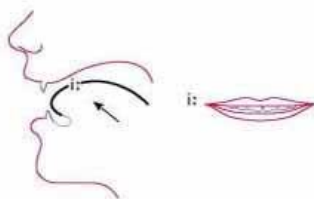
UNIT 1 /i:/ sheep

- Do you like your **tea** sweet?
– Yes. **Three** sugars, please.



1 Target sound /i:/

- A5** Open your mouth very little to make the target sound i:. /i:/ is a long sound. Listen and repeat: /i:/.



2 Sound /i:/

	sheep Look out for that sheep.	leak Stop it leaking!	
	cheeks What lovely cheeks!	peel This peel's got vitamin C in it.	
	bean Throw out that bean.	leave He's going to leave.	

Sound /i:/ words

- A6** a Listen and repeat the words.

Sound /i:/ sentences

- A7** b Listen to the sentences.

- A7** c Sentence stress

Notice that the most important words for the meaning of a sentence are pronounced more **LOUDly** and **s l o w l y**. The less important words are said more quietly and **quickly**. Listen to the sentences again and this time look at the underlined syllables below. Notice that they are louder and slower.

Look out for that sheep. Stop it leaking!
What lovely cheeks! This peel's got vitamin C in it.
Throw out that bean. He's going to leave.

- A7** d Listen again and repeat the sentences.

3 Dialogue

- a** First practise the sound /i:/ in some of the words from this unit. Read the words aloud or visit the website to practise.

One-syllable words: cheese beef tea eat meal
three cheap please me

Two-syllable words: Peter people Edam evening
Eastfield biscuit cheesecake

(The stress is always on the first syllable.)

Two-syllable words: Janine repeat

(The stress is always on the second syllable.)

Note on word stress: **bold** is used here to show you which part of the word is strongly stressed, i.e. which syllable is pronounced more **LOUDly** and **s l o w l y** than the other(s). Word stress doesn't usually change, except in some longer words with stress near the end. (See 4c and 4d.)

- AB** b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–10) with the correct words from the box.

cheese Peter eat please tea beef
three me teas beef

In a café: 'It's cheaper to eat at Marguerite's'

CHRISTINA: What would you like to eat, 1 _____? The cheese sandwiches are the cheapest.

PETER: Er ... mmm ... oh, a 2 _____ sandwich, please, Christina.

CHRISTINA: Cheese ... mmm ... Janine? Would you like a 3 _____ sandwich or a cheese sandwich?

JANINE: A cheese sandwich, 4 _____.

PETER: What about you, Christina? Would you like cheese or 5 _____?

WAITRESS: Are you all ready to order? What would you like to 6 _____?

CHRISTINA: Er, we'll have one beef sandwich, two cheese sandwiches and, mmm, 7 _____ for me.

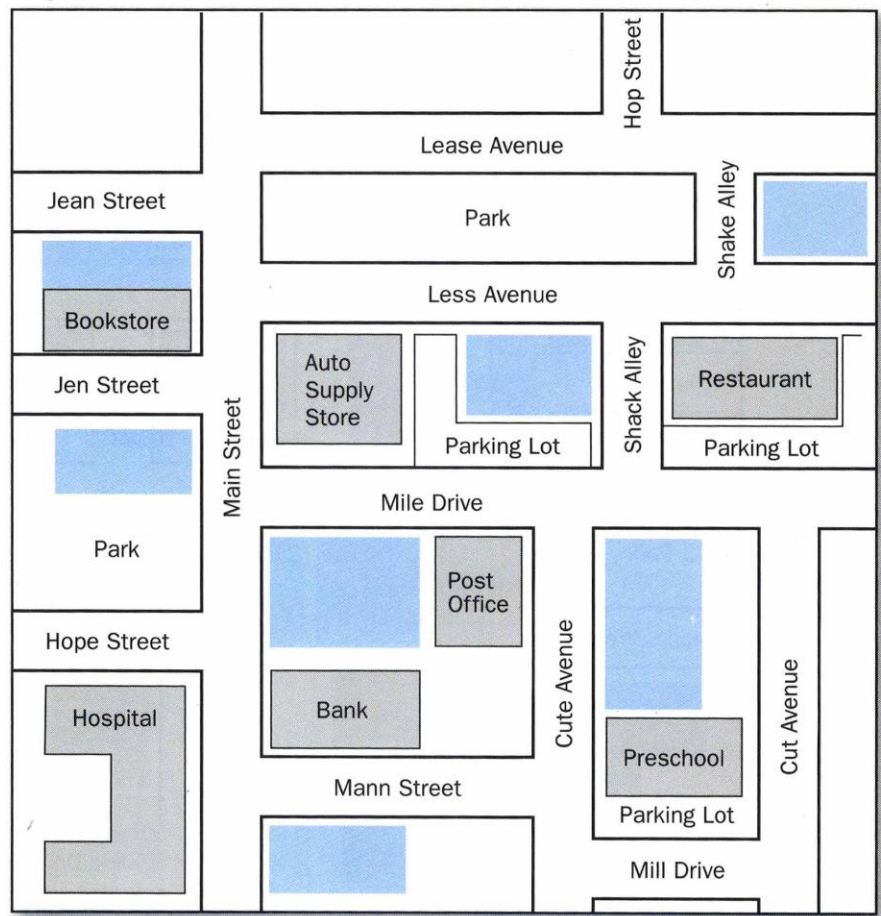
JANINE: Tea for 8 _____ too, please.

PETER: Yes, make that three 9 _____, please.

WAITRESS: (*writing down the order*) One beef sandwich, two cheese sandwiches and 10 _____ teas.

- AB** c Listen to the dialogue again to check your answers. Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

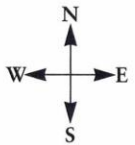
Map A



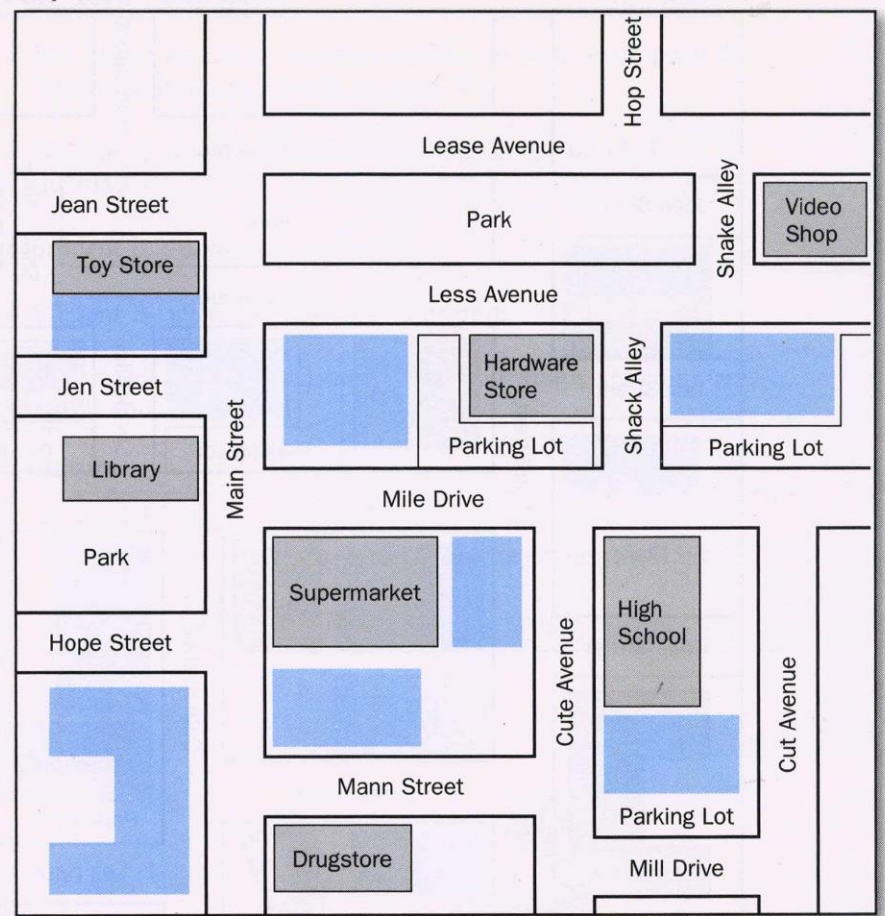
Student A, ask the location of the places in the box.

Places for Map A

toy store	high school
video shop	drugstore
hardware store	library
supermarket	



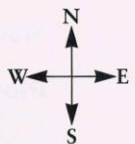
Map B



Student B, ask the location of the places in the box.

Places for Map B

bookstore	auto supply store
hospital	preschool
restaurant	bank
post office	



Help Father Christmas!

Father Christmas has got a big bag of presents for Tim, Gina, Anna and Mark.

Unfortunately, it's been a busy night and poor Father Christmas can't remember whose presents are whose! However, he does remember that Tim asked for presents with an /ɪ/ sound, Gina wanted presents with an /i:/ sound, Anna wanted presents with an /æ/ sound and Mark wanted presents with an /a:/ sound.

Help Father Christmas by putting the presents in the correct stocking according to the pronunciation of the underlined vowels.



Presents

<u>a</u> nimal <u>l</u> amp	<u>a</u> rt book	b <u>a</u> throbe	Frozen <u>D</u> VD	furry s <u>l</u> ippers	i <u>P</u> ad	<u>j</u> eans	model c <u>a</u> r
model plane k <u>i</u> t	school b <u>a</u> g	sk <u>i</u> s	st <u>i</u> ckers	swe <u>e</u> ts	thermos fl <u>a</u> sk	toy sh <u>i</u> p	woolly h <u>a</u> t

Tim /ɪ/



Gina /i:/



Anna /æ/



Mark /a:/



1. a. Is it a big cat? b. Is it a big cut?	No, it's a lion. No, not too deep.
2. a. What's a buck? b. What's a book?	One dollar. That thing you're reading.
3. a. Was it cut? b. Was it caught?	No, it was broken. No, it's still free.
4. a. What's a skull? b. What's a school?	The bone that protects your brain. A place for learning.
5. a. Do you need many? b. Do you need money?	No, just a few. Yes, ten dollars.
6. a. What's a goal? b. What's a gull?	An aim or purpose. A sea bird.

Linda Grant 'Well Said'

SON	SUN	/sʌn/
WAZE	WAYS	/weɪz/
BARE	BEAR	/beə ^r /
HERE	HEAR	/hɪə ^r /
GORILLA	GUERILLA	/gə ^r ɪl.ə/
FLOWER	FLOUR	/flaʊə ^r /
HERD	HEARD	/hɜː ^r d/
RAIN	REIGN	/reɪn/

Sand in my shoes (Dido)

Two weeks away feels like the whole world should've changed
But I'm home now and things still look the same
I think I'll leave it till tomorrow to unpack
Try to forget for one more night that I'm back in my flat on the road
Where the cars never stop going through the night
To a life where I can't watch the sun set
I don't have time, I don't have time

*I've still got sand in my shoes, and I can't shake the thought of you
I should get on, forget you, Why, why would I want to?
I know we said goodbye
Anything else would've been confused but I wanna see you again*

Tomorrow's back to work and down to sanity
Should run a bath and then clear up the mess I made before I left here
Try to remind myself that I was happy here
Before I knew that I could get on a plane and fly away
From the road where the cars never stop going through the night
To a life where I can watch the sun set
And take my time, take all our time

[Chorus]

I wanna see you again
Two weeks away, all it takes to change and turn me around, I've fallen
I walked away and never said that I wanted to see you again

[Chorus x2]

I wanna see you again

I wanna see you again

catenation	elision	assimilation	contraction
weak forms	gemination	liaison	

<p>In recent years, the percentage of children being classified as obese has risen. What do you think we can do about this?</p> <p><i>Prompt: It isn't something I know much about, but . . .</i></p>	<p>What do you think we can do to encourage young people to do more exercise?</p> <p><i>Prompt: My own feeling is that . . .</i></p>	<p>se the amount</p>
<p>What's the most important thing for you in a job: the money you earn or the enjoyment you get from the work?</p> <p><i>Prompt: My own view is that . . .</i></p>	<p>Where are you going on your next holiday?</p> <p><i>Prompt: I haven't made up my mind yet but I might . . .</i></p>	
<p>What is the greatest cause of stress in modern society do you think?</p> <p><i>Prompt: One of the main causes of stress these days is . . .</i></p>	<p>What are the similarities between your city and another city you've visited?</p> <p><i>Prompt: A common feature of my city and . . . is . . .</i></p>	
<p>What's the most difficult thing about learning English?</p> <p><i>Prompt: If you ask me, it has to be . . .</i></p>	<p>What is a stereotype of people from your country and to what extent do you agree?</p> <p><i>Prompt: Many say that in . . . we always . . .</i></p>	<p>to a</p> <p>a</p>
<p>Are you hoping to go travelling next year?</p> <p><i>Prompt: I'm thinking of . . ., but I haven't decided yet.</i></p>	<p>What one place would you recommend to tourist visiting your city?</p> <p><i>Prompt: One of the main attractions of the city is . . .</i></p>	<p>on our smart</p> <p>t . . .</p>

/sta:(r)t/	Sorry, I don't understand.	?	Could I ask you to say that again, please?	only	?	I agree with you completely
→ Could you expand on that for us?	?	We should never ever make assumptions.	for	?	Those who are in favour, say 'I'.	who
↶ the	On the other hand, it's difficult to imagine.	?	To be honest, I haven't read enough on the topic.	to	?	I'm afraid I didn't quite get that.
Is there anything you'd like to add?	?	I think it's open to interpretation.	in	?	Getting angry is not going to achieve anything.	there
↶ just	There's always room for improvement.	?	One way or another, we need to make a decision.	her	?	/finI/

Louise Guyett 2015

Who do you look like?

Contrastive Stress to correct information

- 1 a) Listen to three dialogues. What is the second speaker doing in each conversation?

Alice: I look most like my mum.

Ricky: No you don't, you look more like your dad.

Chris: Our teacher is very fashionable.

Lisa: She's actually very unfashionable.

Elise: Sam thinks Sarah is good-looking!

Rachel: No, Sam thinks Paula is good-looking

- b) Listen again. Which words do the second speakers stress most?

- c) Why do you think they stress these words?

- 2 a) Look at the picture. Read the sentences in column A and underline the words that give incorrect information.



A	B
1 Brian is wearing a red polo shirt.	No, David is wearing a red polo shirt.
2 David has a shaved head.	No, he doesn't. Brian has a shaved head.
3 Brian has longer hair than David.	No, David has longer hair than Brian.
4 David is wearing a cap.	No, he isn't. He's wearing glasses.
5 Brian is wearing a black belt.	No, he's wearing a white belt.
6 David and Brian are wearing shorts.	No, they're not. They're wearing trousers.

- b) Now read the sentences in column B. Circle the word you think should be stressed in order to correct the information. Listen and check.

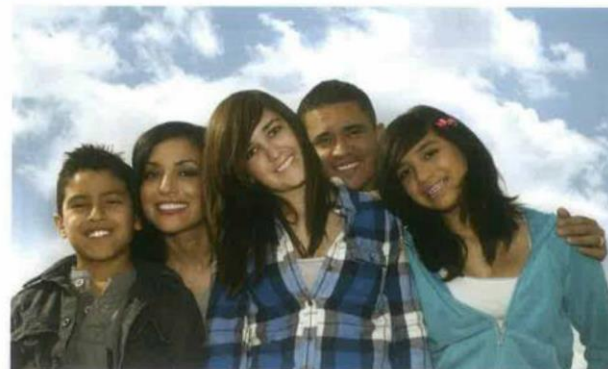


Student A

- a) Listen to Student B's sentences about your family photograph and correct any information that is wrong.

- b) Read these sentences to Student B about their family photograph.

- 1 There are two children in the family.
- 2 There are two sons in the family.
- 3 The parents have fair hair.
- 4 The girls are wearing green clothes.
- 5 The family look sad.



Student B

- a) Read these sentences to Student A about their family photograph.

- 1 There are four children in the family.
- 2 The parents are old.
- 3 The mother has short hair.
- 4 The daughter is wearing a dress.
- 5 The son is wearing a green T-shirt.

- b) Now listen to Student A's sentences about your photograph and correct any information that is wrong.

Homophones matching

Proposal

To raise awareness of homophones and the relationships between sound and spelling.

Duration

Difficulty

Preparation

You will need a set of eight pairs of homophones. Use words which are at least partly familiar to the class. See the examples in the oval below. Two more sets that could also be used are included in the box at the bottom of the column.

Procedure

Ask the learners to work individually.

Write the sixteen words (in their normal spelling, not in phonemic script) on the board in random order inside a large circle or oval shape. You could also use a pre-prepared OHT or PowerPoint slide.

rode peal pail way
wry peel site pale rote sighed road
weigh rye wrote side sight

Ask the learners to find a homophone for each word, eg *road* and *rode*. If necessary, do one example with the whole class first, joining the two homophones on the board with a line.

Check the answers in open class by inviting the learners to come to the board and draw lines between the pairs of homophones,

If there are any errors, invite other learners to come to the board and correct them.

Prolongation

Elicit the pronunciation of each pair of words. Focus on any differences between the pairs: eg the only difference between *road/rode* and *rote/wrote* is /t/ vs /d/. The diphthongs in all four words are pronounced identically.

Set 1

through threw throw
throe rows rose rouse
rows knit nit night
knight not knot nose
knows

Set 2

great grate greyed
grade bear bare beer
bier world whirled
word whirred seem
seam sum some

Marks and Bowen

Starring schwa



Track 53

Proposal

To develop awareness of the prevalence of the 'schwa' (the weak vowel /ə/ – see Part A, page 16–17) and the many ways it can be represented in spelling.

Duration

Difficulty

Preparation

Prepare a version of a short text with all the schwas replaced by asterisks. See the example of such a text in the box opposite, which is recorded. Make photocopies of the 'starred' text and the original one.

Procedure

- 1 Hand out the 'starred' text and tell the learners that all the asterisks stand for the same sound – the schwa.
 - They read it first in order to get the general idea.
 - They then go through it, trying to reconstruct the words containing asterisks.
- 2 When they have done what they can, you read the text aloud (or, if using the text opposite, play the recording) so that the learners can revise and complete their versions.
- 3 Finally, hand out the original version of the text for the learners to check.

Prolongation

- 1 You could ask the learners to read the text (or part of it) aloud *in parallel* with your reading or the recording. (See *Shadowing* on page 120.)
- 2 They could produce similar texts (or even just sentences) of their own for each other.

PS Trying to focus learners' attention on the schwa often has the paradoxical effect of making this minimal sound loom much too large. This activity attempts to make schwa the star of the show by putting it in a muted spotlight: it becomes a star (asterisk) but in the process it becomes anonymous, and its costume (spelling) has to be reconstructed by the learners.

Depending on your class, you might decide to use a text the learners have worked on previously – maybe one from their coursebook – or one which is completely new to them.

Ev* dreamed *f taking * bath in beer? Well, y* can, and *ppar*ntly it's good f* you. It w*s used in th* Middle Ages *s * rem*dy f*r * whole range *f ailment*s, *nd it's rec*ntly been reintr*duced *t * Germ*n health resort. Th* beer they use, mixed with lukewarm wat*, isn't just any old beer, though. It has t* be in the early stages *f fermentati*n in ord* t* give th* maxim*m benefit. So, not s*prisingly, y* can't drink it. B*t I s*ppose y* c*n alw*s head f* th* bar aft*w*ds if y* feel thirsty.



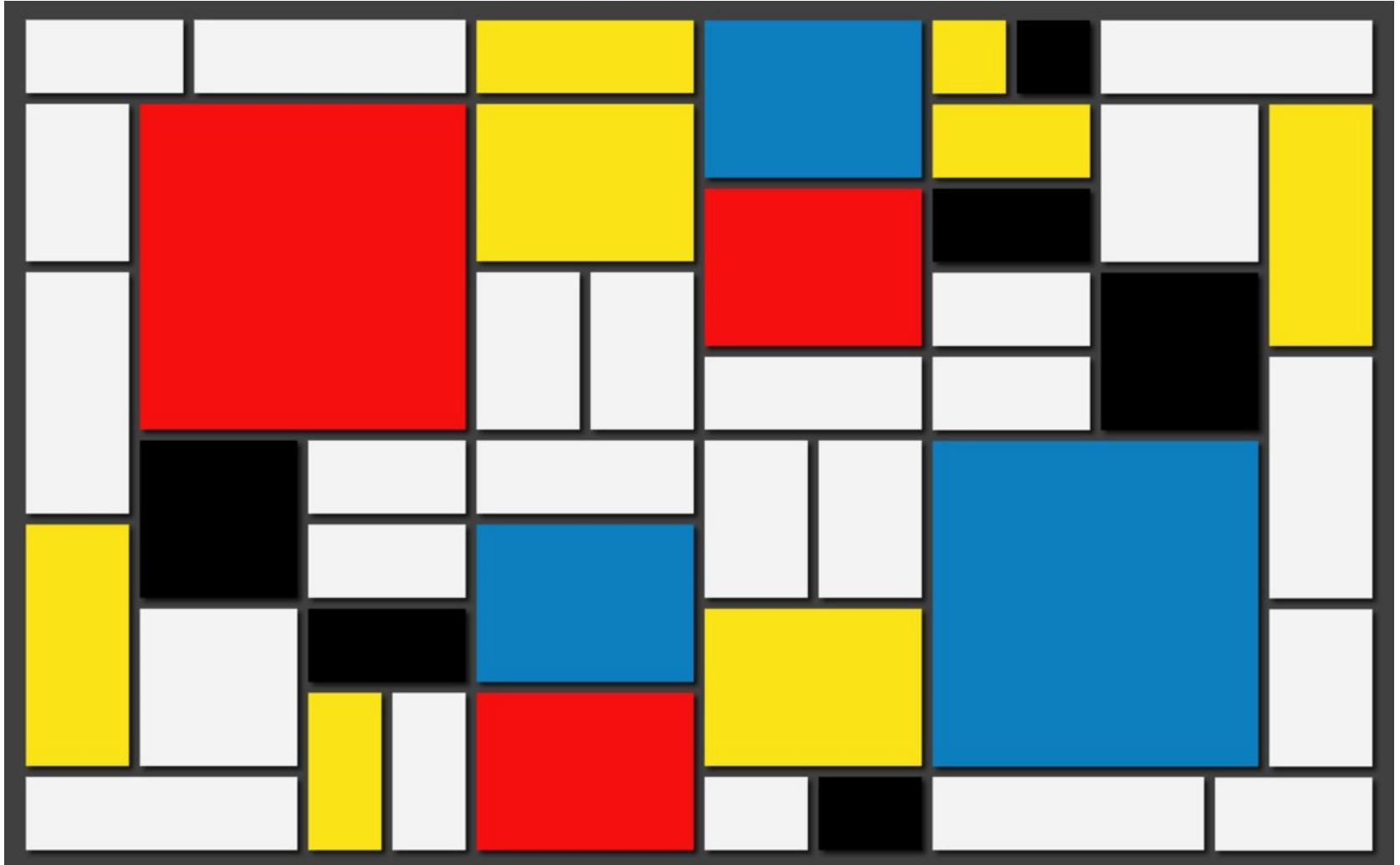
Track 53

Ever dreamed of taking a bath in beer? Well, you can, and apparently it's good for you. It was used in the Middle Ages as a remedy for a whole range of ailments, and it's recently been reintroduced at a German health resort. The beer they use, mixed with lukewarm water, isn't just any old beer, though. It has to be in the early stages of fermentation in order to give the maximum benefit. So, not surprisingly, you can't drink it. But I suppose you can always head for the bar afterwards if you feel thirsty.

Marks & Bowen

IATEFL PronSig PCE 2016

3 THE CREATIVE PROCESS



// Fifty? // No // fifteen! //

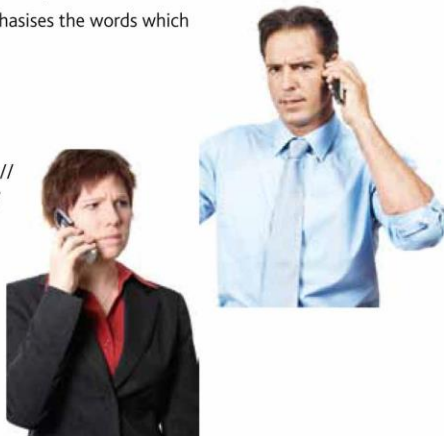
Emphasising corrections

A

A00 When we hear an error and we correct it, we emphasise the correct information.

Listen to this conversation. Notice how Andy emphasises the words which Bella has heard incorrectly.

Andy: // Let's meet up tonight //
 Bella: // OK // When and where? //
 Andy: // How about the Blues Café? //
 Bella: // The Mews Café? // Don't like that place //
 Andy: // No, the Blues Café // In Rawton Road //
 Bella: // Where's Lawton Road? //
 Andy: // Not Lawton Road // Rawton Road // you know //
 Bella: // Ah yes // OK // What time? //
 Andy: // How about nine fifteen //
 Bella: // Five fifteen? // That's too early //
 Andy: // No, nine fifteen // What's wrong with your ears today?! //



B

A00 If only a part of a word or phrase is not heard correctly, we emphasise only that part when we correct. Listen to these examples.

A: // My nephew's fifteen //
 B: // Thirteen? //
 A: // No // fifteen! //
 A: // You must be more careful! //
 B: // Careless? //
 A: // No // careful! //
 A: // Her room is really untidy //
 B: // Tidy? //
 A: // No // untidy! //
 A: // I saw a blackbird // in the garden //
 B: // A blackboard? //
 A: // No // a blackbird! //

C

A00 In the examples above, the mistake was that one of the speakers did not hear correctly. But we can also use extra stress when correcting other kinds of mistakes, for example if the information is wrong. Listen to this example.

A: // The Amazon's the longest river in the world //
 B: // Oh // I thought the Nile was the longest river //

Exercises

44.1 **A00** Read this phone conversation. Notice the words which are emphasised by Sylvia and decide whether Joe says phrase a or phrase b. Underline the correct answer. Then listen and check.

EXAMPLE Sylvia: Hello, Joe, I'm coming to visit next month.

Joe: You're coming a this month? b next week?

Sylvia: No, next month. Can you meet me? I'll be on the evening plane.

1 Joe: On the a morning plane? b evening train?

Sylvia: No no. On the evening plane. On Sunday the third.

2 Joe: On a Sunday the first? b Monday the third?

Sylvia: No no, Sunday the third. At nine fifteen.

3 Joe: At a five fifteen? b nine fifty?

Sylvia: No no, nine fifteen. You'll know it's me. I'll have a blue jacket.

4 Joe: a new jacket? b blue packet?

Sylvia: No no, a blue jacket. See you there. Bye.



44.2 **A00** Read these short conversations. Which syllable do you think the speaker will emphasise in each blue speech unit? Underline it.

EXAMPLE A: // I disagree with you //

B: // You agree? //

A: // No // I disagree! //

1 A: // He's in the bathroom //

B: // In the bedroom? //

A: // No // the bathroom! //

2 A: // My father's retired //

B: // Why is he tired? //

A: // No // he's retired! //

3 A: // I bought a bookshelf //

B: // A bookshop? //

A: // No // a bookshelf! //

4 A: // But that's impossible! //

B: // You think it's possible? //

A: // No // I said impossible! //

5 A: // The kitchen's downstairs //

B: // Upstairs? //

A: // No // downstairs! //

Follow-up: Listen. You will hear the first two lines and then a pause before the third line. Say the third line with the stress you underlined. Then listen and check if you were right.

Da da phrase book

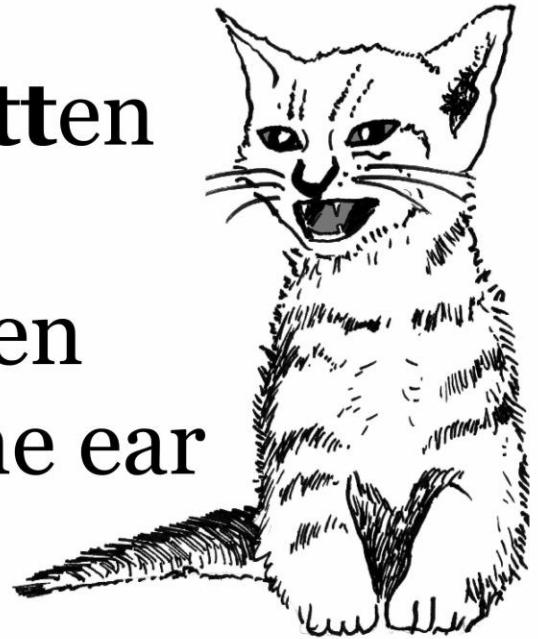
1 Dar	Fresh	fried	chips
Dooby	Lots of	fish and	pizza
Dipety	Plenty of	carrots and	sausages
2 Dar	New	black	boots
Dooby	Lovely	yellow	trousers
Dipety	Horrible	rose coloured	sunglasses
3 Dar	Don't	tell	Mike
Dooby	Go and	speak to	Mary
Dipety	Hurry and	give it to	Jonathan
4 Dar	Near	north	Leeds
Dooby	There in	sunny	London
Dipety	Over in	glamorous	Manchester

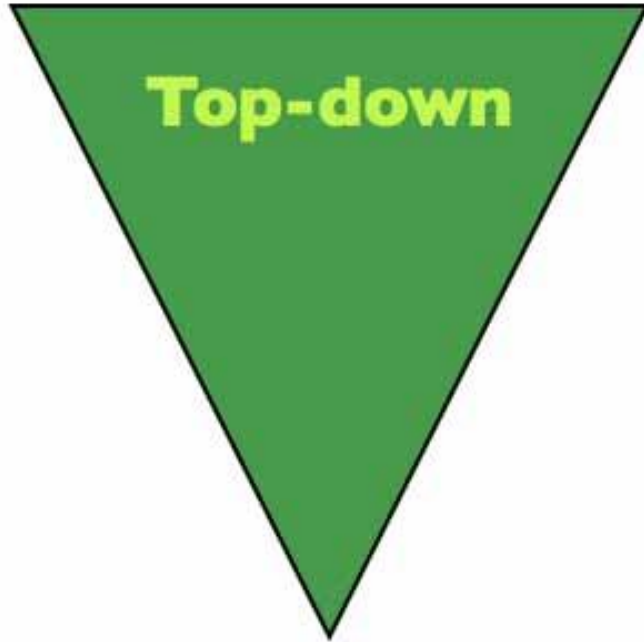
Da da phrase book

5 Dar	One	cold	beer
Dooby	Half a	glass of	whiskey
Dipety	Give me a	bottle of	orange juice
6 Dar	Ring	Jack	soon
Dooby	Speak to	Susan	later
Dipety	Telephone	Alison	afterwards
7 Dar	Three	blind	mice
Dooby	Seven	hungry	tigers
Dipety	Hundreds of	pictures of	elephants
8 Dar	Can't	Pete	drive?
Dooby	Doesn't	Oscar	listen?
Dipety	Can't you make	Jennifer	talk to you?

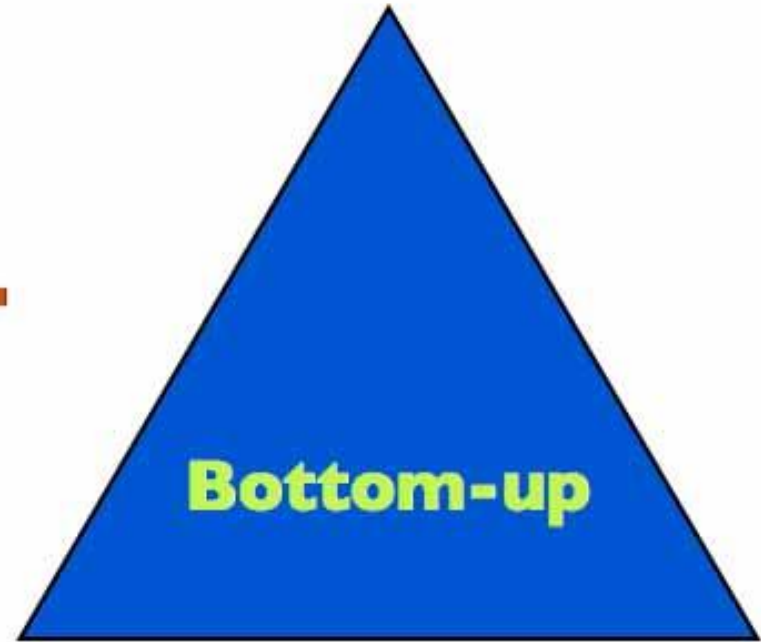


I know a little bit
about kittens
I got bitten by a kitten
last year
A certain little kitten
in Britain
I've not forgotten
that it bit me on the ear



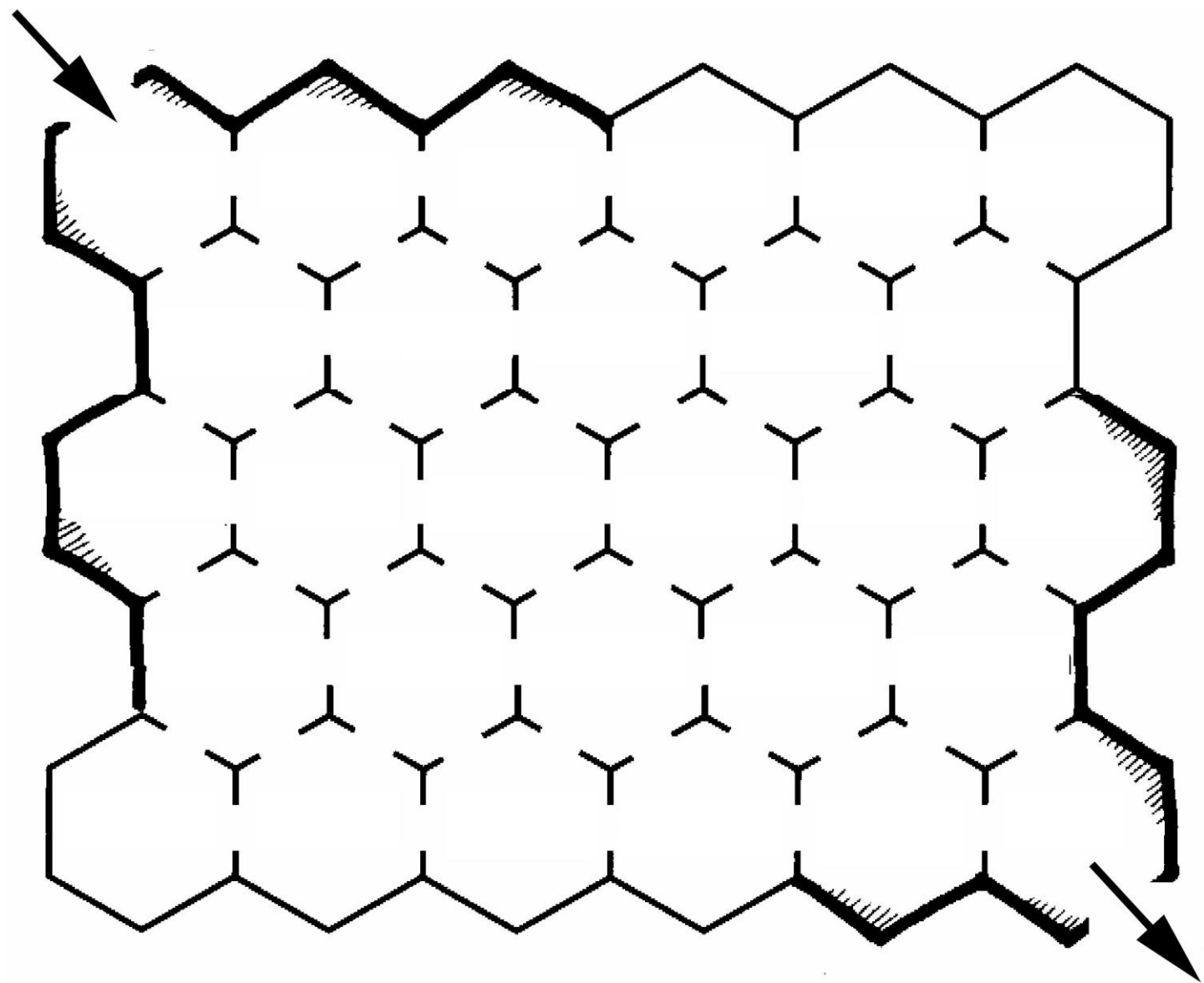


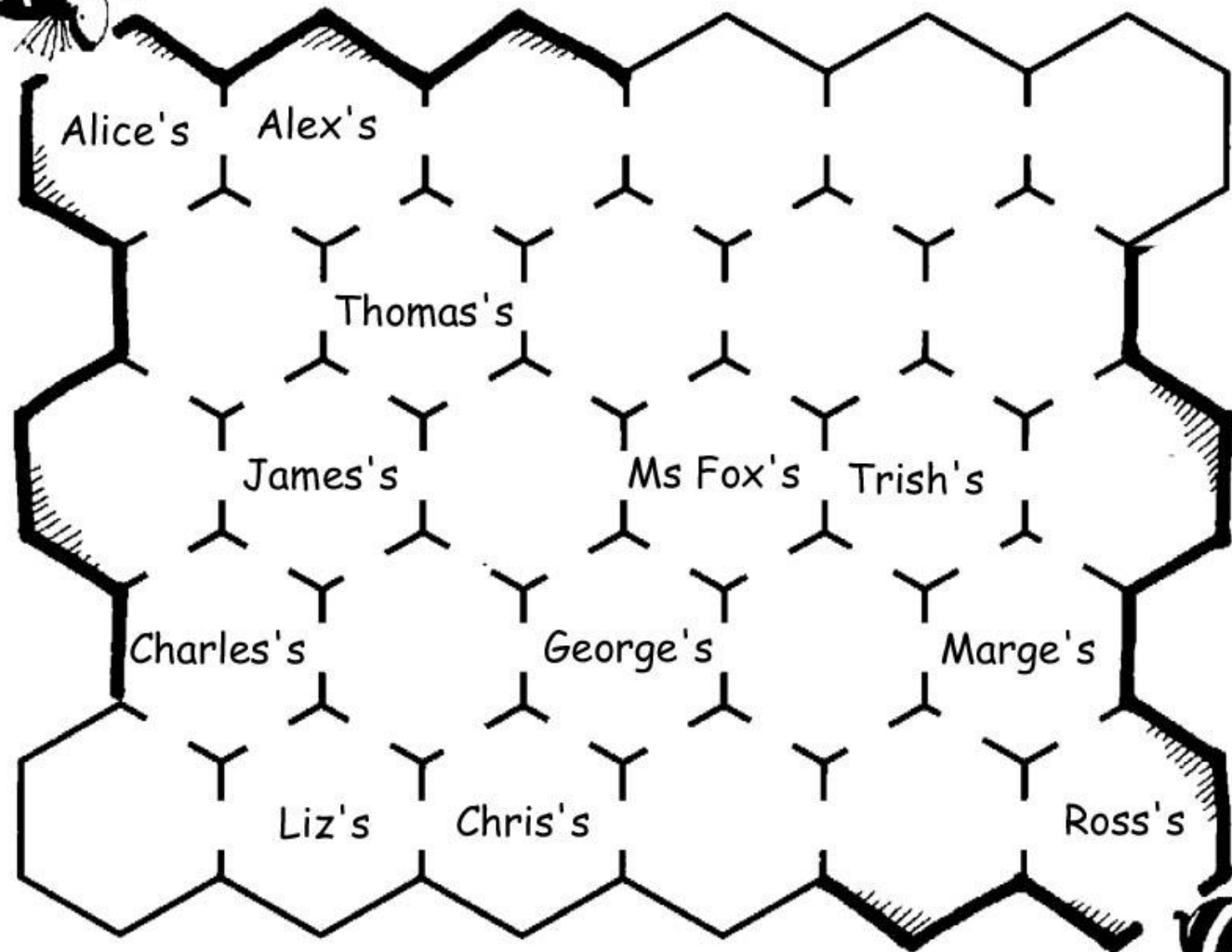
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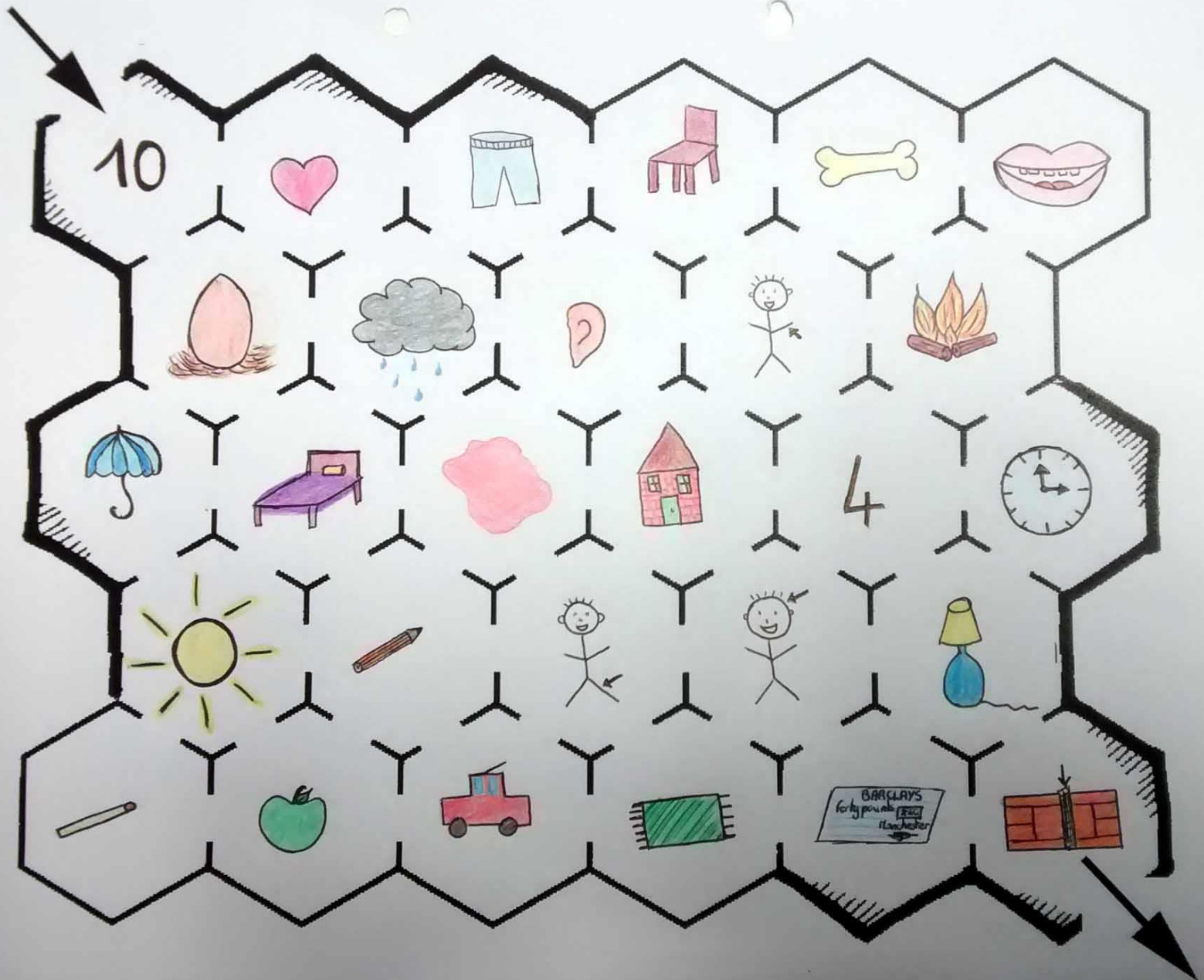


Pass through a hexagon only if the 's' is a separate syllable!

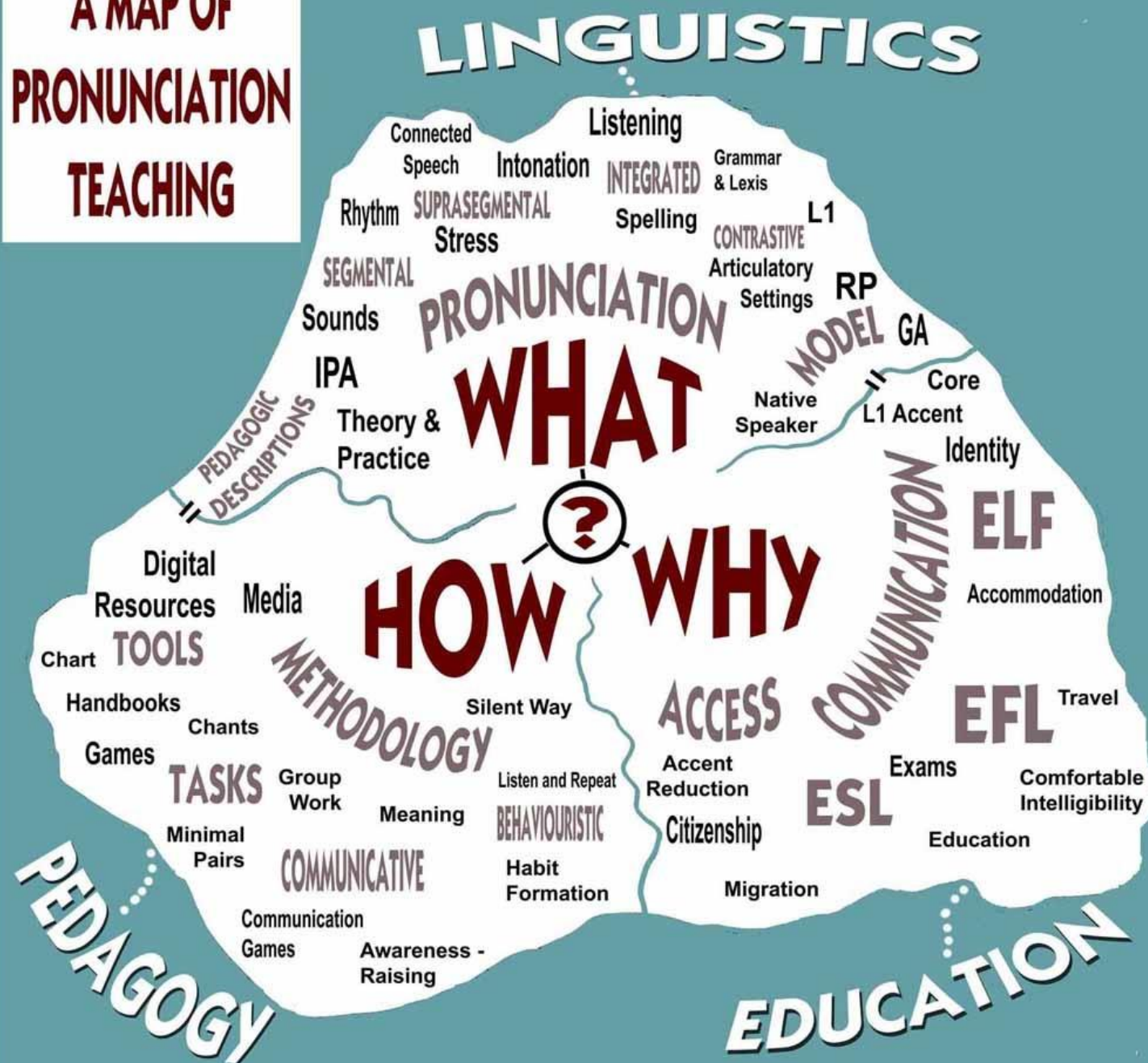








A MAP OF PRONUNCIATION TEACHING



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ballet

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ballet dancer

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A-Z

Results

ballet

ballet UK US 'bæl.ɪr ⓘ ⓘ bæl'ɪr, 'l--

ballets -Z

'bælɪt.dɑːnsər

balletic UK US bæl'et.ɪk, bə'let- ⓘ ⓘ bə'let.ɪk

balletomane UK US 'bæl.ɪ.təʊ.mem, -et.əʊ- ⓘ ⓘ

bə'let.ə-

balletomanes -Z

ballgown UK US 'bɔːl.gaʊn ⓘ ⓘ 'bɔːl-, 'bɑːl-

ballgowns -Z

Ballingry UK US bə'lɪŋ.gri

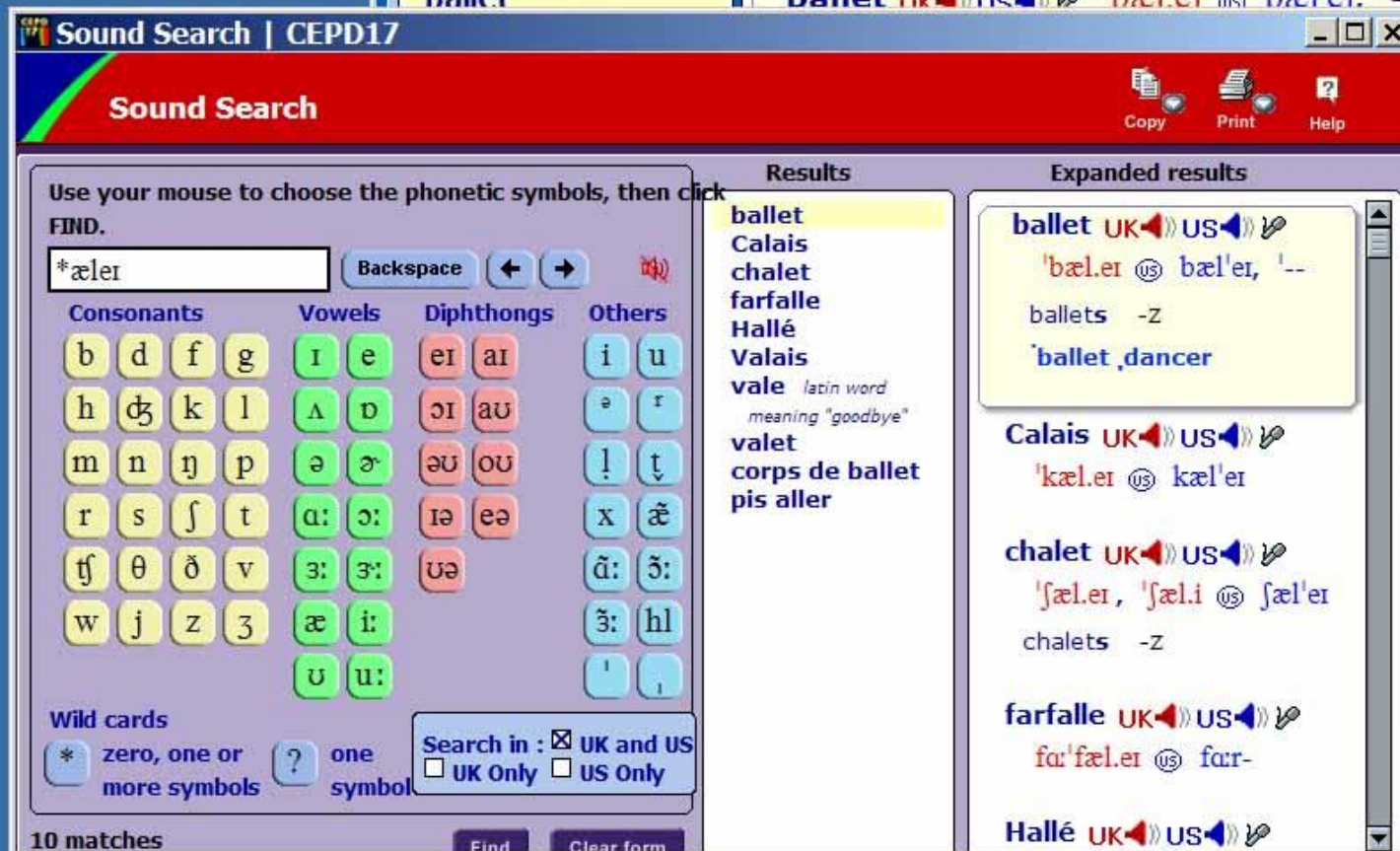
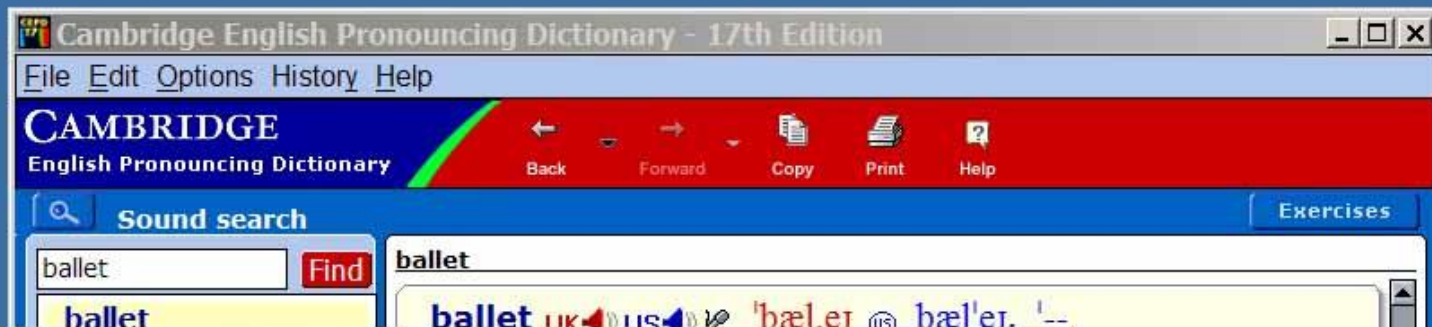
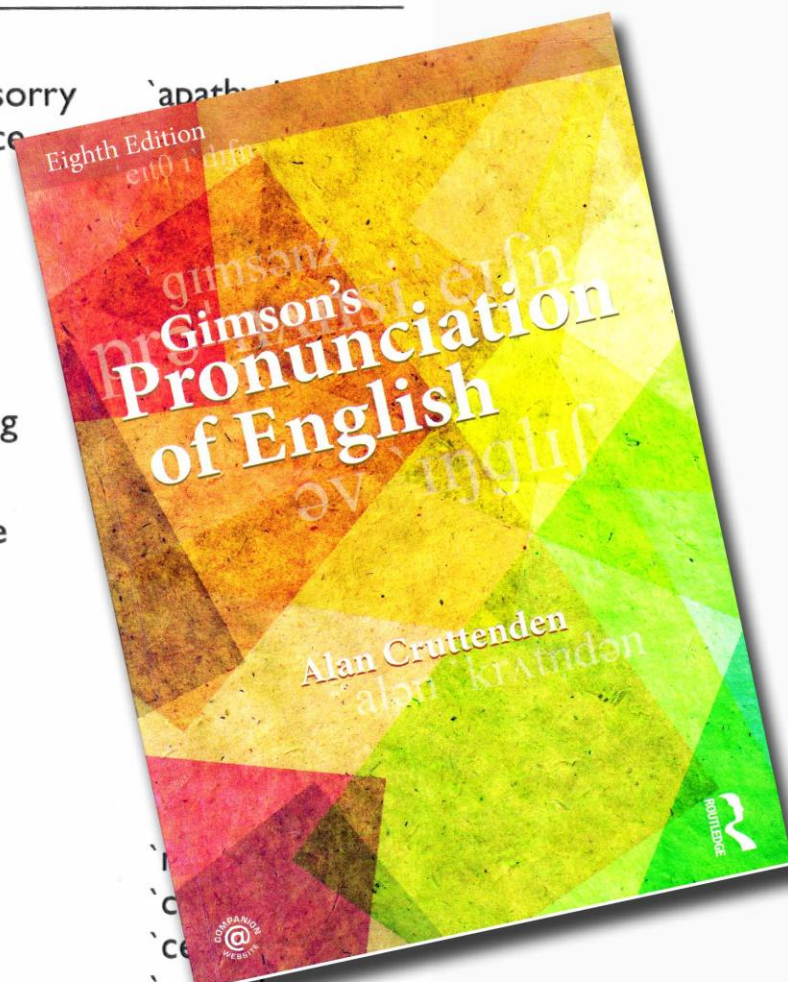


Table 7 Vowels in syllables without primary accent.

	Remote Preceding	Adjacent Preceding	Adjacent Following	Remote Following
Reduced				
/ɪ, i/	in`spired	e`ffect, re`act	in`sidid, `sorry	`apath
/ʊ, u/	superi`rity	silhou`ette	`ambulance	
/ə/	conside`ration	a`llow	`mother	
Short				
/e/	refe`ree	Sep`tember	`prefect	
/a/	maga`zine	can`teen	`syntax	
/ʌ/	subjec`tivity	sul`phuric	`product	
/ɒ/	poli`tician	Oc`tober	`diphthong	
Long				
/i:/	precon`ceive	aes`thetic	`phoneme	
/ɛ:/	varia`bility	where`by	`fanfare	
/ɑ:/	arti`san	sar`castic	`placard	
/ɔ:/	audi`bility	au`gust (adj.)	`record	
/u:/	super`sede	Ju`ly	`nephew	
/ɜ:/	perpen`dicular	ur`bane	`expert	
Diphthongs				
/eɪ/	phrase`ology	a`orta	`detail	
/aɪ/	bio`logical	mi`nute (adj.)	`missile	
/ɔɪ/		employ`ee	`convoy	
/əʊ/	photo`graphic	No`vember	`window	
/aʊ/	counte`ract	out`rageous	`compound	
/ɪə/	superi`rity	theo`logical	`frontier	
/ʊə/	neuro`logical	cu`rator	`contour	



APPENDIX 9

Tense–Lax Vowel Alternations in Stressed Syllables of Base Forms and Derived Words

Today, we can still see the tense–lax vowel relationships reflected in many etymologically related pairs of words where the base form has the tense (or long) vowel sound and the derived form has the lax (or short) vowel sound.

a tense /ey/ – lax /æ/

cave – cavity	nation – national
chaste – chastity	nature – natural
exclaim – exclamatory	navy – navigate
defame – defamatory	opaque – opacity
deprave – depravity	page – paginate
grade – graduation	profane – profanity
grain – granular	sacred – sacrament
grateful – gratitude	sane – sanity
grave – gravity	state – static
humane – humanity	table – tabular

e tense /iy/ – lax /ɛ/

athlete – athletic	meter – metric
austere – austerity	obscene – obscenity
brief – brevity	proceed – procession
clean – cleanliness	receive – reception
concede – concession	repeat – repetitive
convene – convention	serene – serenity
deceive – deception	severe – severity
discreet – discretion	sincere – sincerity
extreme – extremity	supreme – supremacy

i tense /ay/ – lax /ɪ/

Bible – Biblical	line – linear
collide – collision	mime – mimic
crime – criminal	mine – mineral
cycle – cyclical	sign – signal
decide – decision	title – titular
derive – derivative	type – typical
divine – divinity	wide – width
expedite – expedition	wild – wilderness

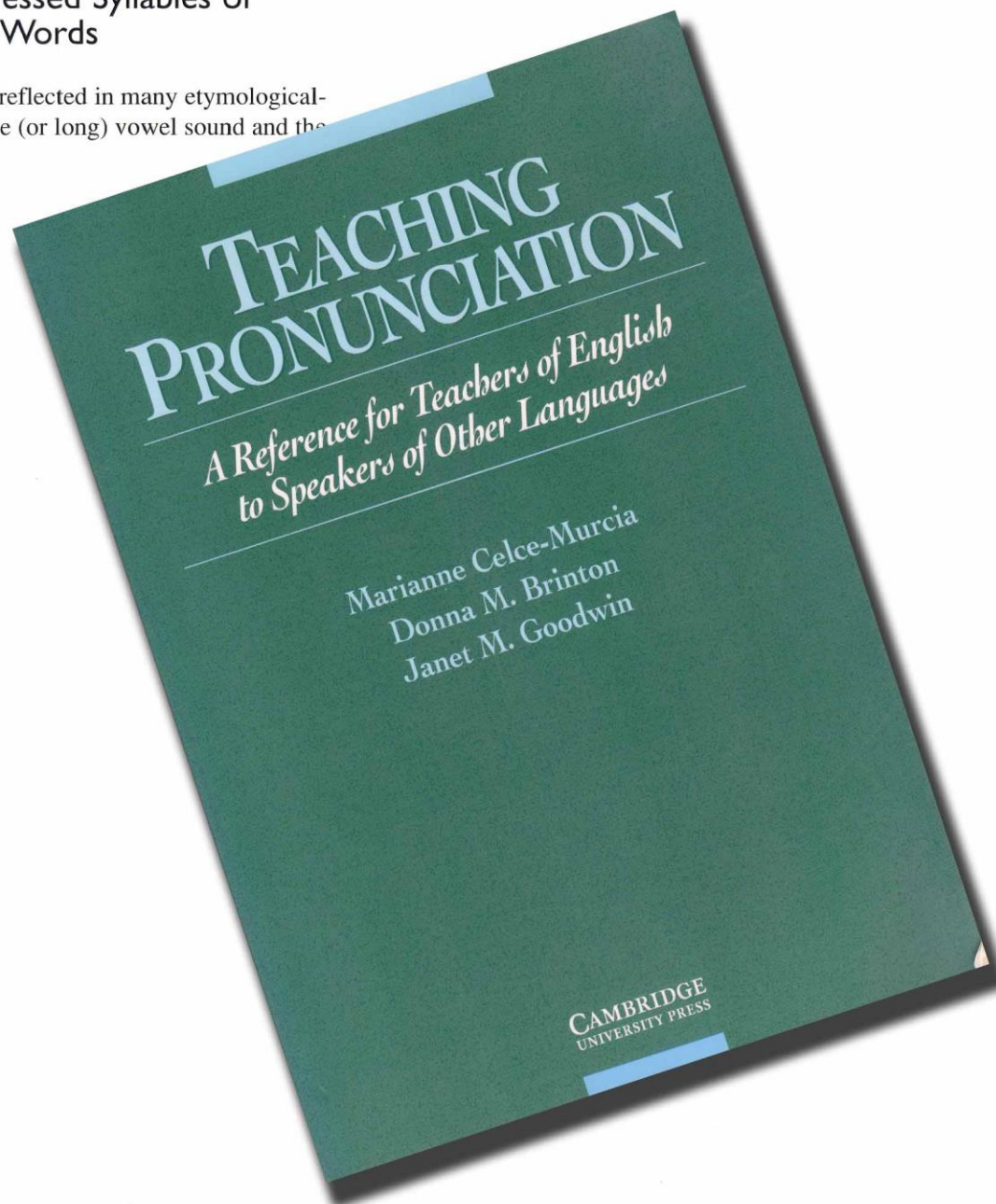
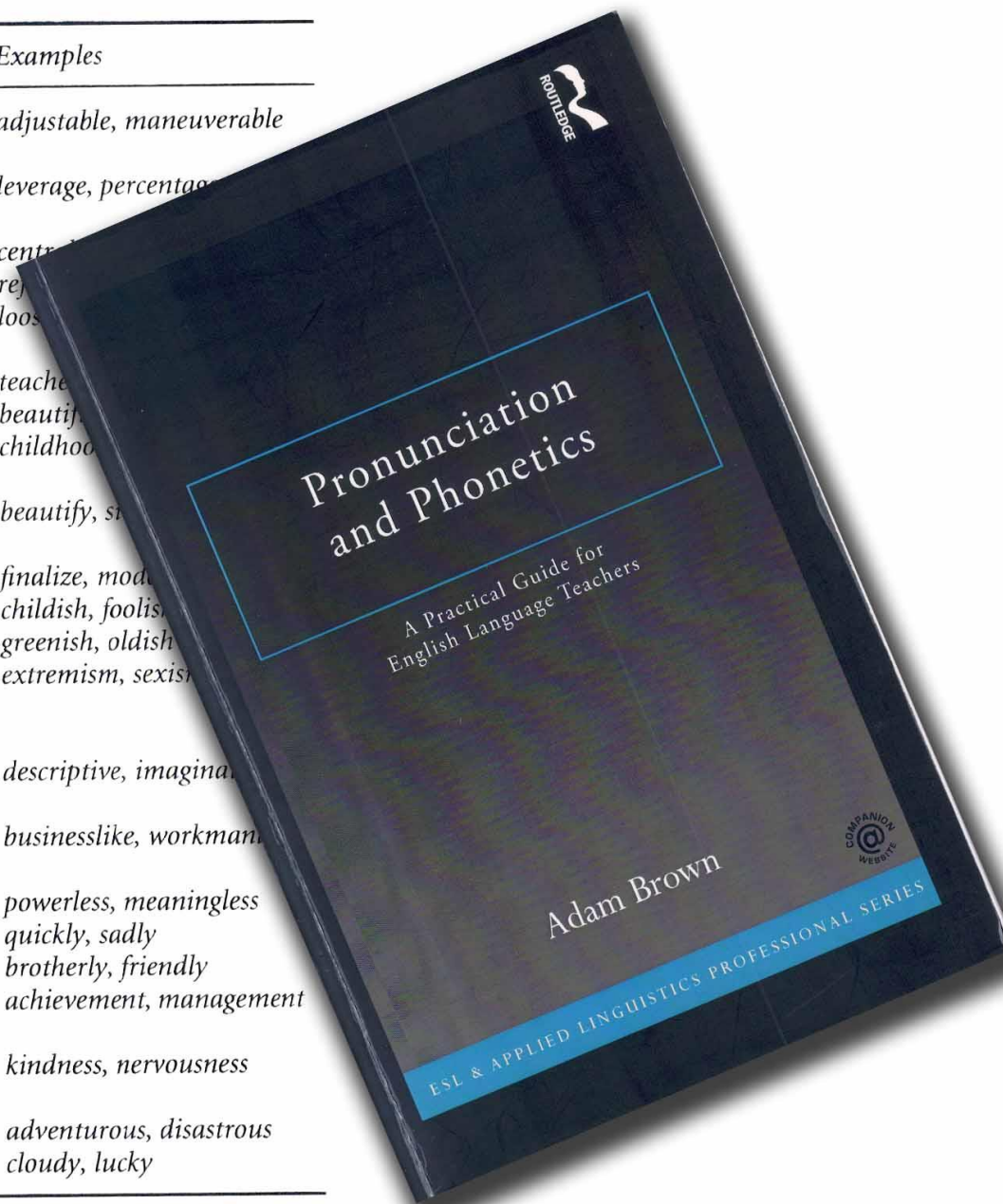


Table 19.2 Stress-preserving suffixes

Suffix	Usual stem	Resulting word class	Meaning	Examples
-able	verb	adj	that can be [verb]-ed	<i>adjustable, maneuverable</i>
-age	noun or verb	noun	various	<i>leverage, percentage</i>
-al	noun	adj	to do with [noun]	<i>central</i>
-al	verb	noun	the act of [verb]ing	<i>rejection</i>
-en	adj	verb	to make more [adj]	<i>loosen</i>
-er	verb	noun	some who [verb]s	<i>teacher</i>
-ful	noun	adj	full of [noun]	<i>beautiful</i>
-hood	noun	noun	the state of being [noun]	<i>childhood</i>
-ify	noun or adj	verb	to increase the quality	<i>beautify, simplify</i>
-ise, -ize	adj	verb	to make [adj]	<i>finalize, modernize</i>
-ish	noun	adj	like a [noun]	<i>childish, foolish</i>
-ish	adj	adj	to some degree	<i>greenish, oldish</i>
-ism	noun or adj	noun	social, political or religious belief or behavior	<i>extremism, sexism</i>
-ive	verb	adj	being able to [verb]	<i>descriptive, imaginative</i>
-like	noun	adj	in the manner of [noun]	<i>businesslike, workmanlike</i>
-less	noun	adj	without [noun]	<i>powerless, meaningless</i>
-ly	adj	adverb	in a [adj] manner	<i>quickly, sadly</i>
-ly	noun	adj	like a [noun]	<i>brotherly, friendly</i>
-ment	verb	noun	the process of [verb]ing	<i>achievement, management</i>
-ness	adj	noun	the quality of being [adj]	<i>kindness, nervousness</i>
-ous	noun	adj	related to [noun]	<i>adventurous, disastrous</i>
-y	noun	adj	with [noun]	<i>cloudy, lucky</i>



Minimal pairs for English RP: lists by [John Higgins](#)

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Vowels and diphthongs

	i	ɪ	e	æ	ɑ	ɒ	ɔ	ʊ	u	ʌ	ɜ	ə	eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə	eə	ʊə	null	cons
i	*	466	331	391	312	361	476	77	370	300	298	66	549	525	98	518	154	125	139	40	172	64
ɪ	4	*	449	639	227	438	327	64	235	492	194	365	368	296	62	380	98	24	29	9	1348	978
e	4	5	*	305	148	249	238	50	134	250	153	36	281	241	59	239	118	33	30	11		
æ	2	3	5	*	184	438	202	58	172	436	173	11	284	275	33	269	118	24	33	9	93	
ɑ	3	2	3	4	*	184	225	39	92	177	156	11	209	146	48	201	64	62	73	33	61	
ɒ	2	3	3	4	4	*	174	72	150	323	161	3	231	190	24	231	100	27	19	8	46	
ɔ	2	1	1	2	4	4	*	66	186	193	237	21	322	272	93	287	131	131	168	40	88	
ʊ	1	3	3	3	2	5	4	*	18	20	46	1	66	50	3	29	14	6	8	3		
u	2	1	1	1	2	3	4	4	*	134	85	15	280	260	50	275	118	53	66	19		
ʌ	2	4	4	5	4	4	3	4	2	*	134	4	234	180	30	205	92	19	24	8		
ɜ	4	3	3	4	5	3	4	3	3	4	*	8	214	175	35	179	75	45	54	14	20	
ə	3	5	4	5	3	4	2	4	2	5	5	*	90	22	4	67	3	1	8	4		
eɪ	4	4	5	4	3	1	1	1	1	3	4	4	*	405	108	417	187	77	82	22		
aɪ	3	2	3	4	4	3	3	2	2	4	4	4	4	*	59	341	192	81	96	19		
ɔɪ	3	1	1	2	3	4	5	4	4	3	3	3	3	4	*	92	39	29	18	11	17	
əʊ	2	1	2	2	3	4	4	4	3	3	4	4	3	3	3	*	134	77	96	20	147	17
aʊ	1	1	2	3	4	4	4	3	3	4	3	3	2	4	3	5	*	41	33	12	41	
ɪə	4	5	4	3	2	1	1	1	1	2	3	3	4	2	1	2	1	*	100	27	53	
eə	3	4	5	4	3	2	1	1	1	3	4	4	5	3	1	3	2	5	*	26	53	
ʊə	1	1	1	1	3	4	4	5	5	3	3	2	2	1	4	3	3	2	2	*	4	
	i	ɪ	e	æ	ɑ	ɒ	ɔ	ʊ	u	ʌ	ɜ	ə	eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə	eə	ʊə	null	cons

In the table of vowels each cell links to a list of minimal pairs involving the phonemes in the relevant column and row. The numbers in north-eastern half of the table are the actual numbers of pairs identified. The numbers in the south-western half give an indication of the importance or difficulty of the pair calculated as follows: from a maximum of 6, deduct 1 for difference between vowel and diphthong, 1 for a difference of length within monophthongs, 1 for difference of direction within diphthongs, 1 for a difference in lip-rounding, and then for the distance apart of the starting tongue position deduct 1 for a distance of up to one cardinal vowel, 2 for up to two cardinal vowels, 3 for any wider distance. Thus a score of 4 or 5 would show two very similar sounds, a contrast likely to be a cause of difficulty for some or all learners, while a score of 1 or 2 would be unlikely to cause problems.

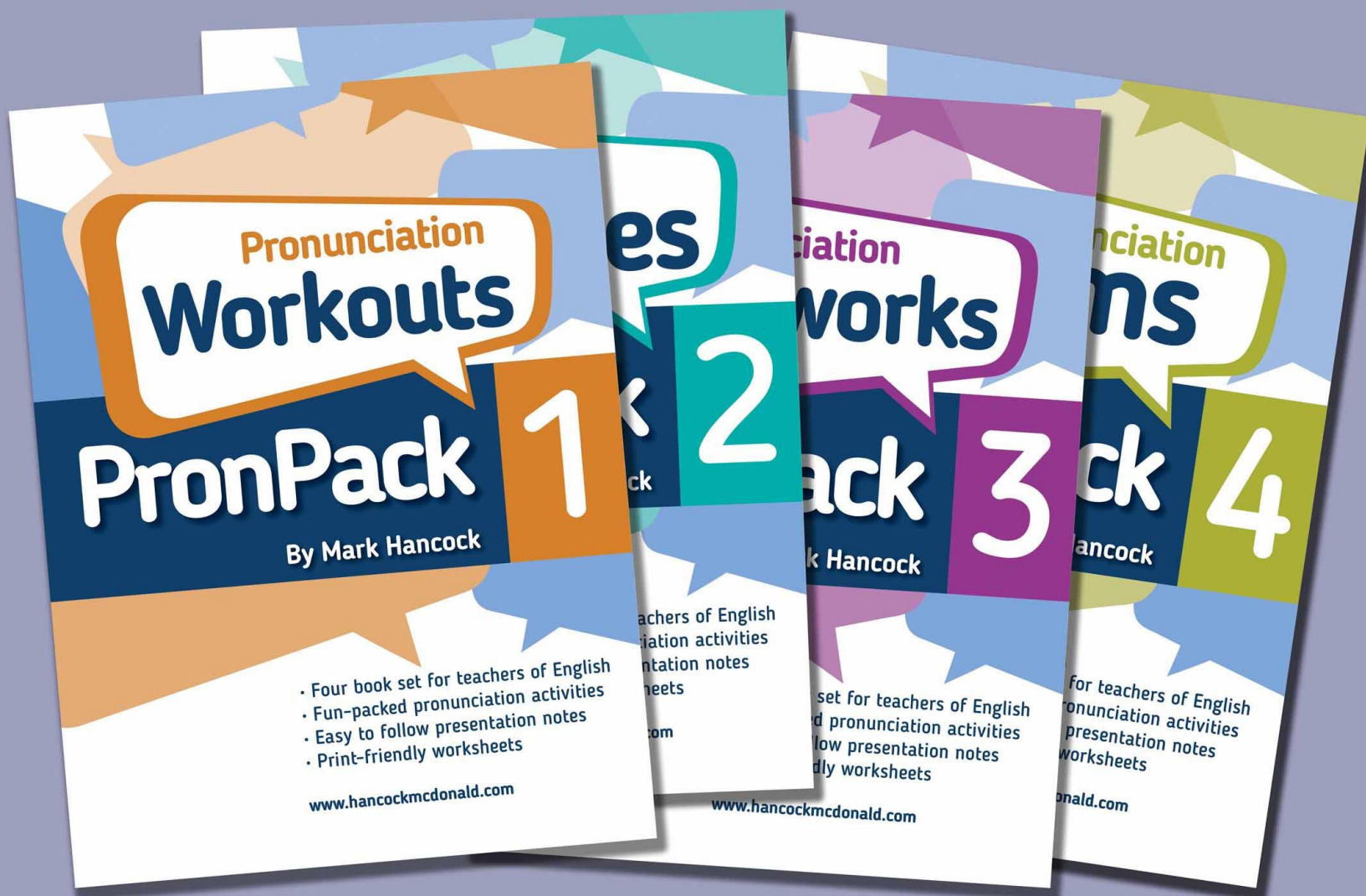
Consonants

	p	b	t	d	k	g	f	v	θ	ð	s	z	ʃ	ʒ	h	m	n	ŋ	l	r	j	w	tʃ	dʒ	null	vowel
p	*	612	882	524	1009	401	570	227	129	73	614	222	296	3	378	640	563	84	684	374	87	433	296	197	916	139
b	5	*	518	446	577	415	525	144	72	46	453	87	240	2	337	476	321	38	418	387	96	284	226	213	995	
t	5	4	*	867	822	396	469	298	128	78	1352	446	276	9	274	559	687	140	738	367	89	278	271	274		
d	4	5	5	*	590	275	402	303	158	68	548	2941	257	9	241	484	542	1620	585	501	50	197	222	211		
k	4	3	4	3	*	444	533	231	121	48	573	262	230	4	331	558	598	120	617	267	67	253	236	183		

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