UTS
UNIVERSITY OF TECHNOLOGY, SYDNEY

UTS:HELPS

HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

PRONUNCIATION

INTENSIVE ACADEMIC PROGRAM

Higher Education Language & Presentation Support (HELPS)
University of Technology, Sydney
Building 1, Level 5, Room 25
15 Broadway, Ultimo NSW 2007
PO box 123 Broadway 2007 NSW Australia
+61 2 9514 9733
helps@uts.edu.au
www.helps.uts.edu.au

UTS:HELPS

Table of Contents

Intensive Pronunciation Program Overview....1
Essential Pronunciation Features....2
Group Discussion....3
The Sounds of English....4
Making Consonant Sounds....5
Consonant Clusters/Common Mistakes....7
Making Vowel Sounds....8
Sounds Practice....10
Diagnostic Test 1....16
Your Ideas....19
Sounds – Past Tense Endings....21
Stress....21
Word Stress....24
Stress Practice....27
Frequently Used Academic Words....30
Chunking and Pausing....32
Chunking and Pausing in Presentations....33
Chunking and Pausing Practice....34
Sentence Stress....36
Pausing and Focus Stress....37
TED Presentation: extension activity....38
Word and Focus Stress Practice....40
Stress for New Information....41
Signpost Words – Pausing and Stress....43
Stress Practice....45
Diagnostic Test 2....46
Practice Text 1....49
Practice Text 2....50
Practice Text 3....51
Practice Text 4....52
Practice Text 5....53
Connected Speech....54
Intonation....60

Useful Resources.....63
How to Practise Pronunciation.....68
Ways of Practising Pronunciation.....70
Pronunciation Checklist for Presenting.....72

UTS:HELPS

Intensive Pronunciation Program Overview

Objectives:

- to develop an awareness of the important features of pronunciation
- to identify common problems for both individual and groups of students
- to practise listening for pronunciation features and incorporating them into dialogues, role plays and presentations
- to develop self-study pronunciation techniques with the use of a range of current audio-visual pronunciation resource materials.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
<u>Sounds</u> Vowels Consonants Diphthongs	<u>Words</u> Syllables Word Endings Word Stress	<u>Rhythm of Sentences</u> Pausing & Chunking Sentence Stress	<u>Rhythm of Sentences</u> Intonation Connected Speech	<u>Review</u> Practice & Feedback Presentations Resources & Evaluation

UTS:HELPS

Essential Pronunciation Features

1. Sounds

   Consonants & Vowels

2. Speech chunks

   Chunking & Pausing

3. Stress

   Word stress & Sentence stress

4. Intonation

   Pitch level & Direction

5. Connected speech

   Unstressed words and Linking

6. Vocal features

   Speed, Volume, Projection …

7. Voice quality

   Warm, Abrupt, Confident …

UTS/ELSSA Centre/ Pronunciation Fact Sheet/ Stress/ HZ '09

UTS:HELPS

Group Discussion

- What is standard English?
- Does accent matter?
- Are all effective speakers of English native speakers?
- Which English accent do you prefer? E.g. English, American, Australian…?
- Do you want to totally lose your accent?
- What do you find most challenging abut English pronunciation?
- How old were you when you started to learn English?
- Were you taught pronunciation?
- Do you have a favourite English speaker? E.g. celebrity, politician, neighbour…?
- Do you think pronunciation is easy to teach? Why?
- What is your motivation for learning English? E.g. study; live and work in Australia; use in business overseas; interest…?

Watch the YouTube clip of Amy Walker introducing herself in 21 different accents: https://www.youtube.com/watch?v=3UgpfSp2t6k

- Which accents did you find difficult/easy?
- Which did you like?

UTS:HELPS

The Sounds of English

Vowels

Short vowels	Diphthongs
/ɪ/ **i**ndicate /e/ **e**dit /æ/ **a**ccurate /ʌ/ **u**ltimate /ɒ/ **o**ption /ʊ/ c**ou**ld **Long vowels** /iː/ achi**e**ve /ɑː/ m**ar**gin /ɔː/ supp**or**t /uː/ iss**ue** /ɜː/ ref**er** **Indefinite vowel** (schwa) /ə/ **a**ssist	/ɪə/ ar**ea** /eɪ/ calcul**a**te /aɪ/ **i**dentif**y** /ɔɪ/ v**oi**ce /əʊ/ n**o**te /aʊ/ **ou**tcome /eə/ sc**ar**ce /ʊə/ sec**ure** Australian English sc**ar**ce /e/ sec**ure** /ɔː/

Consonants

Stop consonants	Fricatives	Affricatives	Nasals, Laterals, Glides
unvoiced /p/ **p**erson /t/ **t**eam /k/ **c**omment **voiced** /b/ **b**enefit /d/ **d**ata /g/ **g**raph	**unvoiced** /f/ **f**inal /s/ **s**um /θ/ **th**eory /ʃ/ **sh**ift **voiced** /v/ **v**ital /z/ emphasi**s**e /ð/ smoo**th** /ʒ/ mea**s**ure	/tʃ/ **ch**allenge /dʒ/ **j**ob	/m/ **m**ajor /n/ **n**orm /ŋ/ sibli**ng** /l/ **l**abel /r/**r**andom /w/ **w**ireless /j/ **u**sage /h/ **h**uge

UTS:HELPS

Making Consonant Sounds

Some researchers believe seeing and feeling how a sound is formed physically will help you develop the ability to make that sound. Others think what you hear is more important. **What do you think?**

Where air is blocked or restricted:

Consonant	Both lips	Lips and teeth	Tongue and teeth	Tongue and the front part of roof of the mouth
/p/	✔			
/f/		✔		
/θ/			✔	
/m/	✔			
/t/				✔
/s/				✔
/w/	✔			

How the air passes through the mouth:

Consonant	Airflow is blocked in the mouth with a sudden release of air	Airflow is restricted and friction can be heard	Airflow is restricted but friction cannot be heard	Airflow is blocked in the mouth but it goes up into the nose
/p/	✔			
/f/		✔		
/θ/		✔		
/m/				✔
/t/	✔			
/s/		✔		
/w/			✔	

Yates, L. & Zielinski, B. 2009, *Give it a Go: Teaching Pronunciation to Adults,* Department of Immigration and Citizenship, Sydney

Go to following websites for help making English sounds:

University of Iowa: http://www.uiowa.edu/~acadtech/phonetics/english/english.html

HELPS: http://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation/sounds

BBC/British Council: http://www.teachingenglish.org.uk/activities/phonemic-chart

UTS:HELPS

Consonant Clusters/Common Mistakes

Consonant clusters: Two or more consonants with no vowel between them.

- beginning of word e.g. **pr**etty; **str**eet
- middle of word e.g. de**gr**ee; e**ntr**y; i**nstr**ument
- end of word e.g. si**ft**; a**sks**

Consonant clusters at the end of words can show grammatical meaning**:**

- plurals e.g. stude**nts;** boo**ks**
- past tense e.g. coo**ked**; cli**mbed**
- present tense e.g. lo**ves**; thi**nks**

Common mistakes with consonants:

- use a different consonant e.g. 'light' sounds like 'night'
- delete consonant at end of word e.g. 'save' sounds like 'say'
- add a vowel e.g. 'past' sounds like 'pasta'

Common mistakes with consonant clusters:

- delete them e.g. 'first' sounds like 'fur'
- delete some of them e.g. 'tense' sounds like 'ten'
- add a vowel after or between consonants e.g. 'just' sounds like 'just a'; or 'improved' sounds like 'improve it'
- pronounce a different consonant e.g. 'fly' sounds like 'fry'

Adapted from Forman, R. 2011, 'Module 5: Phonemic Level', *UTS Subject 013107*, UTS, Sydney; Yates, L. & Zielinski, B. 2009, *Give it a Go: Teaching Pronunciation to Adults*, Department of Immigration and Citizenship, Sydney.

UTS:HELPS

Making Vowel Sounds

- Length

The colon (:) following the phonemic symbol signals that the vowel is long (see *Sounds of English*). It also depends on whether it is stressed – short vowels may seem longer in a stressed syllable and long vowels may seem shorter in an unstressed syllable.

- Tongue position

Horizontal (how far forward or back) and vertical (how high or low in mouth).

	Forward	**Back**
/i:/ (as in *see*) /u:/ (as in *blue*)	/i:/	/u:/
/e/ (as in *pen*) /ɔ:/ (as in *four*)	/e/	/ɔ:/
/æ/ (as in *man*) /ɒ/ (as in *hot*)	/æ/	/ɒ/

	High	**Low**
/i:/ (as in *see*) /æ/ (as in *man*)	/i:/	/æ/
/ɪ/ (as in *bin*) /ʌ/ (as in *fun*)	/ɪ/	/ʌ/
/u:/ (as in *blue*) /ɒ/ (as in *hot*)	/u:/	/ɒ/

Adapted from Yates, L. & Zielinski, B. 2009, *Give it a Go: Teaching Pronunciation to Adults,* Department of Immigration and Citizenship, Sydney and Forman, R. 2011, *'Module 5: Phonemic Level',* UTS Subject 013107, UTS, Sydney

Lip Shape:

	Spread lips	Rounded lips
/iː/ (as in *see*) /uː/ (as in *blue*)	/iː/	/uː/
/e/ (as in *pen*) /ɔː/ (as in *four*)	/e/	/ɔː/
/iː/ (as in *see*) /ɒ/ (as in *hot*)	/iː/	/ɒ/
/e/ (as in *pen*) /ʊ/ (as in *look*)	/e/	/ʊ/

When we say /iː/ and /e/ our lips are spread, while for /uː/, /ɔː/, /ɒ/ and /ʊ/ they are rounded and pushed forward. For the remaining vowels, the lips are in a more neutral position.

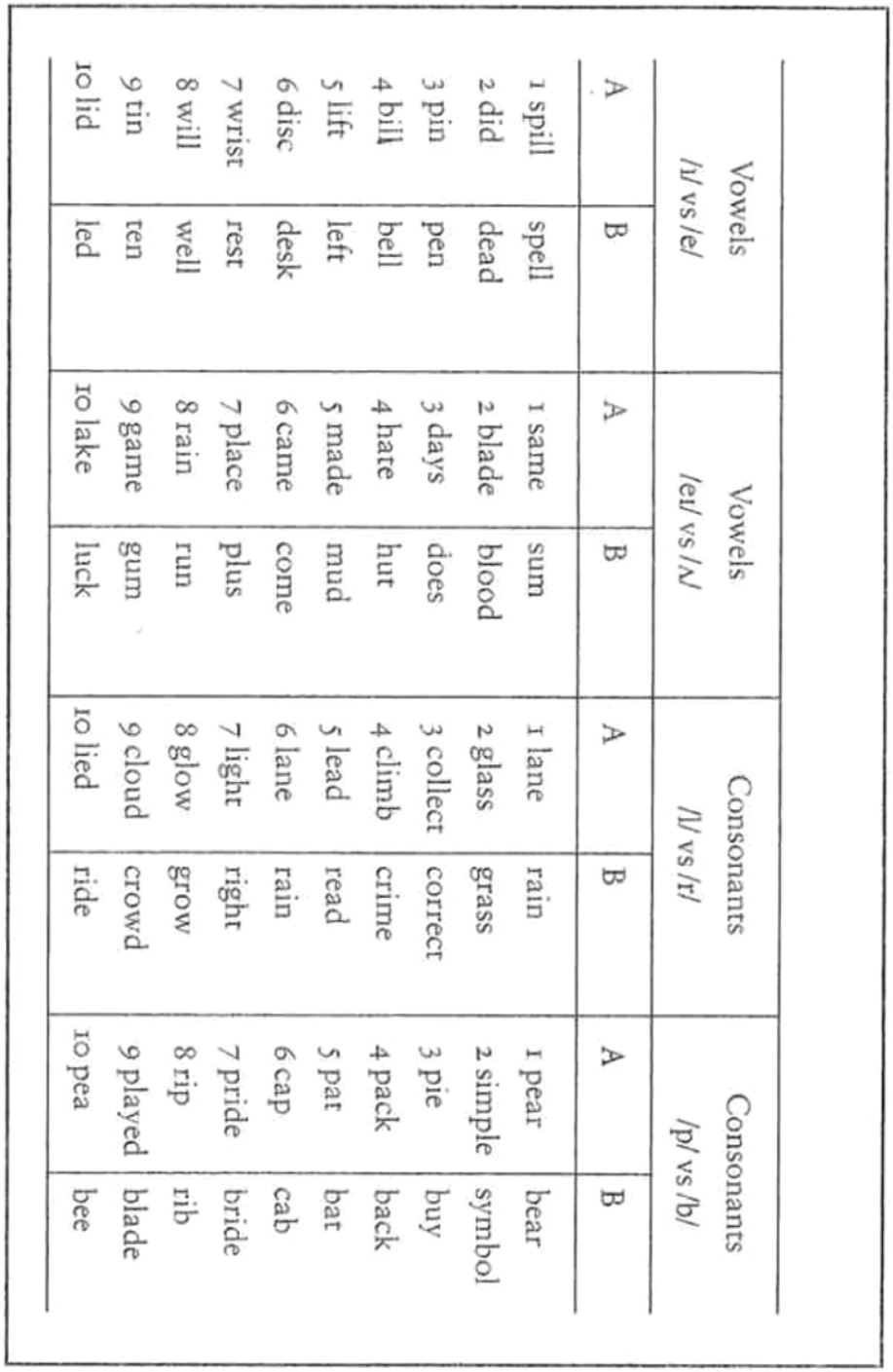
Diphthongs

Diphthongs that glide to /ɪ/	Diphthongs that glide to /ə/	Diphthongs that glide to /ʊ/
/e/ + /ɪ/ → /eɪ/ (as in *play*)	/ɪ/ + /ə/ → /ɪə/ (as in *cheer*)	/ə/ + /ʊ/ → /əʊ/ (as in *phone*)
/ɔː/ + /ɪ/ → /ɔɪ/ (as in *boy*)	/ʊ/ + /ə/ → /ʊə/ (as in *cure*)	/ɑː/ + /ʊ/ → /aʊ/ (as in *loud*)
/ɑː/ + /ɪ/ → /aɪ/ (as in *buy*)	/e/ + /ə/ → /eə/ (as in *hair*)	

Adapted from Yates, L. & Zielinski, B. 2009, *Give it a Go: Teaching Pronunciation to Adults,* Department of Immigration and Citizenship, Sydney and Forman, R. 2011, *'Module 5: Phonemic Level',* UTS Subject 013107, UTS, Sydney

Diphthongs are a combination of two single vowels. We say them by starting with one vowel and gliding into another. Although they are made up of two vowels they are heard as one phoneme, not two. We put more emphasis on the first vowel than on the second.

Sounds Practice



Vowels /ɪ/ vs /e/		Vowels /eɪ/ vs /ʌ/		Consonants /l/ vs /r/		Consonants /p/ vs /b/	
A	B	A	B	A	B	A	B
1 spill	spell	1 same	sum	1 lane	rain	1 pear	bear
2 did	dead	2 blade	blood	2 glass	grass	2 simple	symbol
3 pin	pen	3 days	does	3 collect	correct	3 pie	buy
4 bill	bell	4 hate	hut	4 climb	crime	4 pack	back
5 lift	left	5 made	mud	5 lead	read	5 pat	bat
6 disc	desk	6 came	come	6 lane	rain	6 cap	cab
7 wrist	rest	7 place	plus	7 light	right	7 pride	bride
8 will	well	8 rain	run	8 glow	grow	8 rip	rib
9 tin	ten	9 game	gum	9 cloud	crowd	9 played	blade
10 lid	led	10 lake	luck	10 lied	ride	10 pea	bee

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 13 Teacher reference

Vowels (/ɪ/ vs /i:/)	Vowels (/eɪ/ vs /æ/)	Consonants (/b/ vs /d/)	Consonants (/θ/ vs /s/)
1 bead/bid	1 pad/pad	1 bark/dark	1 thank/sank
2 chip/cheap	2 made/mad	2 door/door	2 sick/thick
3 seat/seat	3 bake/back	3 drain/brain	3 thing/sing
4 it/eat	4 snake/snake	4 big/big	4 sink/think
5 list/list	5 plane/plane	5 buy/buy	5 thumb/some
6 sheep/ship	6 tap/tape	6 bent/dent	6 pass/path
7 fit/feet	7 ate/at	7 dead/bed	7 mouse/mouse
8 still/still	8 hat/hat	8 brown/drown	8 tenth/tense
9 leave/leave	9 rain/ran	9 double/double	9 fourth/fourth
10 wheel/will	10 lack/lake	10 beside/decide	10 worth/worse

Vowels (/e/ vs /ɒ/)	Vowels (/ʌ/ vs /əʊ/)	Consonants (/tʃ/ vs /ʃ/)	Consonants (/p/ vs /f/)
1 neck/knock	1 come/come	1 chair/share	1 wipe/wife
2 trod/tread	2 boat/boat	2 wish/witch	2 four/pour
3 net/net	3 none/known	3 chip/chip	3 packed/fact
4 loft/loft	4 robe/robe	4 sheep/sheep	4 chief/chief
5 leg/log	5 home/home	5 cheat/sheet	5 prize/fries
6 get/got	6 bun/bone	6 cash/cash	6 past/past
7 stop/step	7 flood/flood	7 chew/shoe	7 leap/leap
8 pot/pot	8 most/most	8 watch/watch	8 fan/pan
9 less/less	9 fun/phone	9 she's/cheese	9 pool/fool
10 wreck/wreck	10 note/nut	10 shows/shows	10 phrase/phrase

Appendix One

Speech Articulation and Pronunciation Worksheet

Adapted from Berkley, S. (2001). *My favorite warm-up*. Retrieved from http://www.greatvoice.com

1. I want to walk to work.
2. Eat each green pea.
3. Aim straight at the gate.
4. Ed said get ready.
5. It's in Italy.
6. I tried my kite.
7. Oaks grow slowly.
8. Father was calm as he threw the bomb on the dock.
9. An awed audience applauded Claude.
10. Go slow Joe, you're stepping on my toe.
11. Sauce makes the goose more succulent.
12. Up the bluff, Bud runs with the cup of love.
13. Ned led men to the heifer that fell in the dell.
14. Maimed animals may become mean.
15. It's time to buy a nice limeade for a dime.
16. Oil soils doilies.
17. Flip a coin, Roy, you've a choice of oysters or poi.
18. Sheep shears should be sharp.
19. At her leisure, she used rouge to camouflage her features.
20. There's your cue, the curfew's due.
21. It was the student's duty to deliver the Tuesday newspaper.
22. He feels keen as he schemes and dreams.
23. Much of the flood comes under the hutch.
24. Boots and shoes lose newness soon.
25. Ruth was rude to the youthful recruit.
26. It's vivid, livid and vivifying.
27. Vivid experiences were lived vicariously.
28. Oddly, the ominous octopus remained calm.
29. The pod will rot if left on the rock.
30. Look, you could put your foot on the hood and push.
31. Nat nailed the new sign on the door of the diner.
32. Dale's dad died in the stampede for gold.
33. Thoughtful thinkers think things through.
34. Engineer Ethelbert wrecked the express at the end of Elm Street.
35. Lend your strength to lengthen the tent by a tenth.

Appendix Two

Sample Practice Drill Sentences for Problem Phonemes

Selected and adapted from Fairbanks. G. (1960). *Voice and articulation drillbook (2nd ed.).* New York: Harper & Row.

Vowel /ɜ:/

1. She saw Bert and Bert saw her.
2. Can a bird learn to purr?
3. Irwin urged the girl to work.
4. Earl worked in a dirty shirt.
5. If you prefer, we'll rehearse the first verse.

Vowel /e/

1. Let the men help us get the bed.
2. They begged for rest before the extra session.
3. Everyone said it was an elegant dress.
4. His entry was an excellent etching of an elk.
5. One method is direct measurement of pressure.

Vowel /eɪ/

1. Stay and play with the baby.
2. James paid for the apron.
3. May baked a cake yesterday.
4. He sailed eighty miles away from the bay.
5. The rain made me late.

Vowel /əʊ/

1. Don't throw snow at your pony.
2. Open the window and close the door.
3. Don't go out in the boat alone.
4. We're both going home.
5. We won't go home till we know who stole the gold.

Vowel /ʊ/

1. Would you look for the cushion?
2. The rook stood on one foot.
3. He shook himself and pushed off into the woods.
4. I could eat a bushel full of cookies.
5. She's good-looking when she puts on the wool dress.

Consonant /r/

1. Harry tried to rip the orange ribbon.
2. Don't run across the narrow bridge.
3. The crows swarmed around the fruit.
4. Robert rode the roan right up the ridge.
5. I'll tell the story tomorrow morning.

Consonant /f/

1. My father takes me fishing every fall.
2. He felt footloose and fancy-free.
3. Did you find enough coffee for breakfast?
4. What seems fine at fifteen seems foolish at fifty.
5. A falling inflection frequently indicates finality.

Consonant /n/

1. Nell's nonsense isn't funny.
2. The Chinese and Japanese weren't friendly recently.
3. Nine fancy brown hens ran out of the barn into the rain.
4. Many are accompanied by downward inflections.
5. You can transfer what you learn into conversation.

Exercise 4

1. Sentences Containing the Most Used Words in the English Language

1	Where have you been?	16	Did you drop in at the supermarket?
2	What's for dinner?	17	I don't know.
3	I'm sorry.	18	You're late.
4	Do you want a cup of tea?	19	I'm thirsty.
5	Is there any cold water?	20	There is cold water in the fridge.
6	Did you have a good weekend?	21	It is too cold in here.
7	It's too hot in here.	22	I'm too tired to study tonight.
8	I'll look at it later.	23	Have you finished it yet?
9	Did you have a good day?	24	You look tired.
10	Can you give me a call later?	25	I'll call you back later.
11	Do you want to go?	26	Which one do you want?
12	Do you remember what happened?	27	I'll wait for you here.
13	Send me an email to confirm.	28	Did you pay the bill?
14	He said that he will do it.	29	Please hold the line.
15	She said that she would call.	30	You are next in the cue.

2. Sentences Containing Words with Initial Consonant Blends and Most Used Words in English

1	This time, try to swing higher.	16	The twigs on the tree have blossoms on them.
2	He needs to move swiftly to catch the bus.	17	The twins look exactly alike.
3	This tea is too sweet.	18	I've called him twice already.
4	Do you want to go for a swim?	19	The shops close late on Thursday nights.
5	They said that they will be here soon.	20	Chips are too fattening but I still want them.
6	This coffee is too cold.	21	The young man chopped the tree down.
7	I think that the government should make a law against that.	22	It is about time that the child wiped the food off his chin.
8	Take them and file them away.	23	The scraps were not put in the bin; instead they were just left on the table.
9	Facts are stranger than fiction sometimes when the lies are stripped away.	24	The point is that he scribbled all over the wall so he should be punished.
10	Find some strong string to tie up the parcel, please.	25	Don't shrug your shoulders like that.
11	Three people were seen running through the bank door after the robbery.	26	We heard a shrill cry from a bird who was sitting in the shrubbery.
12	Few children know how to throw a ball that high and then catch it.	27	I think you should see spring in Australia before you go back to your home country.
13	Look at that rain cloud in the sky.	28	We sometimes see snow on top of the mountains but not on the plains.
14	At school today, my little girl drew a number of small sketches of our house.	29	Come over here and see the spider weaving his web across the footpath.
15	I will still arrive on time for work even though the traffic is very congested.	30	The woman crashed her car right through the fence of the house next door.

UTS:HELPS

Diagnostic Test 1

1. See you later.
2. Are you thirsty?
3. I have to go now.
4. What's that noise?
5. By tomorrow evening.
6. It's about five o'clock.
7. I sent a cheque to Roy.
8. It's on television today.
9. She's upstairs in the bath.
10. Peter works in a shoe shop.
11. Do you really want a drink?
12. I'll go to see Sarah before July.
13. Thanks a lot.
14. It's a pleasure.
15. I forgot to pay Mark for the toys.
16. Your jacket is on the chair outside.
17. Shall I do the washing?
18. Good idea.
19. We're usually home before the children.
20. There's a zoo near Hull. It's not far.
21. We bought an amazing orange and purple car. It's in the garage.
22. Can you just put the books over there by the door?

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 99 Teacher reference (or Student handout)

Consonants	*Words in text*	*Comment*
p	Peter, shop, pay, put	
b	by, about, bath, before, bought, books	
t	later, tomorrow, Peter, lot, toys, bought	
d	today, do, outside, good, idea, door	
k	clock, jacket, can	
g	go, forgot, good, garage	
tʃ	cheque, chair, children	
dʒ	July, jacket, just	
f	before, forgot, far	
v	evening, five, television, over	
θ	thirsty, bath, thanks	
ð	the, there's, there	
s	see, sent, Sarah	
z	noise, upstairs, toys, zoo, amazing	
ʃ	she's, shoe, shop, shall, washing	
ʒ	television, pleasure, usually, garage (or /dʒ/)	
h	have, home, Hull	
m	tomorrow, Mark, amazing	
n	now, evening, near	
ŋ	evening, washing, amazing	
l	later, television, really, July, lot, Shall, usually, Hull	
r	tomorrow, Roy, really, Sarah, orange, garage	
j	you, your, usually	
w	what's, works, want, washing, we	

Vowels	*Words in text*	*Comment*
ɪ	in, drink, it's, children, orange	
e	sent, cheque, television, pleasure	
æ	have, that, thanks, jacket, garage	
ɒ	tomorrow, clock, shop, want, lot, forgot, on, washing, not, orange	
ʌ	upstairs, Hull, just	
ʊ	good, books, put	
i:	see, evening, Peter	

© Cambridge University Press 2004

Box 99 continued

Vowels	*Words in text*	*Comment*
eɪ	later, today, pay, amazing	
aɪ	by, five, July, outside	
ɔɪ	noise, Roy, toys	
u:	shoe, usually, zoo	
əʊ	go, home, over	
aʊ	now, about, outside	
ɪə	really, idea, near	
eə	upstairs, Sarah, chair, there	
ɑ:	Mark, far, car	
ɔ:	before, bought, door	
ɜ:	thirsty, works, purple	

Contracted forms	*Comment*
what's, it's, she's, I'll, we're, there's	

Links	*Comment*
tomorrow evening, It's about, five o', sent a, It's on, She's upstairs, upstairs in, works in, want a, Thanks a, It's a, jacket is, chair outside, Shall I, Good idea, There's a, bought an, amazing orange, orange and, It's in, books over	

Weak forms	*Comment*
you, are, to, a, the, do, for, your, and, can	

© Cambridge University Press 2004

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

UTS:HELPS

Your Ideas

Use these pages to make lists of vocabulary, phrases and sentences that you would like to practise this week.

Examples:

- sounds, vocabulary, phrases or sentences from today
- vocabulary, phrases or sentences from your field of study
- phrases and sentences that you would like to use with more confidence socially, in class or at work
- phrases and sentences that may help you in a job interview, a class presentation or an exam
- sections of poetry you enjoy.

UTS:HELPS

Sounds – Past Tense Endings

HELPS Pronunciation Resources

Past tense endings

Speaking English accurately can be a challenge because there are different ways of saying words which are written the same way. For example, the 'ed' syllable ending for past tense verbs and participles can be pronounced as /t/ /d/ or/əd/.

Syllables in words can be tricky:

start (root word) has 1 syllable but start/ed has 2 syllables.
stay (root word) has 1 syllable and *stayed* has 1 syllable also.

The end of the root word influences whether 'ed' is pronounced as:

- an extra sound /t/ or /d/ eg *stopped, stayed*
- an extra syllable /təd/ or /dəd/ eg *start**e**d*, *decid**e**d*

We use the schwa /ə/ to pronounce 'ed' as an extra syllable.

Question: What is the rule for the pronunciation of the 'ed' ending?

Exercise: Listen or read the following words.
Write them in the appropriate place in the table.
Underline the stressed syllable.

shocked excited embarrassed confused disgusted surprised satisfied amazed disappointed depressed annoyed amused administered calculated notified

extra sound /t/ or /d/	extra syllable /təd/ or /dəd/

Exercise: Can you think of other words with 'ed' endings YOU need to use regularly?
Check that you are pronouncing these words accurately.

UTS:HELPS

Stress

Why is word stress important?

Stress is one of the most important speech tools used by English speakers to communicate meaning. English speakers use stress to highlight information they think is important. In addition, every English word with more than one syllable or word part has a defined stress pattern. You can look up a dictionary to see which syllable is stressed. English stress is as important as English sounds.

How does it work?

The English stress system is based on the CONTRAST between stressed and unstressed syllables, stressed and unstressed words. Stressed syllables are longer and louder than unstressed syllables. They also have some pitch change or movement of the voice up or down.

Basically, there are three levels of stress in English:

syllable stress in words	contrast between stressed and unstressed syllables in words e.g. **ma** ny **peo** ple be **lieve**
key word stress	stress in longer speech chunks, clauses or sentences e.g. / that in an in**crea**singly **glo**balised **world** /
focus word stress	the syllable in the stressed word which has the strongest pitch change in a speech chunk ↘ ↗ e.g. / that in an in**crea**singly **globalised world** / ….

To listen to these phrases go to:

http://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation/stress

What will happen if I don't use stress?

You may sabotage your communication and you may risk tiring and confusing listeners. Listeners may not be able to recognise even simple vocabulary if you stress syllables equally or use incorrect word stress. Listeners may not follow your meaning if you don't stress key words in information chunks.

UTS:HELPS

HELPS Pronunciation Fact Sheet

Stress is essential for presenting key information clearly. Stressing information words at the end of a sentence or a speech chunk is also important because this is where new information often occurs in English.

How do I know which syllable to stress?

Word stress is so important that it is marked in dictionaries with before the stressed syllable. For example, 'emphasis' is written phonetically as / ˈemfəsəs /. Dictionaries also mark secondary stress below the line, especially in multi-syllabic words and compounds. For example, 'multimillionaire' /ˌmʌltɪmɪljəˈneə /.

There are some basic or typical word stress patterns. Go to **Pronunciation Fact Sheet: Summary of common word stress patterns**.

Are there any 'secrets' for pronouncing stressed syllables well?

Yes. English speakers often pronounce unstressed syllables or parts of a word with a 'weak' or indefinite vowel. This vowel is so common, and so important in English, that it has a special name, the 'schwa' /ə/. Of course English speakers pronounce weak syllables in other ways as well; they say unstressed syllables more quickly and more softly than stressed syllables. Have a look at these examples:

/ə/	/ə/ /ə/	/ə/	/ə/ /ə/ /ə/
a/ma/zing	fa/bu/lous	cri/ti/cal	un/be/lie/va/ble

Getting word stress right in academic contexts

Many words in academic contexts are multisyllabic. It's important to get the pronunciation of these words right.

Tips for pronouncing word stress correctly:

Divide the word into syllables. Mark the main and secondary stress if applicable.
Look up a good online or print dictionary to check.
Listen closely to how a fluent speaker of English pronounces the word.
Make a list of important vocabulary and mark the stressed syllables.
Practise, practise, practise! Get feedback from a fluent English speaker.

UTS:HELPS

Word Stress

HELPS Pronunciation Fact Sheet

Summary of common word stress patterns

1. **Two - syllable words**

	O o		o O
nouns and adjectives	**re** cord (n)	verbs	re **cord** (v)
	pro duce (n)		pro **duce** (v)
	per fect (adj		per **fect** (v)

2. **Suffix words: pattern 1**

	O o
- sion	**vi** sion
- tion	so**lu** tion
- ssion	**emi** ssion
- cian	mu**si** cian
- ic	eco**no** mic

3. **Suffix words: pattern 2**

	O o o
- cy	de**mo** cra cy
- ty	**u** ni ty
- phy	ge**o** gra phy
- gy	physi**o** lo gy
- al	**me** di cal

4. **Primary and secondary stress in multisyllabic words**
Many longer technical words have more than one stressed syllable. Many have a prefix and this usually has secondary stress.

	primary stress ↓	
prefix with secondary stress →	, **in** ter '**na** tion al	← suffix with no stress
	, **an**ti bi '**o** tic	
	, **su**per '**vi** sion	

5. **Compound nouns**
The most common stress pattern is stress on the first word, but there are exceptions.

stress on first word	**pod**cast, **clim**ate change, **da**ta base, **think** tank, **run**-up
stress on second word	Information tech**no**logy, global **war**ming, social se**cu**rity

6. **Acronyms**
Often have stress on the last letter.

UT**S**, AB**C**, DN**A**, US**B**, I**D**, P**C**, **IT**

UTS/ELSSA Centre/ Pronunciation Fact Sheet/ Common word stress patterns/ HZ and MW 2010

UTS:HELPS

Word stress worksheet — Practising word stress patterns

In English, key vocabulary, or words that provide information to the listener, such as nouns, adjectives, verbs and adverbs, are usually stressed.
In addition, words of two or more syllables have one syllable which has the main stress and it is very important to get this right if you wish to be understood.

This worksheet will give you practice in using word stress correctly.

You can refer to the Fact Sheet, *Summary of common word stress patterns,* and check the word stress with a dictionary when completing this worksheet.

Stress patterns in 2-syllable words

Look at the following phrases from Kofi Annan's speech and the stress patterns of the 2-syllable words.

Pattern 1	**Pattern 2**	**Mixed 1 and 2**
O o	**o O**	
***fe**llow **hu**man **be**ings*	*sur**vive***	***strug**gle to sur**vive***
***strug**gle*		

Task 1

Put the following words into one of the two columns, according to their stress pattern. You will find that the stress pattern will vary according to what part of speech the word is a noun (n), verb (v) or adjective (adj). Then practise saying the words.

event (n)	*recall* (n)	*recall* (n)	*reform* (n/v)	*minute (n/adj)*
project (n)	*cancel (v)*	*project* (v)	*audit* (n/v)	*dispute* (n/v)

O o	o O

Stress in multisyllabic words

As explained in the fact sheet, multisyllabic words can have primary and secondary stress, especially if they have a prefix as in ˌ*unemˈployment*.

Task 2

Mark the primary and secondary stress in the following words with / ˈ / for primary stress and / ˌ / for secondary stress:

compromise	reconstruction		recyclable	biological
integration	guarantee	expectation	individual	European

Task 3

Below are some presentation topics that students have been asked to speak on. All words are key words and should be stressed but you need to check the syllable stress before stating your topic. Mark the stress, then say the topics.

i) Environmental emissions

ii) Successful negotiations

iii) Indigenous health issues

iv) Infrastructure projects

v) Statistical methods

vi) Economic decision-making

UTS:HELPS

Stress Practice



Clarity English offers you online language support. It is free for all UTS students through the UTS Library. Go to http://www.lib.uts.edu.au/help/english-language and follow the links.

The following exercises on word stress are taken from Clarity English – **Clear Pronunciation 2.**

Listen to the words then tick the answer with the correct stress.

1. really	☐ **rea**lly	☐ rea**lly**		
2. report	☐ **re**port	☐ re**port**		
3. remember	☐ **re**member	☐ re**mem**ber	☐ remem**ber**	
4. yesterday	☐ **yes**terday	☐ yes**ter**day	☐ yester**day**	
5. exam	☐ **ex**am	☐ ex**am**		
6. revision	☐ **re**vision	☐ re**vis**ion	☐ revi**sion**	
7. difficult	☐ **diff**icult	☐ diff**i**cult	☐ diffi**cult**	
8. opinion	☐ **op**inion	☐ o**pin**ion	☐ opin**ion**	
9. possible	☐ **poss**ible	☐ po**ssi**ble	☐ possi**ble**	
10. business	☐ **bu**siness	☐ busi**ness**	☐ bu**si**ness	

Look at the bold words and underline/highlight those that have the stress on the FIRST syllable. Then watch the video and check your answers.

1. What's the most **recent movie** you've seen?
2. Do you **enjoy romantic comedies**?
3. Who's your **favourite actor** or **actress**?
4. Do you **prefer eating popcorn** or **chocolate** in the **movies**?
5. Is **going** to the **movies expensive** in your **country**?



Clarity English offers you online language support. It is free for all UTS students through the UTS Library. Go to http://www.lib.uts.edu.au/help/english-language and follow the links.

The following exercises on word stress are taken from Clarity English – **Clear Pronunciation 2.**

Listen to the words below. In each group, three have the same stress pattern, and one is different. Underline/highlight the word that is different.

1. politics
   interesting
   sensible
   develop

2. opinion
   government
   important
   whenever

3. kangaroo
   instrument
   interrupt
   disappear

4. introduction
   photocopy
   complicated
   businesswoman

5. ridiculous
   technology
   experience
   sympathetic

6. application
   entertainment
   centimeter
   fundamental

Listen to the sentences and look at the syllables in bold. Are the vowel sounds in those syllables weak or strong?

1.	She pro**mised** to **pro**vide eggs for breakfast	☐ Weak	☐ Strong
2.	**Me**gan be**gan** swimming when she was seven	☐ Weak	☐ Strong
3.	Put the po**ta**toes and **ca**rrots into the pot	☐ Weak	☐ Strong
4.	A modern car en**gine** is a complex **ma**chine	☐ Weak	☐ Strong
5.	She wants to be**come** a **be**tter musician	☐ Weak	☐ Strong
6.	Most mu**si**cians can play the pi**a**no	☐ Weak	☐ Strong
7.	We had to mea**sure** the height of a **ma**ture apple tree	☐ Weak	☐ Strong
8.	We **ex**pect you to do ex**tra** work before the **ex**am	☐ Weak	☐ Strong



Clarity English offers you online language support. It is free for all UTS students through the UTS Library. Go to http://www.lib.uts.edu.au/help/english-language and follow the links.

The following exercises on word stress are taken from Clarity English – **Clear Pronunciation 2**.

The suffixes –ion, -ic, -ical, -ial and –ity sometimes affect the stress on a word. Listen to each pair of words. When you add the suffix, does the stress stay on the same syllable or move to a different syllable? Select 'same' or 'different'.

1.	revise	revision	11.	permit	permission
2.	artist	artistic	12.	history	historical
3.	public	publicity	13.	celebrate	celebration
4.	tropic	tropical	14.	economy	economics
5.	inform	information	15.	essence	essential
6.	minor	minority	16.	possible	possibility
7.	practice	practical	17.	decide	decision
8.	office	official	18.	technique	technical
9.	operate	operation	19.	science	scientific
10.	secure	security	20.	describe	description

UTS:HELPS

Frequently Used Academic Words

The Academic Word List (Averil Coxhead, 2000):
a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the *Academic Word List*. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst, analytic, analytical* and *analytically* in the word family.

The *Academic Word List* is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as *amortization, petroglyph, onomatopoeia,* or *cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly, 34*, 213-238.
Averil Coxhead's website: http://language.massey.ac.nz/staff/awl/index.shtml

1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer

3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume

(Kinsella, San Francisco State University, 8/03)

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake

5. academy adjust alter amend aware capacity challenge clause compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas

6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender ignorance incentive incorporate incidence index inhibit initiate input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize

7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary

8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision

10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance so-called straightforward undergo whereby

(Kinsella, San Francisco State University, 8/03)

UTS:HELPS

Chunking and Pausing

Why are chunking and pausing important?

Pausing and chunking are vital communication tools for both listeners and speakers. Speakers divide speech into 'pieces' or 'chunks' to communicate a thought or idea, or to highlight information they think is important. This is the simplest and most effective way to 'package information' for the listener. Dividing information into chunks makes it easier for listeners to understand.

What exactly are speech chunks?

A speech chunk can be a word, a phrase or a whole sentence. Speech chunks can be signalled in different ways:

- pauses – moments of silence, sometimes very short
- slowing down
- strong stress on the last key word in the chunk

When you are working with a written version of a spoken text, it's handy to mark short pauses with a single slash / and a double slash **//** for longer pauses.

When should I use chunking and pausing?

You can use pausing and chunking to:

• state information	This is a powerful /
• give an opinion	but unfortunately flawed /
• emphasise a point	argument //
• put forward a criticism	The main problem with the argument is /
	the lack of hard / statistical evidence //
• soften a criticism	I do understand /
	that collecting data / is difficult //
• contrast a point	However / ...

UTS:HELPS

Chunking and Pausing in Presentations

When you give a presentation, it's important to pause enough to signal that you are introducing a new topic. Pause at the end of one section and before you start a new one. Then state the new topic and pause so the listener can get ready for new information.

What will happen if I don't use chunking and pausing?

Speech without pauses and speech chunks can overwhelm the listener with 'too much information'. The listener may feel 'lost' in a 'forest' of words. Without chunking and pausing, it will be hard for listeners to follow your meaning and know where they are in your presentation.

Try reading the examples below. Which one do you think a listener would find easier to understand?

Example 1

Does it really matter whether people speak with an accent as long as they can be easily understood many people now believe that in an increasingly globalised world we should accept variations in pronunciation that is accent however there's no point is speaking with an accent if people can't understand you is there?

Example 2

Does it really matter /

whether people speak with an accent /

as long as they can be easily understood?//

Many people now believe /

that in an increasingly globalised world /

we should accept variations in pronunciation /

that is / accent //

However / there's no point is speaking with an accent /

if people can't understand you / is there?//

UTS:HELPS

Chunking and Pausing Practice

Listening Worksheet: Kofi Annan

BBC Learning English website: Talk about English, Better speaking, Episode 3 – Kofi Annan
http://www.bbc.co.uk/worldservice/learningenglish/webcast/tae_betterspeaking_archive.shtml

BBC presenter, Callum Robertson, and language teacher, Richard Hallows, listen to a clip from the former Secretary-General of the United Nations, Kofi Annan. They talk about what makes Kofi Annan an effective speaker of English and ways you can practise and improve your English pronunciation.

Callum Robertson [1:28 min]: *Kofi Annan is from Ghana in West Africa, and … uses English as an international language, in a highly effective way. In this excerpt from a speech on globalisation, he's asking his listeners to make sure that the process of economic globalisation helps everybody in the world, the poor as well as the rich.*

Task 1: Pronunciation and communication strategies

Listen to Kofi Annan speaking. Do you think he is an effective speaker of English? Comment on the features below.

intelligibility: *easy to understand, speaks clearly* (example)

speed: _____

pausing: _____

vocabulary: _____

stress or emphasis: _____

overall impression: _____

Task 2: Chunking and pausing

Listen and read the transcript below [1:48].

Mark the pauses with a slash (**/**) (**//** for longer pauses).

It	is	a	much	tougher
sell	out	there	in	a
world	where	half	of	our
fellow	human	beings	struggle	to
survive	on	less	than	two
dollars	a	day.	Try	to
imagine	what	globalisation	can	possibly
mean	to	half	of	humanity
that	has	never	made	or
received	a	phone	call.	The
simple	fact	of	the	matter
is	this.	If	we	cannot
make	globalisation	work	for	all
in	the	end	it	will
work	for	none.		

UTS/ELSSA/Pronunciation resources/MW '09

UTS:HELPS

Sentence Stress

Box 77 Student handout

	A	B	C
1	Where are my books?	Didn't I put my books on the chair?	I thought I put my books under the table.
2	The film starts at ten past nine, doesn't it?	See you at twenty past eight.	What time are we meeting?
3	There's a blue Ford coming.	What car has Vicky got?	Becky's got a red Toyota, hasn't she?
4	Is Jane's broken arm any better?	Did Jane bruise her leg?	How was Jane's skiing holiday?
5	What's David doing these days?	David's writing a play, isn't he?	I've heard David is going to write a book.
6	Did you order pasta and salad?	What would you like to eat?	Is yours the pizza and chips?
7	I take the third turning on the left, don't I?	Your house is the second on the right, isn't it?	Which is your house?

© Cambridge University Press 2004

Read the questions above. Then practise saying each of the answers below in three different ways. Mark the stress differently for each answer by highlighting the word(s).

For example, sentence 1:

Where are my books? They're **ON** the **TABLE**

Didn't I put my books on the chair? They're on the **TABLE**

I thought I put my books under the table. They're **ON** the table.

2.	At ten past eight	At ten past eight	At ten past eight
3.	It's a red Ford	It's a red Ford	It's a red Ford
4.	She broke her leg	She broke her leg	She broke her leg
5.	He's writing a book	He's writing a book	He's writing a book
6.	Pizza and salad	Pizza and salad	Pizza and salad
7.	The third on the right	The third on the right	The third on the right

How would you answer each one differently?

UTS:HELPS

Pausing and Focus Stress

TED presentation by Richard St John: The *8 secrets of success*

This presentation is given on the website
http://www.ted.com/talks/lang/eng/richard_st_john_s_8_secrets_of_success.html

This segment begins at 1.00 of a 3.33 minute presentation.

Richard St. John describes himself as an "average guy who found success doing what he loved". He spent more than ten years interviewing people he considered successful to find out the reasons for success. These 'secrets' were then distilled into 8 words, 3 minutes and a successful book.

Task 1: Listening

Listen to the presentation and write down the 8 secrets to success.

i	v
ii	vi
iii	vii
iv	viii

Task 2: Controlled speaking

Listen to the following extract from the presentation.

a. Mark the pauses with a slash (**/**).

b. Highlight or underline the focus words.

c. Practise reading the transcript using pausing and focus stress.

Transcript

And	the	first	thing	is
passion.	Freeman	Thomas	says,	"I'm
driven	by	my	passion."	TEDsters
do	it	for	love,	they
don't	do	it	for	money.

Carol	Coletta	says,	"I	would
pay	someone	to	do	what
I	do."	And	the	interesting
thing	is,	if	you	do
it	for	love,	the	money
comes	anyway.			

TED Presentation: extension activity

Listen to more of the same talk.

a. Mark the pauses with (/)

b. Highlight or underline the focus words.

c. Compare with your partner.

d. Practise reading using pausing and focus stress.

Work!	Rupert	Murdoch	said	to
me	“It’s	all	hard	work.
Nothing	comes	easily.	But	I
have	a	lot	of	fun.”
Did	he	say	fun?	Rupert?
Yes!	TEDsters	do	have	fun
working.	And	they	work	hard.
I	figured,	they’re	not	workaholics.
They’re	workafrolics!	Good!	Alex	Garden
says,	to	be	successful,	put
your	nose	down	in	something
and	get	damn	good	at

it.” There’s no magic. It’s
practice, practice, practice. And it’s
focus. Norman Jewison said to
me, I think it all
has to do with focusing
yourself on one thing.” And
push. David Gallo says “Push
yourself. Physically, mentally, you’ve gotta
push push push.” You gotta
push through shyness and self-doubt.
Goldie Hawn says, “I always
had self-doubts. I wasn’t good
enough; I wasn’t smart enough.
I didn’t think I’d make
it.” Now it’s not always
easy to push yourself, and
that’s why they invented mothers.

UTS:HELPS

Word and Focus Stress Practice

Read the following item aloud and underline words that you think should have focus stress. Then mark the word stress for those words you have underlined.

Primary stress should be marked before the stressed syllable above the line and secondary stress below the line. E.g. pro,nunci'ation.

Australia and the Global Financial Crisis

A year ago, Australians were preparing themselves for a long period of recession. Many companies began belt-tightening in the expectation of poor consumer demand, while individuals also started to reduce their debt in case they were to lose their job. Well, some companies did suffer, and unemployment did rise, but not nearly as much as expected. In fact, technically, Australia has not been in recession and consumer confidence seems to be rising.

So, why has Australia escaped the worst of the global recession? There are several possible reasons. One is that the Federal Government almost immediately began to introduce stimulus packages by giving handouts and by providing for a range of infrastructure projects. These measures have increased retail sales and stimulated sections of the construction industry. Moreover, China's economy has continued to grow, so sales of resources to China have not fallen as much as expected. Other reasons are that the Australian economy was in surplus before the Global Financial Crisis (GFC), our banks are well-regulated and the government agreed to guarantee bank deposits for the short-term. Economists are reasonably optimistic that Australia will weather the crisis better than most countries.

UTS:HELPS

Stress for New Information

Stress on words that give new information at the end of a sentence

Information that may be *new* to the listener, is usually placed towards the end of the clause or sentence in English. Although the information is near the end of the sentence, it is stressed in speaking because it is important for the listener. If you let your voice fade away at the end of a sentence, an important part of your message might be lost to the listener. This new information has the focus stress.

Example: *My presentation today is about obesity.*
I've just been accepted into the Master's program.

Obesity and *Master's program* are the topics of the sentences but the words appear at the end of the sentences. Those words must be stressed in the usual way i.e. *o'besity* with stress on the second syllable and *'Master's ,program,* with main stress on the word *Master's and* secondary stress on *program*.

Task 1

Here are some more examples where the sentence begins with information that the listener probably has some background knowledge of, and ends with the new information that the listener wants to receive.

The *new* information is underlined. Other key words that are stressed are in italics. In pairs, practise reading the text, paying attention to the stress on key words but with the focus stress on the underlined words.
The listener should give feedback to the reader.

NB. Refer to the Fact Sheet, *Summary of common word stress patterns*, or a dictionary, for help with word stress on multisyllabic words.

A new *tourism program* has been set up to promote Indigenous tourism in Australia. *Many people* want to experience Indigenous culture first hand but find it difficult to access special tours and camps. The *new* program will feature Indigenous businesses in local and international marketing and will set up training and mentoring programs. (adapted from 'Tourism champions help sell Australia to the world', *National Indigenous Times*, 10 December 2009, p.31).

UTS:HELPS

In the following section of a presentation, underline the words or phrases that carry new information. Highlight any other words that you think should be stressed to convey the message. Practise with your partner.

The focus of my research is the role of music in education. It would seem that musical training can have intellectual benefits for children. However, in many primary schools, music is a very minor part of the curriculum and is not taken seriously. Moreover, most primary school teachers these days receive very little training in music.

(When giving a presentation, you will be surprised how often the focus words are placed towards the end of a sentence. Practise saying them with appropriate stress.)

UTS:HELPS

Signpost Words – Pausing and Stress

Signpost words (also called *transition signals*) such as *Firstly*, *In other words*, and *It's quite clear that*… are used to guide the listener.

These words should therefore be spoken clearly and given appropriate emphasis. This involves pausing after the word or word group, and using suitable stress and intonation. Not all signpost words should receive the same amount of stress. It depends on their importance in the development of your presentation. Note that a comma in punctuation indicates that a pause is likely in speech.

Task

Read the sentences below and do the following:

- mark with / where you think you would pause. If it is a longer pause to give more emphasis, mark with //
- highlight/underline any stressed words or syllables
- read the sentences aloud and compare with your partner.

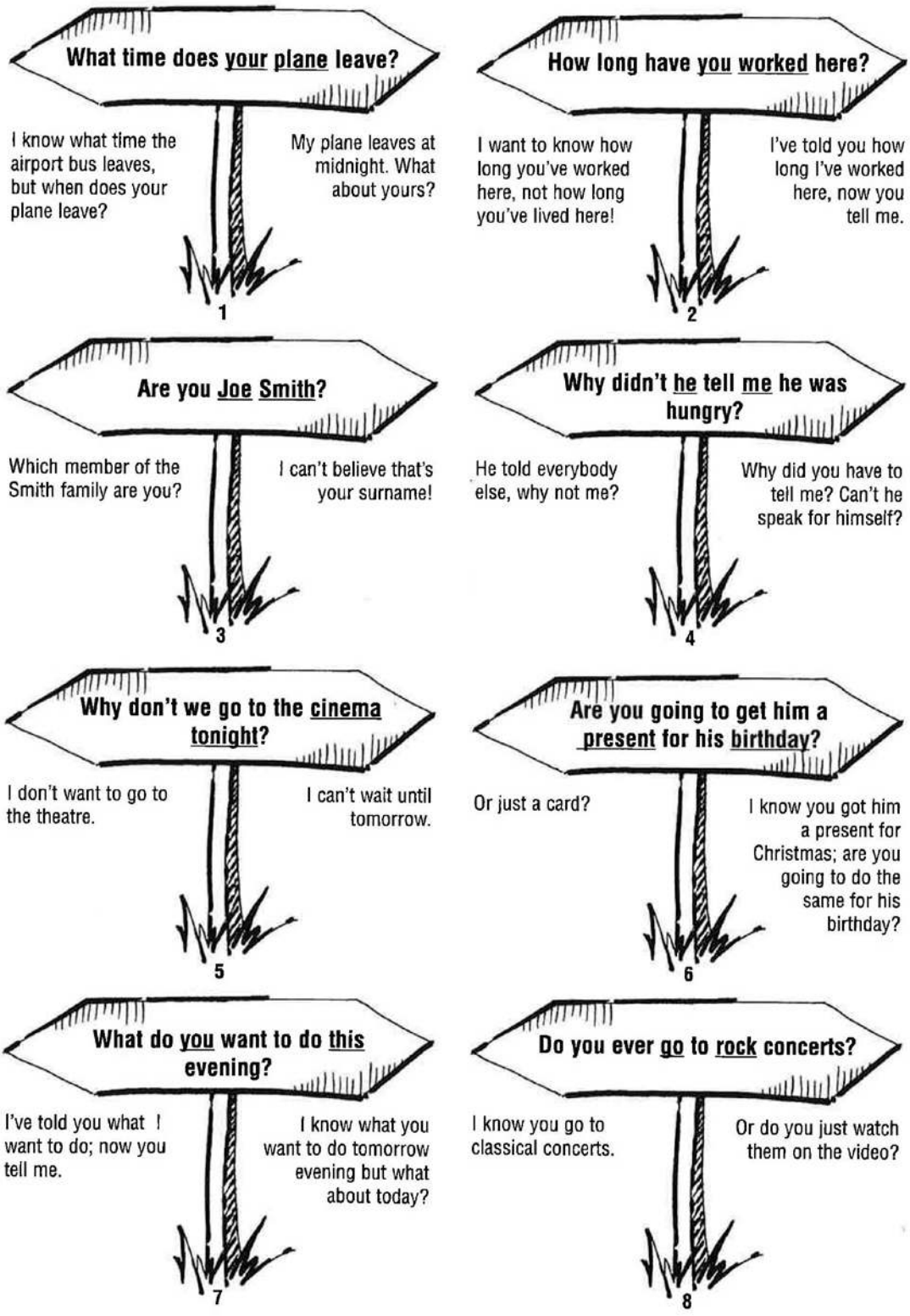
(Note that punctuation within the sentences has been removed.)

a.	So	first	of	all	let
	me	introduce	myself.		
b.	In	the	second	part	I
	will	be	examining	the	causes
	of	teenage	binge	drinking	in
	Australia.				
c.	Another	factor	is	the	increase
	in	teenage	violence	on	weekends.
d.	On	the	other	hand	will
	a	tax	on	alcopops	make
	much	of	an	impact?	
e.	However	if	such	a	tax

	is	introduced	young	people	will
	merely	switch	to	other	kinds
	of	alcoholic	drinks.		
f.	One	suggestion	already	taken	up
	by	some	licensed	premises	is
	to	limit	drinking	hours.	
g.	As	a	result	a	pilot
	education	program	is	being	introduced
	in	some	schools.		
h.	Finally	and	most	importantly	we
	must	look	at	community	attitudes
	to	teenage	drinking.		
i.	To	summarise	we've	looked	at
	some	of	the	causes	of
	teenage	binge	drinking	and	some
	possible	solutions.			

UTS/ELSSA/Pronunciation resources/MW 09

Stress Practice



From **Pronunciation Games** by Mark Hancock © Cambridge University Press 1995 **PHOTOCOPIABLE**

Diagnostic Test 2

Box 96 Student handout

Imagine that you have just moved into a new house and are describing some of the things that you have had to buy. You start by describing what you have bought for the kitchen.

In here, the dearest things were the electrical appliances – things like a dishwasher, a fridge and a stove. There was no cutlery, so I bought some knives, forks and spoons. I'd been given some bowls, but no cups and saucers, so I bought six of each. I needed furniture, too, and curtains for some of the rooms. I had to make some difficult choices. I bought purple curtains for the dining room. That wasn't my idea, but they should look really good in there. They'll help keep out the noise. And I got a nice old wooden table and some chairs. They cost about a thousand dollars. I've painted the walls pale orange and hung a large poster near the window. And I've put an oil painting on the opposite wall with an unusual pair of lamps. Yesterday I bought blue carpet for the stairs. And I had to get a barbecue for the yard. Another job is to paint the outside of the house and the garage. I'll enjoy doing that.

© Cambridge University Press 2004

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 98 Teacher reference (or Student handout)

Consonants	*Words in text*	*Comment*
p	keep, opposite, carpet, paint	
b	bought, but, about, barbecue, job	
t	too, curtains, got, about, put, get, that	
d	dearest, dishwasher, needed, dining, idea, good, yesterday, outside, doing	
k	like, cutlery, cups, difficult, cost, carpet	
g	good, got, get, garage	
tʃ	each, furniture	
dʒ	fridge, job	
f	forks, difficult, for	
v	stove, (six) of (each)	
θ	things, thousand	
ð	the, there, that, they, with, another	
s	so, saucers, (for) some (of), choices, nice, house	
z	appliances, saucers, choices, noise, chairs, thousand, dollars, opposite, stairs	
ʃ	dishwasher, should	
ʒ	unusual, garage	
h	had, house	
m	(for) some (of), make, room	
n	needed, furniture, noise, nice, near, an, another	
ŋ	painting	
l	electrical, really, dollars, pale, large, I'll	
r	dearest, cutlery, rooms, orange, pair (of)	
j	yesterday, yard	
w	was, walls, window	

© Cambridge University Press 2004

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 98 continued

Vowels	*Words in text*	*Comment*
ɪ	in, things, dishwasher, fridge, given, six, difficult, window	
e	electrical, help, yesterday, get	
æ	had, lamps, garage, that	
ɒ	wasn't, cost, dollars, orange, opposite, job	
ʌ	cutlery, cups, hung, another	
ʊ	look, good, wooden, put	
i:	each, needed, really, keep	
eɪ	table, painted, pale, painting, paint	
aɪ	appliances, knives, dining, nice	
ɔɪ	choices, noise, oil, enjoy	
u:	spoons, too, rooms, unusual, blue	
əʊ	stove, bowls, old, poster	
aʊ	about, thousand, outside, house	
ɪə	here, dearest, idea, near	
eə	there, chairs, pair, stairs	
ɑ:	large, carpet, barbecue, yard	
ɔ:	bought, forks, saucers, walls, wall	
ɜ:	furniture, curtains, purple	

Contracted forms	*Comment*
I'd, wasn't, they'll, I've	

Links	*Comment*
electrical appliances, like a, and a, so I, forks and, cups and, six of, some of, good in, keep out, and I, got a, nice old, cost about, about a, pale orange, hung a, and I've, put an, the opposite, with an, an unusual, pair of, get a, job is, the outside, I'll enjoy	

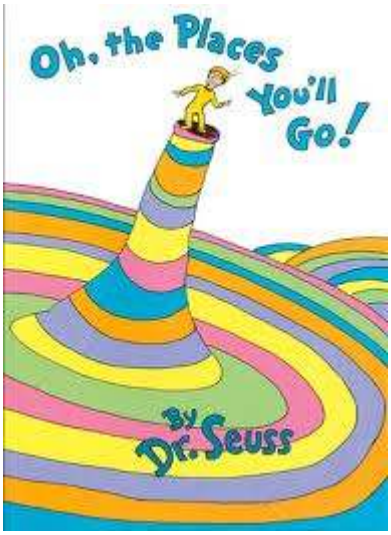
Weak forms	*Comment*
the, were, and, there, was, some, but, of, for, to	

© Cambridge University Press 2004

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

UTS:HELPS

Practice Text 1



Oh the Places You'll Go **by Dr Seuss (children's book)**

Listen to the book on YouTube (0:00-0:54):
https://www.youtube.com/watch?v=1rzUTFfflr0

Congratulations

Today is your day

You're off to great places

You're off and away

You have brains in your head

You have feet in your shoes

You can steer yourself any direction you choose

You're on your own, and you know what you know

And you are the guy who'll decide where to go

You'll look up and down streets. Look 'em over with care

About some you will say, "I don't choose to go there."

With your head full of brains and your shoes full of feet

You're too smart to go down any not so good street

And you may not find any you'll want to go down

In that case of course you'll head straight out of town

UTS:HELPS

Practice Text 2



Harry Potter and the Philosopher's Stone

(J K Rowling)

Listen to Stephen Fry reading it on YouTube (0:08-2:08):
https://www.youtube.com/watch?v=xFJtWwTLgt4

Chapter 1 – The boy who lived.

Mr and Mrs Dursley, of No. 4 Privet Drive were proud to say that they were perfectly normal thank you very much. They were the last people you would expect to be involved in anything strange or mysterious because they just didn't hold with such nonsense. Mr Dursley was the Director of a firm called Grubbings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blond and had nearly twice the usual amount of neck which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and in their opinion, there was no finer boy anywhere. The Dursleys had everything they wanted but they also had a secret and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister but they hadn't met for several years. In fact, Mrs Dursley pretended she didn't have a sister because her sister and her good for nothing husband was as 'unDursleyish' as it was possible to be.

UTS:HELPS

Practice Text 3



Kevin Rudd's apology speech

Listen to it on YouTube:
http://www.youtube.com/watch?v=b3TZOGpG6cM

I move that today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment. We reflect in particular on the mistreatment of those who were Stolen Generations — this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

...To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

UTS:HELPS

Practice Text 4



Barack Obama in Berlin speech

Listen to it on YouTube (starts at around 2.50):
http://www.youtube.com/watch?v=fhse6js54aw

Here, for thousands of years, the people of this land have journeyed from tribe to principality to nation-state; through Reformation and Enlightenment, renowned as a "land of poets and thinkers," among them Immanuel Kant, who taught us that freedom is the "unoriginated birthright of man, and it belongs to him by force of his humanity."

Here, for two centuries, this gate stood tall as the world around it convulsed — through the rise and fall of empires; through revolutions and republics; art and music and science that reflected the height of human endeavor, but also war and carnage that exposed the depths of man's cruelty to man.

It was here that Berliners carved out an island of democracy against the greatest of odds.

UTS:HELPS

Practice Text 5



Martin Luther King's speech at Lincoln Memorial, Washington DC on 28 August, 1963.

Watch with subtitles on YouTube:
http://www.youtube.com/watch?v=smEqnnklfYs

(From 12:13 – 13:50)

So even though we face the difficulties of today and tomorrow I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; and all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my poor little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

UTS:HELPS

Connected Speech

HELPS Pronunciation Fact Sheet

Connected speech

Why is it important?

We use the term Connected Speech to refer to sound changes that occur when we are speaking. Understanding these changes can dramatically improve your understanding of fluent native speakers of English. And if you don't use at least some of the features of connected speech yourself, you may sound stilted and formal. This can be a barrier to communication, particularly in informal situations. Formal presentations without the features of connected speech may also be a strain on a native speaker audience.

What are the features of connected speech?

Basically, there are three features of connected speech.

Unstressed words As the name implies, these words are usually 'smaller', less important words than the stressed information words which carry most meaning in English. Unstressed words are usually pronounced more lightly and softly than stressed words and many are pronounced with the indefinite or schwa vowel sound /ə/. For example, *I'm a* **student** *at* **UTS** has 3 unstressed words: *I'm, a, at* 2 information words: *student, UTS*

Stressed words are usually 'content' words such as nouns, adjectives, verbs and adverbs.

Why is it important to know how to pronounce unstressed words?

Unstressed words are important because they make stressed information 'stand out'. Saying unstressed words more quickly and lightly also gives the speaker time to lengthen the stressed syllables in key words and make clear intonation contours. Here is a summary list of common unstressed words.

articles	the, a, an
prepositions	at, to, for
pronouns	me, you , him, her, it
conjunctions	and, but
auxiliary verbs	is, was, has, have, had
modal verbs	can, could, should

UTS:HELPS

HELPS Pronunciation Fact Sheet

Linking Fluent speech at normal speed is spoken without breaks between words. The sound at the end of one word is joined or linked to the beginning of the next word. Often these words sound like one word.

There are basically three different ways of linking in English.

Consonant + vowel	I'm studying my Masters in Business Administration
Consonant + consonant	The best thing about this course is ….
Vowel + vowel: adding /w/ and /j/	/j/ /w/ I'll be a registered nurse in two and half years' time.

Sound changes

Sometimes linking sounds together actually produces a new or different sound. This usually happens in two ways.

/t/ + /j/	/tʃ/ (as in '*ch*' for '*chair*') This is my first year.
/d/ + /j/	/dʒ/ (as in '*j*' for '*just*') This is my second year.

Are there any 'secrets' for how to link words together?

Yes. Speak as much as possible in phrases and try to keep your breath and your voice going as you 'move' from one word to the next.

For more information, go to the HELPS website: http://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation/speaking-australian-english

Weak forms can be said with stress, depending on context. Example: Did he throw the ball to you? No, he threw it **AT** me. Try the sentences below, changing the stress.

Box 42 Teacher reference

(Sentences with weak forms marked)

1 He threw the ball at me.	/hi/ ... /ət/ ...
2 You must come over for dinner soon.	... /məs/ ... /fə/ ...
3 Bill and Mark have left.	... /ən/ ... /əv/ ...
4 Have you got more than Tom?	/həv ju/ ... /ðən/ ...
5 I was at home from five o'clock.	... /wəz ət/ ... /frəm/ ...
6 We could talk about it at lunch.	/wi kəd/ ... /ət/ ...
7 Ask them to come to the party.	... /ðəm tə/ ... /tə/ ...
8 Can you tell us now?	/kən ju/ ... /əs/ ...
9 We were going to the park.	/wi wə/ ... /tə ðə/ ...
10 When do you get the results of your tests?	... /də jə/ ... /əv jə/ ...
11 There should be some more in the box.	/ðə ʃəd bi səm/ ... /ðə/ ...
12 When are you taking him to see her?	... /ə ju/ ... /ɪm tə/ ... /ə/

Consonant clusters are often difficult to say. Often a 't' or 'd' sound is left out. Example: mostly – can't hear the 't'. Try the words and phrases below. Are there any 't' or 'd' sounds left out?

Box 45 Student handout

Part A

postman correctly wastepaper facts restless lastly exactly friendly kindness handshake hands landscape blindness grandmother

Part B

1 It was next morning.	13 Did I hurt you?
2 Hold tight.	14 We reached Berlin.
3 She's world champion.	15 She arrived there.
4 It was just him.	16 We crossed over.
5 It's in first gear.	17 I phoned Keith.
6 Take a left turn.	18 It moved towards us.
7 I heard singing.	19 They're second hand.
8 She changed clothes.	20 He finished first.
9 I'll send Lucy.	21 I slept badly.
10 It was hard work.	22 I found Ruth.
11 They kept quiet.	23 I understand this.
12 It looked good.	24 I felt bad.

When words are said slowly all vowels are pronounced, but in natural speech vowels can be left out. Example: family – you don't hear the 'i'. Try the words and phrases below.

Box 46 Student handout

Part A

camera definite every factory family favourite history marvellous police recovery reference secretary separate similar strawberry traveller

Part B

1 A ..... friend.
2 Modern ..... .
3 A ..... plant.
4 A car ..... .
5 ..... time.
6 A great ..... .
7 Remarkably ..... .
8 A personal ..... .
9 A ..... officer.
10 A digital ..... .
11 Absolutely ..... .
12 A frequent ..... .
13 A ..... book.
14 A ..... answer.
15 Entirely ..... .
16 An amazing ..... .

Linking: Consonant and Vowel

4.1 74 Listen to these phrases and repeat them, linking the words together where this is indicated.

a) divide_in two
b) historical_evidence
c) as soon_as possible
d) take_over control
e) it'll_end next week
f) the Data Protection_Act
g) a wide_area
h) keep_up with_it
i) an_increase_in crime
j) the main_aim

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 32 Student handout

A	B	C
1 hot	a hot pizza	a hot oven
2 good	a good excuse	a good price
3 seven	seven languages	seven people
4 short	a short boy	a short way
5 red	a red bike	a red apple
6 brown	a brown suit	a brown beard
7 white	white wine	white coffee
8 bad	a bad cold	a bad illness
9 ten	ten cars	ten letters
10 light	light rain	light green
11 wide	a wide river	a wide gap
12 green	a green sofa	green grass

Linking: Vowel and Vowel – when 2 vowels are together often a /w/, /j/ or /r/ sound is inserted.

77 Listen to these phrases and decide if a /w/, /j/ or /r/ sound needs to be inserted. Mark them in the correct places. Then listen and repeat the phrases, inserting the sounds where appropriate.

a) try out
b) agree on this
c) two of them
d) extra income
e) radio operator
f) media event
g) high above the earth
h) How does this tie in?

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

Box 33 Student handout

A	B
1 Where are you going?	a By air.
2 When?	b I grew up there.
3 Why?	c Yes, a new umbrella.
4 Who is he?	d He asked me for one.
5 Have you got cousins there, too?	e Tomorrow afternoon.
6 How will you get there?	f I'll stay a week.
7 How long will it take?	g They all live in France.
8 Have you been there before?	h It's too expensive.
9 How long will you be there?	i To see Adam.
10 Why don't you stay longer?	j A few hours.
11 Will you take Adam a present?	k My uncle.
12 Why an umbrella?	l To Austria.

Hewings, M. 2004, *Pronunciation practice activities*, Cambridge University Press, Cambridge.

UTS:HELPS

Intonation

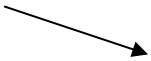
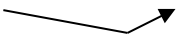
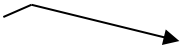
Why is it important?

Intonation is a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice. The patterns of rise and fall are described as 'tones'. The different types of meaning intonation communicates include:

- grammatical meaning, e.g. different tones for types of questions
- status of information, e.g. main or subordinate, finished or unfinished
- attitude, e.g. whether we're certain or not, have doubts or reservations
- feelings, e.g. whether we're confident, happy, enthusiastic, sad, bored, etc.
- relational, e.g. how 'open', friendly or 'closed' we are towards a listener, or to communicate empathy or shared feeling.

How does it work?

Like stress, intonation operates on a system of contrasts. But now the contrast is between the movement of the voice UP (↗) or DOWN (↘). Intonation can change the meaning of what a person says even when the same words are used.

Example	Communicative purpose and function
 It was **interesting**	You are giving information. You are certain and confident about the information. This is a statement.
 It was **interesting** (?)	This intonation could indicate that this is a question even though the grammar indicates a statement. It could also indicate that you aren't sure or that you haven't finished yet. Question or incomplete statement.
It was **interesting** …	You have more to say. Incomplete statement.
 It was **interesting**…	You have some doubts or reservations or you want to qualify this with more information. You may also be referring to what has already been said or will be said.
 It was **interesting**!	You want to emphasise this. Depending on the context, you may feel enthusiastic, happy or surprised. Or you may want to contrast or contradict what someone else has said. Exclamation.

What will happen if I don't use intonation appropriately?

You may mislead your listener or your audience. For example, repeatedly using high rising intonation at the end of speech chunks and sentences can be irritating and confusing. Listeners can also get confused because they can't distinguish between what information is finished and what is not. The speaker may also give the impression of seeking feedback or approval and therefore lacks confidence.

To get a feeling of how this works, try saying the following:

I **went** to the **lec**ture ↗ / it was **great** ↗ / the **lec**turer was **clear** ↗ /

she **asked** if we had **ques**tions ↗ / but **ev**eryone just **sat there** ↗ //

If you don't finish off with a falling intonation at some point, the listener is left 'hanging', waiting for the 'story' to end. Now try a different intonation:

I **went** to the **lec**ture ↘ / it was **great** ↘ / the **lec**turer was **clear** ↗ /

she **asked** if we had **ques**tions ↗ / but **ev**eryone just **sat** there ↘ //

Note: High rising intonation is common in casual conversation and, in this context, is not a problem. It often indicates that the speaker is 'open' or wants to 'connect' with the listener.

What's wrong with using a lot of high rising intonation in presentations?

In a presentation, a series of high rising tones may communicate that:

- you haven't finished a piece of information. This can be confusing for listeners because they need to understand each piece of information so they can build understanding as they progress through the presentation with the speaker
- you are uncertain or tentative about what you are saying. This can be a problem if you want to communicate your thoughts with confidence.

For more information go to the HELPS website: http://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation/intonation

UTS/ELSSA Centre/Pronunciation Fact Sheet/Intonation/HZ 2010

Intonation helps speakers communicate meaning through the rise and fall of the voice.

Lester: Test 3 – Part 2 (the first part of his talk – scroll down to find Test 3)

Listen to Lester describing the public transport system of Hong Kong:
http://legacy.australianetwork.com/passport/lester.htm

1. Mark in the intonation at the end of each chunk:

   falling intonation ↗ rising intonation ↘ level intonation →

In Hong Kong we've got a very well developed transportation system.

We've got buses,

double-deck buses,

taxis, trams, ferries, underground metro and minibus.

It's, minibus is about half the size of a bus

and takes around sixteen people.

A lot of people take them 'cos they're a bit faster than normal buses.

And we use the ferry for carrying people across the harbour

because Hong Kong is formed by an island

and a peninsula.

2. Does Lester vary his intonation?
3. What is your impression of his intonation?
4. Why do you think he chooses this pattern of intonation?
5. What would be an alternative pattern of intonation for a talk in a formal situation?
6. What would be the difference in the effect on the listener?

To listen to intonation for different types of questions, go to Clarity English. Click on http://www.lib.uts.edu.au/help/english-language and follow the links to **Clear Pronunciation 2, Standard Intonation**

UTS/ELSSA/Pronunciation Intensive Course/MW/2010

UTS:HELPS

Useful Resources

Books and audio resources

Pronunciation for academic study

Smith, J. & Margolis, A. 2007, *English for academic study: pronunciation study book*, Garnet Education, University of Reading. CDs featuring British English.

Clear explanation and practice of sounds, stress, intonation and features of connected speech. Includes sections of sample presentations for practice of particular pronunciation features. Easy-to-follow format.

Pronunciation for academic presentations

Reinhart, S. 2002, *Giving academic presentations*, University of Michigan Press, Ann Arbor, USA.

This is an excellent introduction to giving academic presentations. Each chapter contains a section specifically dealing with pronunciation. Pronunciation areas covered include: pausing, stress, intonation, noun phrases, unstressed words and syllables.

Pronunciation in general Australian English

Boyer, S. 2002, *Understanding English pronunciation*, BER, Glenbrook, NSW.

Boyer, S. 2003, *Spelling & pronunciation for English language learners*, BER, Glenbrook NSW.

These 2 books are comprehensive introductions to the pronunciation of Australian English. They cover sounds, stress, intonation and spelling, chunking and pausing. The language used relates to general Australian English. Audio cassettes and CDs. Answer section for self-study.

Boyer, S. 1998, *Understanding everyday Australian* (Books 1, 2 and 3), BER, Glenbrook, NSW.

This book focusses on spoken language and Australian idioms. There are exercises and answers.

Zawadzki, H. 1994, *In tempo: an English pronunciation course*, NCELTR, Sydney.

This book concentrates on the rhythm and stress of Australian English and is especially suitable for learners from Asian language backgrounds and speakers of other 'syllable-timed' languages such as French. Audio cassettes or CDs. Answer section for self-study.

Pronunciation exercises in British English

Hancock, M. 2003, *English pronunciation in use*: *intermediate*, CUP, Cambridge. CDs.

Hewings, M. 2007, *English pronunciation in use: advanced*, CUP, Cambridge. CDs.

These 2 books contain many exercises suitable for tertiary students. They cover sounds, word stress in multi-syllabic words, sentence stress, intonation and ways to organise information and keep conversation going. Both intermediate and advanced levels are recommended. The intermediate book has a guide for speakers of specific languages with recommended units to study. Both books have an answer section for self-study.

Rogerson, P. & Gilbert, J.B. 1990, *Speaking clearly*, CUP, Cambridge.

Easy-to-follow introduction to the rhythm and stress of English. Also covers sounds.

Pronunciation and speaking skills in the Australian workplace

da Silva Joyce, H., Wilson, L. & Zawadzki, H. 2007, *Getting it right at work: negotiating and problem solving*, NSW AMES, Sydney. DVD and workbook.

da Silva Joyce, H., Wilson, L. & Zawadzki, H. 2007, *Getting it right at work: customer service*, NSW AMES, Sydney. DVD and workbook.

These resources focus on workplace communication. The DVD presents unsuccessful and successful versions of workplace interactions. Each interaction type has an in-depth explanation of communication strategies, examples and activities focussing on the key pronunciation features which contribute to successful communication. Answer section for self-study. *Negotiating and problem solving* is concerned with internal workplace communication. *Customer service* deals with communicating with the public.

Pronunciation in American English

Gilbert, J. 1993, *Clear speech,* 2nd edn, CUP, Cambridge.

This is an easy to follow introduction to the rhythm and stress of American English. It also has a section on listening to lectures.

First Language Interference

Swan, M. & Smith, B. (eds) 2008, *Learner English: a teacher's guide to interference and other problems*.

This is an excellent outline of pronunciation problems caused by the influence of a speaker's first language on the pronunciation of English. Languages include European, Asian and African language groups.

UTS:HELPS

Internet resources

IELTS preparation, Australian listening content

Very good modelling and analysis of the pronunciation of students answering questions in an IELTS interview situation: http://australianetwork.com/learningenglish/

Go to *Passport to English* link to practise IELTS. Use the other links to practise listening to Australian English.

The **BBC World Service** has excellent videos, recordings and quizzes to help you learn about and practise English pronunciation. British English. There are tips for learning about and improving pronunciation as a communication skill at: http://www.bbc.co.uk/learningenglish/english/features/pronunciation/introduction

Medical English

Faculty of Health 2009, *Clinically speaking*, University of Technology, Sydney. http://m.uts.edu.au/current-students/health/clinical-practice/clinically-speaking

Clinically Speaking was designed to help students to succeed in clinical placements by improving communication with staff, patients and their families. It includes iVoc, clinical clips and classroom-based workshops.

Sounds of English

This is a great website with audio and dynamic diagrams showing the pronunciation of English sounds. American English. http://www.uiowa.edu/~acadtech/phonetics/english/english.html

A useful site with interactive sound-based exercises on sounds, intonation and stress is at: http://davidbrett.uniss.it Use the *Phonetics and Phonology* link.

The **BBC World Service** online has excellent videos, recordings and quizzes to help you learn about and practise pronunciation of sounds. British English. http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/

A good website for practising pairs of problem sounds (e.g. /l/ and /r/), final consonants and consonant clusters. There are also links to YouTube videos on pronunciation. http://www.manythings.org/pp/

An easy-to-use reference for the sounds of English with quizzes to help you learn the phonetic alphabet. British English. http://www.stuff.co.uk/calcul_nd.htm

Pronouncing dictionary

Use this to check stress and sounds of English words.
http://dictionary.cambridge.org/dictionary/american-english

Presentation skills

The TED video site has a wide range of excellent presentations. It is particularly useful for non-native speakers of English as interactive transcripts are provided. The presentations are drawn from the fields of Technology, Entertainment and Design, Business, Science and Global Issues. The online interactive transcripts give you the opportunity to 'read along' with the speaker and imitate their pausing, stress and intonation. The audio can be stopped and repeated and this is an excellent opportunity to practise the speech techniques used by each speaker. Note: transcripts must be viewed on the website. For an overview of the presentations go to:
http://www.ted.com/talks/list

Excellent model presenters on the TED site include:

Hans Rosling, a dynamic presenter who presents statistics with passion:
http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty

Ken Robinson on how schools kill creativity.
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

A great pep talk is the 3-minute presentation by Richard St. John on the secrets of success: http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.html

Another very good site is http://www.ruf.rice.edu/~comcoach/

This website contains an introduction to essential presentation skills and video clips illustrating effective and ineffective practices. Each page has up to 4 videos illustrating a section of a speech, questions for analysis of the speech sample and feedback.

General English

http://www.abc.net.au/rn/

This website has a wide range of Australian programs including documentaries, news, interviews and lectures on subjects such as current affairs, science and technology, education, the media, health, law, the arts and religion. One can listen online, and download podcasts and transcripts.

http://www.radioaustralia.net.au

This website has an interesting selection of programs based on Australia, Asia and the Pacific. Topic areas include the news, current affairs, business, science, technology, education, health, the arts, social issues and sports. Free MP3 downloads and RSS webfeeds are available.

The BBC World Service Learning English websites have some excellent resources for practising listening and the pronunciation English.

a. http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron

   This website has explanations and models for listening and practice of the sounds of English and features of connected speech. mp3 downloads available.

b. http://www.bbc.co.uk/worldservice/learningenglish/webcast/tae_betterspeaking_archive.shtml

   This website features 12 programmes in which well-known, fluent non-native speakers of English talk on a variety of topics. A trainer analyses the features of their speech and gives tips on improving pronunciation and speaking skills. mp3 downloads available.

c. http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews

   This website features news items (including an archive) with listening and practice of key vocabulary items. Transcripts and downloads are available.

UTS:HELPS

How to Practise Pronunciation

Before you start, get a 'pronunciation tool box'.

This should include:

- a notebook specifically for pronunciation
- a recording device such as an mp3 recorder (or mobile phone)
- a dictionary with phonetic transcription (showing the sounds in words).

Find someone to give you feedback

Let's call this person a 'pron buddy', someone who speaks English clearly and fluently, perhaps a friend, work colleague or fellow student. Your 'pron buddy' can be your 'sounding board', that is, someone who can give you regular support and feedback about how you sound in academic or work situations. You could practise difficult words or expressions from your subject area or even rehearse giving a talk or presentation. You could also ask for feedback on your speech in general conversation.

Find some resources

Look at the *Useful Resources* and use the comments to help you select books and web resources that have exercises on the pronunciation features you want to focus on, or provide intensive listening practice.

Did you know that many libraries, including the UTS library, have 'talking books', that is, books with CDs or audio cassettes. These will usually be novels and are useful because you can listen and read at the same time. They can help you to improve your pronunciation of general English, expand your vocabulary and gain confidence with English sounds and spelling conventions. The ABC (the national Australian broadcaster) also has a huge range of audio books.

The TED video website has a wide range of excellent presentations. It is particularly useful for non-native speakers of English as interactive transcripts are provided. Go to the HELPS website for live links to these webpages

Identify the speech features you want to improve

Do some **self-analysis**. Your pron buddy may be able to help you. Here are some questions you can ask yourself:

- What aspects of my pronunciation are affecting my communication?
- What would help me to communicate more effectively?
- What words or expressions are people asking me to repeat?
- Are there some sounds which re-occur in these words, expressions, etc.?

- Is it hard to say longer words and word groups clearly and fluently?
- Am I getting feedback that I 'speak too fast'?

Learn to listen to yourself

The feedback you can get from listening to a recording of your voice is very powerful. It's often a shock – even for native speakers – to hear themselves speaking! But this is one of the most useful things you can do. The best way to do this is to **record** yourself speaking so you can listen to yourself and reflect on how you sound. Very often we actually have a pretty accurate idea of what's making us difficult to be understood when we listen carefully to how we are speaking. To be on the safe side however, check your impressions by getting feedback from your 'pron buddy'. Otherwise, you could be 'too hard' or 'too soft' on yourself!

Use the **Pronunciation Checklists** to guide your analysis.

UTS/ELSSA/Pronunciation Project 09/Marilyn Wise and Halina Zawadzki

UTS:HELPS

Ways of Practising Pronunciation

1. **Work on the basics**. Note down key words, high frequency terminology from your subject area or general conversation. Mark the syllable stress and note any problem sounds. Check your dictionary. Practise with your 'pron buddy'. Try reading the items and get feedback. If you need more help, ask your buddy to record the items you need to improve. Practise the items aloud.

2. **Record your voice and listen to yourself**. You will gradually become better and better at analysing your speech. This will help you to self-correct 'on the spot' when you are communicating in real-life situations.

3. **Focus on one feature at a time at first and practise systematically.** It's hard to do *everything* correctly, especially if you have a number of things to work on, so just practise one thing at a time. For example, words which contain a problem sound, words stress, the key words in a speech chunk. You can slowly build up to controlling more features at the same time.

4. **Limit what you say**, for example, the main key word and its tone, or link one or two words together, or only say the key words. Add more words to make phrases. Repeat several times till you feel more confident.

5. **Build your fluency, accuracy and speed.** When you are practising something difficult, speak slowly at first, saying just a few words at a time. Slowly add more words, repeating as you go and getting a little faster each time.

6. **Identify a 'model' speaker** – in other words, someone who speaks English well and who you want to sound like. It could be someone you regularly see on TV for example. Or it could be someone in your class or workplace. Listen carefully to your 'model'. What strategies do they use to speak effectively? Try to imitate the way they speak.

7. **Record a short piece of speech** (about 15-20 seconds) from radio or TV. Try to write what you hear. Ask your pron buddy to check what you have written. Then listen again and underline the key words and syllable stress in longer words. Notice any features of fluent, connected speech; for example, the schwa or linking.

8. **Download a podcast and transcript from ABC radio**. Choose a small chunk and listen carefully to that section. Underline the key words and syllable stress in longer words. Identify key vocabulary to practise. Try reading the chunk to your pron buddy and get feedback. You could also record yourself reading the same piece. Compare your version with the model recording.

9. **Use a system of notation.** This is helpful because it's a way of marking a text and reminding you of what's important when you're practising.

10. Here are examples of the notation you can use:

- speech chunks and pauses marked with a slash **/** or **//**
- stressed syllables in key words marked in **bold**
- focus words have an **underlined** stressed syllable
- arrows mark the direction of pitch movement of the voice, e.g.

  ↘ for falling intonation

  ↗ for rising intonation

UTS/ELSSA/Pronunciation Project 09/Marilyn Wise and Halina Zawadzki

UTS:HELPS

Pronunciation Checklist for Presenting

Overall impression: Was meaning communicated clearly and in an interesting way?

_____

Student:	**Yes**	**Needs practice/examples**
Chunking and pausing Was information divided into chunks? Did the speaker use pausing appropriately?	☐ ☐	
Key words and focus stress Were key words stressed? Were focus words given more emphasis?	☐ ☐	
Word stress Was correct stress used in words and word groups?	☐	
Sounds Were sounds produced well enough not to be confusing for the listener?	☐	
Vocal features Was the speed just right? Was the volume just right?	☐ ☐	

UTS/ELSSA/Pronunciation Resources/Homework/MW 2010