

PREDOMINANT PROBLEMS AND WORKABLE ACTIVITIES TO IMPROVE
STUDENTS ENGLISH PRONUNCIATION.

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RESUMEN

Esta investigación buscó conocer cuales fueron los principales problemas de pronunciación que los estudiantes del segundo semestre de los programas Inglés-Francés e Inglés-Español de la Universidad de Nariño tienen al momento de hablar, al inicio del proceso de aprendizaje.

Después de grabar a los estudiantes de los dos grupos, fue importante analizar sus problemas de pronunciación de Inglés, para sugerir actividades factibles y reglas para ayudarles a improvisar la pronunciación de Inglés, al mismo tiempo, darse cuenta la actitud de los aprendices al frente del objetivo de la lengua y también la actitud y la reacción al frente de las actividades que fueron aplicadas.

Para llevar a cabo u obtener este propósito, fue necesario aplicar veinte actividades en las cuales fue importante tener en cuenta, primero que todo, los principales problemas de pronunciación que los estudiantes tuvieron en el momento que ellos hablaron. Los sonidos mal pronunciados por los estudiantes de Segundo semestre del programa Inglés-Español fueron divididos en diferentes actividades para ser enseñadas. Algunas reglas de pronunciación, actividades de escucha y lectura junto con algunas canciones fueron incluidas para incrementar el interés y entusiasmo de los estudiantes acerca de esta importante habilidad.

Esto tomó cuarenta y ocho horas para enseñar el programa planeado al inicio del proceso de aprendizaje relacionado con los problemas de pronunciación de Inglés que los estudiantes tuvieron en los cuales nosotras como instructoras consideramos que no es

suficiente porque esta habilidad toma bastante tiempo, práctica, repetición, estar en contacto con el objetivo de la lengua para adquirir una aceptable o buena pronunciación.

Para conocer el mejoramiento adquirido por los estudiantes del segundo semestre del programa Inglés-Español fue necesario aplicar en la mitad del proceso de aprendizaje una lectura con todos los sonidos ya aprendidos por ellos. Esto también ayudó a confrontar la información acumulada al inicio del proceso.

El resultado mostró que los estudiantes hicieron un buen uso de las reglas de pronunciación de Inglés que ellos ya aprendieron e hicieron también un buen uso de las reglas que fueron fáciles de aplicar para ellos.

ABSTRACT

This investigation was aimed to know what were the principal English Pronunciation problems students of the second semester from English-French and English-Spanish programs at the University of Nariño had at the moment they speak, at the beginning of the process of learning.

After recording students from both groups was important to analyze their English pronunciation problems to suggest workable activities and rules to help them to improve their English Pronunciation, at the same time, to notice the attitude of the learners in front of the target language and also the attitude and the reaction in front of the activities that were applied.

To carry out or get this purpose was necessary to apply twelve activities in which were important to bear in mind, first of all, the major pronunciation problems students had at the moment they spoke. The mispronounced sounds by students of the second semester of the English and Spanish program were divided into different activities to be taught. Some English pronunciation rules, listening and reading activities along with some songs were included to increase the interest and enthusiasm of the students about this important skill.

It took forty eight hours to teach the program planned at the beginning of the process of learning related to English pronunciation problems students had in which we as instructors consider that it is not enough because this skill takes a lot of time, practice,

repetition, to be in contact with the target language to acquire an acceptable or good pronunciation.

For knowing the improvement acquired by the students of the second semester from the English and Spanish program was necessary to apply in the middle of the process of learning a reading with all the sounds already learnt by them. It also helped to confront the information gathered at the beginning of the process.

The result showed that students made a good use of the English pronunciation rules they already learnt and they also made a good use of the rules that were easy to apply for them.

INTRODUCTION

Pronunciation is the biggest ability teachers and learners must take into consideration, because pronunciation is the first factor people notice when you are speaking English and because it is not pleasant to listen to bad pronunciation.

Bad English pronunciation may confuse people no matter if the person makes a good use of grammar rules, if s/he has a lot of vocabulary in her/his mind to communicate. On the contrary, if you have a good English pronunciation it does not matter if you only use simple words, simple grammar structures and simple phrases native speakers, teachers and partners will understand easily.

Speaking is the most demanding skill in a second language. So it is paramount to take into account stress, rhythm, and intonation of English, which it could be a complicated task.

People are afraid or disappointed to use a second language for the first time in real interaction and context, because it is thought that students are not prepared for spontaneous communication, and sometimes they do not feel capable to produce a good speech in front of native speakers, teachers or in front of their partners as well. Because they think they do not have the necessary tools to face these kinds of real speaking activities.

Oral skills are necessary for communicating in the English speaking process for all people but it is also necessary the development of the three skills like: speaking, listening and pronunciation. They will encourage students to be able to understand and to

be understood. At the same time, they will help them to get confidence and feel sure at the moment they are speaking.

As we can see there are lots of things to bear in mind in order to get a good English pronunciation. This is why we emphasize on this research to identify possible pronunciation errors that students of second semester in English and Spanish program make at the moment they speak English. Then, we will suggest some workable activities to improve their English pronunciation.

CHAPTER ONE: TECHNICAL AND SCIENTIFIC ASPECTS

1. TITLE

Predominant problems and workable activities to improve students English pronunciation.

1.2 Theme

Predominant problems in English pronunciation that students of second semester in English- French and English- Spanish programs at the University of Nariño have when they speak English, and the implementation of workable activities to improve the pronunciation of the students.

1.3 Problem Description

Teaching pronunciation is a more complicated issue than it really seems. For example beginners have already studied English for years at school and high school and their pronunciation habits are not easy to change if they are wrong. In general, students almost have the same experiences during the learning process.

Students think they can communicate in English because teachers and partners understand them, however, teachers realize that students always have the same pronunciation problems when they speak so, teachers do not pay attention to them. Because they often have been listening to a bad pronunciation in English and sometimes teachers do not provide feedback in the appropriate way and which it is necessary in the process of the language learning, and because of the lack of feedback students think they pronounce in a good way. At the same time, students sometimes assume the

pronunciation of words according to their experience. For this reason they do not consult them on the dictionary.

Some learners are bad listeners; it means students who have not clearly heard a sound. They obviously have less chance to produce correctly a sound than those who listen carefully. Another problem is that while students are listening to the teacher their attention is often focused more on repeating than on listening. Therefore, the pronunciation of the students it is not good enough.

1.4 Delimitation

This research was carried out in the second semesters of English-French and English-Spanish programs at the University of Nariño located in the city of Pasto in the neighborhood Las Acacias from April to June 2008. This project attempted to identify the commonest pronunciation difficulties when students speak English and on the other hand, to apply workable activities in order to improve their English pronunciation.

1.5 Formulation of the Problem

What is the incidence of the application of English pronunciation and listening activities in the pronunciation learning process of the students from second semester of English and Spanish Program at the University of Nariño?

1.6 Objectives

General Objective

To analyze the main difficulties students of second semester in English-French and English-Spanish programs at the University of Nariño have to face in acquiring acceptable English pronunciation and to suggest workable activities to help them to acquire this purpose.

Specific Objectives

- To provide listening activities in order to improve students English pronunciation.
- To attract the attention of the students by practicing English pronunciation through interesting activities.
- To help students to emit a simple speech with good pronunciation according to their level by the use of appropriate activities.

1.7 Significance

To improve English pronunciation skills is an important goal for teachers and students related to this field. Everybody wants to be able to speak English like a native speaker, but English pronunciation is always a big problem to ESL learners.

Our purpose with this monograph was to identify possible pronunciation errors that students of second semester in English-French, and English-Spanish programs at the

University of Nariño face at the moment they emit a speech. We suggested workable activities to avoid these kinds of problems so; they improved their English pronunciation.

To acquire a good English pronunciation is important because when students achieve this ability, teachers, partners and also native speakers will understand them easily. That is why, we attempted to demonstrate that pronunciation is a relevant skill in communication, because the first factor people notice is the way somebody pronounces words at the moment s/he is speaking English.

Furthermore, through practical pronunciation activities that we applied inside the classroom students were able to practice little by little simple speeches with an acceptable English pronunciation. We assumed that by giving students appropriate tools and homework activities we helped them keep improving their English Pronunciation even after they leave the classroom.

Hypothesis

The application of English pronunciation and listening activities in the pronunciation learning process of the students from second semester of English and Spanish Program at the University of Nariño provides a significant incidence in their English pronunciation improvement.

1.9 Identification of the Variables

Independent Variable

- The application of English pronunciation and listening activities to students of second semester from the English and Spanish Program at the University of Nariño.

Dependent Variable

- The improvement in the English pronunciation of the students of second semester of the English and Spanish Program at the University of Nariño.

CHAPTER TWO: REFERENCE FRAMEWORK

Theoretical Framework

What is pronunciation?

According to Seidlhofer (2001) pronunciation is defined as production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the “speech melody”, or intonation. Besides, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall loudness. Whenever we say something, all these aspects are present simultaneously from the very start, even in a two-syllable utterance such as Hello!

Carter and Nunan (2001) play a central role in both our personal and our social lives: as individuals, we project our identity through the way we speak, and also indicate our membership of particular communities. At the same time, and sometimes also in conflict with this identity function, our pronunciation is responsible for intelligibility: whether or not we can convey our meaning.

So, we consider that in order to acquire a good or acceptable English pronunciation we must take into consideration different aspects like: sounds melody, stressed and unstressed syllables, rising and falling intonation, and rhythm. These aspects are present at the beginning of the pronunciation process.

According to Paulette Dale and Lillian Poms (1986) (in their books *English Pronunciation for Spanish Speakers* consonants and vowels), the commonest mispronounced sounds non-native speakers produce when they speak English are the following:

Consonant Sounds: /s/ - /z/, /t/, /d/, /θ/, /- / /, / /, / /, /p/ /b/ /f/ /v/ /k/ /g/ /w/ /l/ /r/ /h/ /m/ - /n/ - / /

Vowel Sounds: /i/ - /I/, / /, / /, / /, /a/, /u/ - / /, / /, / /, / /, / /, / /, / /, / /, / /, / /, / /.

Dale and Poms (1986) state Spanish Speakers feel a need to improve oral ability to speak English as a second language. They think that it is frustrating to have someone say, "I cannot understand you because of your pronunciation." They also know that Spanish Speakers might be afraid to use certain words because they will mispronounce them. They say that many of the students avoid words like sheet and beach. Instead they ask for a piece of paper and say they went to the ocean.

In other words, as Spanish Speakers students need to improve every day oral communication by the use of pronunciation rules, recordings, dictionaries and through workable activities which are some important aspects to bear in mind in order to help them to pronounce words and phrases in an appropriate way, so they will avoid using words that can express meanings completely different that they do not want to say. Students should avoid the nuisances that they can produce mispronouncing words especially with native speakers.

Teaching Oral Skills Theory

With the advent of the theory of communicative competence (Hymes, 1972) and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized socio cultural activity has become the focal point in many ESL classrooms. Murphy (1991) believes that oral skills teachers should always connect speaking, listening, and pronunciation teaching although the focus in any class or activity may highlight one or another. More broadly, oral skills classes may use reading and writing activities as the basis or follow up for speaking activities.

Aspects about Pronunciation

Even if you have a very good vocabulary and a good knowledge of grammar and style, poor pronunciation can let you down by making it difficult for others to follow your speech. Remember, though, that your pronunciation does not have to be exactly the same as that of native speakers, as long as it is clear and easy to understand. On the page <http://iteslj.org/Articles/Vitanova-Pronunciation.html> researchers explain that there are 3 main aspects in order to acquire a good or an acceptable English pronunciation:

pronunciation of sounds	Pronunciation	• Don't be afraid to repeat words
	refers to the way	and phrases you hear your teacher use in class.
	you produce	• Of course, it is important to be
	individual sounds	aware of any problem areas you may have with
	and combinations	pronunciation. If you are not sure about these,

of sounds, by ask your teacher to help you work out which
 moving the mouth sounds you need to focus on.
 in the correct way.

- Borrow some cassettes and try to repeat words and phrases after the speaker.

It is most important for you to practise those sounds which do not occur in your own native language, as these will certainly be the most difficult for you to produce in English. All good dictionaries contain phonetic transcriptions of words to help you if you are not sure of the correct pronunciation.

- You could even try recording yourself on a cassette and playing back the recording. Does your pronunciation sound clear and accurate? Compare your pronunciation to that of native speakers on cassettes you have borrowed. Is it similar?
- You can also borrow books about pronunciation. These will show you how your mouth should move to pronounce different sounds. Try practising in front of a mirror!
- Make use of the pronunciation websites listed below!

word stress In words of

more than one

- Make sure you write down the

syllable, there will be one syllable which is more heavily stressed than the others. We say that this syllable carries the primary stress (e.g. apartment). In some longer words, other syllables may carry secondary stress. The most important thing is to recognise where the primary stress is - and remember that it can change between words derived from the same base (e.g. photograph, photographer,

word stress when you record new vocabulary - you could even mark the stressed syllable with a coloured highlighter!

- When you pronounce new words, exaggerate the stressed syllables until it becomes natural for you to put the stress in the right place.

photographic). If
 you stress a word
 incorrectly, it can
 be very difficult to
 understand, so it is
 important to learn
 how a word is
 stressed at the same
 time as you learn
 how to pronounce
 it. If your native
 language does not
 have a word stress
 pattern like that of
 English, you will
 need to be
 especially
 conscientious in
 learning the
 English forms!

Intonation

Intonation

is the name given

- Listen as carefully as possible to

to sentence stress, the intonation patterns of native speakers, and or what is try to copy them.

sometimes called

- If you find it hard to hear the the "music of the intonation patterns, ask your teacher to give you language". Just as some examples.

words have

- Ask your teacher whether there stressed syllables, are particular areas where you have difficulty sentences contain with intonation, and focus on those areas.

regular patterns of

- Write down some everyday stressed words. In sentences, and try to indicate the intonation addition, the voice patterns with stress symbols and arrows - check tends to rise, fall or them with your teacher if you are unsure.

remain flat in

various different

types of phrases

and sentences. You

will need to pay

attention to

intonation if your

native language has

different intonation

patterns from

English, and

especially if you
normally use a flat
intonation - in
English, this tends
to signify boredom
or sarcasm!

Taken from : (<http://iteslj.org/Articles/Vitanova-Pronunciation.html>)

Taking into account the different possibilities to improve language skills, each student could have access to good strategies to acquire and improve English pronunciation; it depends on the self-learning, an individual interest in recognizing and correcting their own mistakes, by using this kind of exercises like the author(s) say(s).

This table contains examples related to minimal pairs, which are one of the commonest difficulties in English pronunciation to Spanish speakers at the moment they make use of the language.

Minimal pairs	Simplified IPA* symbols
sheep/ship	i: / i
tin/ten	i / e
bet/bat	e / æ
bet/bait	e / ei

bat/bad	æ/ æ:
cat/cut	ɑ/ ʌ
cat/cart	æ/ ɑ:
cart/cut	ɑ: / ʌ
cut/curt	ʌ / ə:
look/loop	ʊ / u:
cart/caught	ɑ:/ ɔ:
caught/cot	ɔ:/ ɒ
caught/coat	ɔ:/ əʊ
caught/curt	ɔ:/ ə:
coat/cot	əʊ/ ɒ
coat/coot	əʊ/ u:
darling/dialling	ɑ: / ɑi
air/"A"	ə:/ eɪ
tail/toil	eɪ / ɔi

tail/tell	ei / e
tail/tile	ei / ai
tile/toil	ai / oi
hour/are	aua / a:
rot/lot	r / l
pull/bull	p / b
heart/art	h / -
worse/verse	w / v
worse/worth	s / θ
ass/as/ash	s / z / ʃ

Taken from: (www.shiporsheep.com/page29.html.)

Avery and Ehrlich (1992) claim that the term minimal pairs refers to pair of words which have different meaning which differ in pronunciation on the basis of one sound only.

They affirm that minimal pairs can be used to help students develop an awareness of the distinction between the two sounds, and even production of this distinction.

It is important that students recognize the distinctions of these kinds of words because; they have different meanings and sounds. It is possible that when they make a bad use of the language, people will misunderstand them and also it can cause some troubles because they do not use the appropriate sounds of the words they wanted to express.

Error Analysis

Richards (1971) proposed a three-way classification of language learning errors in order to shed light on the second language acquisition process and better inform language teaching:

Interlingual errors: those caused by negative transfer from the first language.

Intralingual errors: those errors stemming from marked or complex features in the structure of the target language itself and which thus seem to be committed by all second language learners of the target language regardless of their native language.

Developmental errors: those second language errors that reflect the same problem and strategies that young children encounter and use in acquiring the target language as their first language.

Error analysis has also had its critics (Celce-Murcia et al) who hold that it tends to focus on learners problems rather than on learners accomplishments.

Error analysis ignores the strategy of avoidance (Kleinman 1977; Schachter 1974) which occurs when learners take advantage of the paraphrase potential of language to avoid- consciously or unconsciously- the use of words or structures that they find difficult.

Ferguson and Farwell (1975) report children persistently avoid particular sounds.

Within the process of language learning it is necessary to analyze both the learners' accomplishment and learners' difficulties, in which pedagogical aspects play an important role to help students attempting to achieve the goal, mainly when learners consider aspects like pronunciation, fields too difficult to get in an appropriate way. That is why common errors and avoidance occur frequently.

According to our experience through this career we consider it is important to take into consideration, firstly: The learner's accomplishment because some people are smarter and more curious than others. It means there are some students that are more attentive than others. So, they try to find out more information about the topics teachers taught them. Then, students will have more opportunities to develop these kinds of topics, and correct possible mistakes that they could make in an easy way. Secondly, it is necessary to bear in mind the learners' difficulties taking into account appropriate methodologies, in which, teachers include good instruments and workable activities along with a content which contains the needs of the students without forgetting the age, level and context of the students.

Morley (1994) underlies that the prevalent focus in pronunciation teaching nowadays should be on designing "new-wave instructional programs" (p. 70). Moreover, she stresses that these new instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. In other words, students should become active partners in their own learning, who have developed the skills to monitor and modify their speech patterns if necessary.

Yule, Hoffman, and Damico (1987) emphasize the need for self-monitoring skills. Self-monitoring is critical for creating independent and competent learners and is a necessary part of the consciousness raising process. They argue in their own observations indicated that the students who created opportunities to practice outside the classroom using their metalinguistic awareness were the ones to show the highest level of improvement in the end of the course.

Learner Variables

When constructing the pronunciation syllabus, it is necessary to consider a host of factors related to the learner. Celce-Marcia's study argument that these factors are learner's age , proficiency level, linguistic and cultural background, prior exposure to the target language, amount and type of prior pronunciation instruction, language aptitude, learning style , and previous exposure to second language. Are also important the attitude toward the target language and motivation to achieve intelligible speech patterns (Wong 1987 and Strevens 1991).

Conceptual Framework

We emphasized the Audiolingual Method in this investigation because it is important to bear in mind some characteristics that authors mention below in order to acquire good pronunciation.

The Audiolingual Method

There are some characteristics related to the ALM (Audiolingual Method) that are summed up in the following list (adapted from Prator and Celce-Murcia 1979):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over-learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.

10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

For a number of reasons, the ALM enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in contemporary methodologies. The ALM was firmly rooted in respectable theoretical perspectives of the time.

What pronunciation exercises are the most efficient for improving pronunciation skills?

According to this web page (<http://www.qwertystudios.com/speech/tts-study/study-accurate-pronunciation/intonation-skills.html>), there are some tips, which can help students to solve their pronunciation problems while speaking and learning a foreign language:

- Learn pronunciation rules
- Consult pronunciation dictionary
- Pay special attention to word stress
- Listen to songs and film dialogues to improve your intonation skills
- Record your speech and compare it with the original
- Master your pronunciation skills uttering tongue twisters
- Use computer programs to make language learning easier

- Listen to texts in background mode
- Read aloud to polish the pronunciation of difficult sounds

The characteristics and tips mentioned above are very important in the English pronunciation learning process. According to our experience and practice with students of second semester of English and Spanish program, we consider that all of these kinds of activities won't be possible to be applied because of lack of time. However, they must be taken into consideration as a good resource in their whole process of English learning, in order to achieve a good or acceptable pronunciation.

How Has CLT Been Interpreted?

We emphasized CLT in this investigation because it is important to take in consideration, the language for communication.

According to Savignon 1972, 1983, 1987, in press; Canale and Swain 1980; Canale 1983^a; Byram 1997, they say that CLT (Communicative Language Teaching) puts the focus on the learner. Learner communicative needs provide a framework for elaborating program goals in terms of functional competence. This implies global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features.

Throughout the long history of language teaching, there always have been advocates of a focus on meaning, as opposed to form, and of developing learner ability to actually use the language for communication. The more immediate the communicative needs, the more readily communicative methods seem to be adopted.

Teaching Pronunciation

Concerning this issue Janet Goodwin (cited in Celce-Murcia, 2001) In “Teaching pronunciation,” the goal of instruction is threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment.

The above quotes highlight why the teaching of pronunciation is so crucial to our students. Pronunciation is the language feature that most readily identifies speakers as non-native. It is a filter through which others see them and often discriminate against them. Setting Realistic Goals

Dalton and Seidlhofer list six communicative abilities related to pronunciation:

If we teach learners how to employ pauses, pitch movement, and stress to achieve the above communicative goals, then they will have attained a great deal of “functional communicability.” (Learners ability to function successfully within the specific situation s/he faces) Morley (1991).

As our students gain communicative skill, they also need to gain confidence in their ability to speak and be understood. To accomplish this, we can design our materials around the situations learners will actually face, move carefully from controlled to free production in our practice activities, and provide consistent targeted correction.

It is a good factor to implement with the students of the experimental group because, sometimes, learners do not capture a real attention to their own pronunciation problems as well as that of others. So, we consider that if they pay attention of these difficulties, the English pronunciation, probably, will be better because students, all the time learn through their own error and of course, errors others make.

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive. Good learners “attend” to certain aspects of the speech monitoring activities help to focus learners’ attention on such features both in our courses and beyond them.

Pronunciation in Language Use and Language System

Yule and Macdonald (1994) state a few general principles to take into account pronunciation in pedagogy, which should be established before considering suggestions and materials for classroom practice. Precisely because of the complex nature of pronunciation, the primary consideration must always be the learners and what they may bring to the classroom in terms of their own identity and their purposes for language learning. They suggest that the individual learner may be the most important variable in pronunciation teaching and its success or failure. The wide variety of learner factors emphasizes the necessity for teachers to have at their disposal and equally wide range of theoretical knowledge and methodological options.

Celce-Murcia et al. (1996: Chapter 2) summarize the most important learner variables and offer suggestions for needs analysis by means of student profile questionnaires. The factors they highlight are age, exposure to the target language,

amount and type of prior pronunciation instruction, aptitude, attitude and motivation, and the role of the learner's first language (L1). It should be noted that many of these are dependent on the learning purpose and setting in which instruction takes place.

Guidelines for sound-spelling correspondences can also be found in pronunciation dictionaries such as Wells (1990). Kenworthy (1987) includes a chapter on orthography and grammar, demonstrating how exploiting the morphological regularity of English spelling can facilitate pronunciation teaching. A case in point is the indication of parts of speech (such as verb-noun) by presence or absence of voicing (as in advise-advice, believe-belief), or the intelligible rendering of the past tense ending-ed, which, depending on the sound preceding it, is pronounced as /t/ (as in laughed), /d/ (as in loved) or /ed, Id/ (as in needed, knitted).

Dale and Poms (1986) provide there are other ways to improve Spanish Speakers pronunciation like:

- Watch the evening news on television. Pay careful attention to the pronunciation of words to the new casters. Repeat some of the words and phrases aloud.
- When one of your favorite televisions shows in on, try to understand the dialogue without watching, or if you must keep your eyes glued to the screen every minute, wait for the commercials to practice your listening skills without watching.
- Converse frequently with native speakers.
- Ask your listeners if you are pronouncing a specific word correctly. They will be glad to help!

- Most important of all -BE BRAVE!

We consider those ways to improve Spanish Speakers speech are one of the most important rules to take into consideration, because, if students want to acquire a good English pronunciation they must listen to different kinds of news or reports to get almost the same pronunciation American – English speakers use by repetition of words or sentences.

These are some suggestions that Dale and Poms give to learners to bear in mind which have had good results trough the time in which we consider important to introduce it to the students of second semester in English and Spanish program because it will help students to emit and acquire a good or acceptable English pronunciation.

Murcia (2001) claims for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”(Bailey and Savage 1994, p. vii). What specifically makes speaking in a second or foreign language difficult? Brown (1994) mentions a number of features that interact to make speaking as challenging a language skill as it is. To start, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision; so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. The same can be said for the use of slang and idioms in speech: without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Students must also acquire the stress, rhythm, and intonation of English, a complicated

task for many. Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect, and so on. This is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction: we had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands. That is, speaking is an “activity requiring the integration of many subsystems... all these factors combine to make speaking a second or foreign language a formidable task for language learners... yet for many people, speaking is seen as the central skill” (Bailey and Savage 1994, p. Vi-vii).

In other words, people are afraid or disappointed to use a second language for the first time in real interaction and context, because we are not prepared for spontaneous communication, we do not feel capable to produce a good speech in front of native speakers or in front of our teachers or inclusive in front of our partners because we may be think we do not have the necessary tools to face this kind of talks.

In this case, the most important tool is pronunciation to communicate with others. It implies lots of elements that will facilitate the communication.

Teaching Oral Skills in an EFL Context

When teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating, and varied. The use of authentic, engaging materials should be the basis for in-class activities. Nunan (1993)

Suggestions

Some suggestions like these are helpful for students who want to improve or acquire an acceptable English pronunciation:

Imagine yourself sitting in a pronunciation class as the instructor begins to introduce the program with something like Column A [boldface mine!]:

Column A	Column B
<p>Acquiring good pronunciation is the most difficult part of learning a new language.</p> <p>As you improve your articulation you have to learn to listen and imitate all over again. As with any activity you wish to do well, you have to practice, practice, practice, and then practice some more.</p> <p>Remember that you cannot accomplish good pronunciation overnight; improvement takes time. Some students may find it more difficult than others and will need more time than others to improve (Orion, 1989, pp. xxiii-iv).</p>	<p>Acquiring good pronunciation is the most intriguing part of learning a new language.</p> <p>As you improve, you will be learning to listen and imitate in new ways. As with everything you do well, you know how to learn and practice enthusiastically. Some English sounds will arrive almost overnight; some improvement takes a little more time.</p> <p>Some of you may be more successful than others in discovering unique ways to improve your pronunciation; others will find other creative ways to improve.</p>

Taken from: (<http://www.qwertystudios.com/speech/tts-study/study-accurate-pronunciation/intonation-skills.html>)

Background

History and Development

Ronald Carter and David Nunan (1986) explain that although sometimes pronunciation is referred to as the “Cinderella” of foreign language teaching, pronunciation actually stood at the very beginning of language teaching methodology as a principled, theoretically founded discipline, originating with the late-nineteenth-century Reform Movement. Closely connected with this movement was the founding of the International Phonetic Association (IPA) and the development of the International Phonetic Alphabet, which is still the universally agreed transcription system for the accurate representation of the sounds of any language. It is widely used in dictionaries and textbooks. In the IPA’s declaration of principles of L2 teaching, which can be seen as marking the beginning of the modern era, the spoken language is held to be primary, and training in phonetics is important for both teachers and learners.

The legacy of the Reform Movement can be discerned in approaches that developed in the more recent past: between roughly the 1930s and 1960s pronunciation had high priority in both audiolingualism in the United States and the oral approach and situational language teaching in the United Kingdom, which introduced the spoken before the written language and aimed at the formation of “good pronunciation habits “through drills and dialogues.

The advent of communicative language teaching (CLT) has created a dilemma for methodology. The view that “intelligible pronunciation is an essential component of communicative competence” (Morley 1991) is generally accepted, and with it the

necessity of teaching pronunciation on the segmental and suprasegmental levels. At the same time, the emphasis has shifted from drills and exercises to communicative activities based on meaningful interaction which, if successful, direct learners' attention away from language form and towards the messages they want to communicate. However, for language items to be learnt, they must be noticed and therefore highlighted, which, in turn, is difficult to do if the language used should be as communicatively "authentic" as possible.

Research

Linguistic Description

On their account, Ronald Carter and David Nunan (2001) considering that the study of sounds dates back to antiquity, it would be practically impossible to summarize the research base of this field. Fortunately, there are a number of accessible introductory texts to help teachers with an understanding of phonetics and phonology, such as Clark and Yallop (1990), Ladefoged (1993) and Roach (2000). Recent introductions written specifically for teachers include Dalton and Seidlhofer (1994), Celce- Murcia et al. (1996) and Pennington (1996). For a detailed description of the accents with which English is spoken around the world, readers could consult Wells (1982, 3 volumes) or the more concise Trudgill and Hannah (1995).

According to Brown, H (2005) The highly influential Coleman Report (Coleman 1929) had persuaded foreign language teachers that it was impractical to teach oral skills and that reading should become the focus. Then World War II broke out, and suddenly the US was thrust into a worldwide conflict, heightening the need for Americans to

become orally proficient in the languages of both their allies and their enemies. The time was ripe for a language teaching revolution. The US military provided the impetus with funding for special, intensive language courses that focused on aural/oral skills; these courses came to be known as the Army Specialized Training Program (ASTP) or, more colloquially, the “Army Method”. Characteristic of these courses was a great deal of oral activity-pronunciation and pattern drills and conversation practice-with virtually none of the grammar and translation found in traditional classes. The Army Method came to be known in the 1950s as the *Audiolingual Method*.

Communicative Language Teaching for the Twenty-First Century

As J. Savignon says, the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence terms sometimes used to refer to features of CLT include process oriented, task-based and inductive, or discovery oriented.

The advent of communicative language teaching (CLT) has created a dilemma for methodology. The view that “intelligible pronunciation is an essential component of communicative competence” (Morley 1991) is generally accepted, and with it the necessity of teaching pronunciation on the segmental and suprasegmental levels. At the same time, the emphasis has shifted from drills and exercises to communicative activities based on meaningful interaction which, if successful, direct learners’ attention away from language form and towards the messages they want to communicate. However, for language items to be learnt, they must be noticed and therefore highlighted, which, in

turn, is difficult to do if the language used should be as communicatively “authentic” as possible.

Definition of Terms

- Pronunciation: To speak with a certain accent. (Monolingual Dictionary – Cambridge University Press 1995).
- Pronounce: To say a word or a letter in a particular way. (Monolingual Dictionary – Cambridge University Press 1995).
- Stress: To pronounce a word or syllable with greater force than other words in the same sentence or other syllable in the same word. (Monolingual Dictionary – Cambridge University Press 1995).
- Intonation: The sound changes produced by the rise and fall of the voice when speaking. Technical term used to describe the various kind of voice inflection that occur along with the vowels and consonants. (Monolingual Dictionary – Cambridge University Press 1995).
- Rhythm: A strong pattern of sounds, words or musical notes which is used in music, poetry and dancing. (Monolingual Dictionary – Cambridge University Press 1995).
- Sound: Quick changes of pressure in air when somebody talks. (Monolingual Dictionary – Cambridge University Press 1995).

- Syllable: A single unit of speech, either a whole word or one of the parts into which a word is separated when it is spoken or divided when it is printed. It usually contains a vowel. (Monolingual Dictionary – Cambridge University Press 1995).
- Mispronounce: To pronounce a word or sound wrongly. (Monolingual Dictionary – Cambridge University Press 1995).
- Communicate: To give successfully thoughts, feelings, ideas or information to others through speech, writing, bodily movements or signals. (Monolingual Dictionary – Cambridge University Press 1995).
- Minimal Pairs: According to Peter Avery and Susan Ehrlich(1992)the term minimal pairs refers to pair of words which have different meaning which differ in pronunciation on the basis of one sound only.
- Spoken Model: A person who serves as a model to speak once or twice for the other people repeat the same words or phrases with the same pronunciation. (Monolingual Dictionary – Cambridge University Press 1995).
- Pronunciation Pattern: something which is used as an example. To copy the same sounds, stress and rhythm. (Monolingual Dictionary – Cambridge University Press 1995).
- Speech: A Formal talk given usually to a large number of people on a special occasion. (Monolingual Dictionary – Cambridge University Press 1995).

- Rehearse: To practice in order to prepare it for public performance. When someone rehearses a story or an argument they repeat it with all the details. (Monolingual Dictionary – Cambridge University Press 1995).
- Imitate: To behave in a similar way or to copy exactly someone do or say. (Monolingual Dictionary – Cambridge University Press 1995).
- Skill: A special ability to do something. (Monolingual Dictionary – Cambridge University Press 1995).
- Ability: The physical or mental power or skill needed to do something. (Monolingual Dictionary – Cambridge University Press 1995).
- Accuracy: precision in what is being done. (English – Spanish dictionary- Larousse 2. 1984)
- Improve: To (cause something to) get better. (Monolingual Dictionary – Cambridge University Press 1995).
- Strategy: A detailed plan for achieving success in some situations. (Monolingual Dictionary – Cambridge University Press 1995).
- Goal: An aim or purpose. (Monolingual Dictionary – Cambridge University Press 1995).
- Performance: The performance of a person or machine is how well they do a piece of work or activity. (Monolingual Dictionary – Cambridge University Press 1995).

- Features: A special typical quality or important part. (Monolingual Dictionary – Cambridge University Press 1995).
- Interact: To communicate with or react to (each other). (Monolingual Dictionary – Cambridge University Press 1995).
- Competency: The ability to do something to a level that is acceptable. (Monolingual Dictionary – Cambridge University Press 1995).
- Pedagogy: Is the study of the methods and activities of teaching. (Monolingual Dictionary – Cambridge University Press 1995).
- Encourage: To strongly advise (someone) to do something, or make (someone) believe they are able to do something, or to support (something) or make (something) more likely. (Monolingual Dictionary – Cambridge University Press 1995).

CHAPTER THREE: METHODOLOGICAL ASPECTS

Population

It is considered as population all the individuals who take part of an investigative process. In this case, the Linguistic Department Program at the University of Nariño counts on a total of 273 students in five semesters (going from second to tenth). The English and French Program counts on 137 students, and English and Spanish program counts on 136 students.

Sample

In this investigative process took part the second semesters from both English-Spanish and English- French programs at the University of Nariño. English -Spanish program with 35 students which was the experimental group, and the English-French program with 41 students which was the control group.

Data gathering procedure

Techniques

This study was carried out through observation, in which we were involved like witnesses of the behavior and attitude of the members towards the target language, in this case, students of the second semester From English and Spanish Program.

Furthermore, other technique we applied was the tests. For these tests we took into account the following aspects:

Pre-test was a dialogue which contained some key words with the main consonant and vowel sounds. In order to find the problems that Students of English- Spanish and English- French programs at the University of Nariño had at the beginning of the study. Post-test: it included a reading which followed the same procedure as the Pre-Test with some key words with the main consonant and vowel sounds but this reading was more complex in terms of grammatical structures, vocabulary and phonological sounds.

These kinds of tests were applied simultaneously in both Control Group and Experimental Group. At the end of the process, we analyzed the results of this study in order to find the differences between both groups.

Instruments

To carry out this research we took into account the information gathered in the experimental and control groups. This information was processed by using a notebook.

Tests were divided into two parts. The first one was the Pre-Test implemented through a dialogue. With this test, we pretended to identify the possible pronunciation problems. The second one was the Post-Test implemented through a reading. With this test we attempted to demonstrate the changes.

When the pronunciation problems of the students were found in the applied Pre-Test, we implemented twelve workable activities to help students to improve their English pronunciation. These kinds of activities were aimed at practicing some specific sounds. These activities were entitled according to the sounds that we pretended to carry out. In

the application of these activities we spent 28 hours and two hours four each activity (see appendix pg 61).

Furthermore, we used some technical instruments to gather information such as: tape recordings and a photographic camera, in order to have some evidences of our study.

Research Type

In the qualitative approach, we carried out this study through a descriptive research type. This research type makes reference to those studies which intend to obtain information regarding the actual state or situation of a problem or phenomenon.

As to the quantitative approach, this investigation was quasi-experimental because it was focused on applying a treatment which involved both control and experimental groups. In both groups the Pre-Test and the Post-Test were applied. These tests were determined by the following formulas:

PRE-TEST:

XO1 YO1

POST-TEST:

XO2 YO2

Design

The investigation was qualitative because through this study we observed the attitude, behavior, and the needs of the students towards the English pronunciation. It was also quantitative because, during this investigation were applied two tests, which were measured to take into account the amount of students who had English pronunciation difficulties. It was analyzed during the process of this study. Therefore, by using both qualitative and quantitative designs this study was considered a Total Investigation.

Stages in the research

Since this research applied a total research concept, it was necessary to distribute its stages in the following way:

- Preliminary observation of the students (control group and experimental group).
- Application of the Pre-Test
- Analysis of the results obtained from the Pre-Test
- Application of the pronunciation activities to the experimental group.
- Application of the post-test
- Analysis of the results obtained from the post-test.

Pre-Test Key Words: yourselves, actually, year you, just, job, enough, family, even, thought, humor, body, patient, dangerous, crazy, dizzy, should, think, things, change, friends, great, positive, suppose, comfortable, nobody, same, opportunities, there, congratulations, chance.

Post-Test Key Words: such, taste, your, understand, through, these, distraction, schools, presentation, with , physical, help, have, well, logical, visual, gather, senses, styles, struggle, diagram, said, least, learn, applying, choice, logic, however, relate, all.

APA Transcription: it includes the key words with their phonological transcription taking into account the APA style.

Mispronounced Sounds: this chart includes mispronounced sounds by the students of English- French and English Spanish Programs. It also includes the amount of students who made these kinds of mistakes.

Key words	APA transcription	Mispronounced sounds

Chart 1.

Interpretation of the Results

The Pre-test consisted of a dialogue which contained some key words whose consonant and vowel sounds could give a clear of the words that presented the most difficulties for the sample, the students of English- Spanish and English- French programs at the University of Nariño.

We analyzed carefully the recordings we applied to the students of second semester from English- Spanish program who were the experimental group and English- French program who were the control group, along with the text we prepared words

including specific sounds in which students found difficulties at the moment they pronounced them.

After applying the pre-test to students of second semester of English- Spanish and English-French programs at the University of Nariño it was possible to identify similar mispronounced sounds that Dale and Poms mentioned in their books *English Pronunciation for Spanish Speakers* (vowels and consonants. 1986). Such as:

Consonant Sounds: / s / - / z /, / t /, / d /, / θ /, / - / /, / /, / /, / p /, / b /, / f /, / v /
/ k /, / g /, / w /, / l /, / r /, / h /, / m / - / n / - / / .

Vowel Sounds: / i / - / I /, / /, / /, / /, / a /, / u / - / /, / /, / /, / /, / /, / /, / /,
/ /, / /, / /.

Pre-test Results

The following charts contain the mispronounced words in which students of second semester from English and Spanish program emitted at the moment they read the dialogue that was applied in the pre-test. The phonetic transcription was included according to APA style.

This chart provides the most frequent mispronounced sounds by students.

Key words to take into consideration. Consonant and vowel sounds. English and Spanish program.

APA transcription	Mispronounced sounds
<u>Y</u> ourself <u>ves</u> / /	/ y / /v_ / 36 Ss
act <u>u</u> ally / /	/t / 30Ss
<u>y</u> ou / /	/ y / 16 Ss
j <u>u</u> st / /	/ u / 20 Ss
j <u>o</u> b / /	/ o/ 36 Ss
<u>e</u> nough / /	/ e/ /ou/ /o / 36 Ss
f <u>a</u> my / /	/a / 36 Ss
<u>e</u> ven / /	/ i / 24 Ss
th <u>o</u> ught / /	/ ou/ / u / 28 Ss
h <u>u</u> mor / /	/iu / 20 Ss
b <u>o</u> dy / /	/ o / 16 Ss
pat <u>i</u> ent / /	/ a / /as / 16 Ss
d <u>a</u> nger <u>o</u> us / /	/ a/ / ou / 24 Ss
craz <u>y</u> / /	/ s / 36 Ss
sh <u>o</u> uld / /	/u / /oul / 20 Ss

th ink / /	/ d / t /	24 Ss
th ings / /	/ t /	28 Ss
ch an ge / /	/ a / s /	24 Ss
fr i ends / /	/ ei / ie /	16 Ss
gr ea t / /	/ i / ea /	20 Ss
posit i ve / /	/ o /	36 Ss
supp o se / /	/ o / ou /	16 Ss
comf o rtable / /	/ ei / ri /	24 Ss
s a me / /	/ am /	12 Ss
opp o rtunities / /	/ tu /	36 Ss
th ere / /	/ t /	12 Ss
congratulations s / /	/ S n _ /	36 Ss
ch ance / /	/ ei / S h /	36 Ss

Chart 2.

We analyzed carefully the recording we applied to the students of second semester from English and French program at the University of Nariño, who were the control group. The following charts contain the mispronounced words in which students of second semester from English and French program emitted at the moment they read the dialogue

we applied in the pre-test. It also includes the phonetic transcription, according to APA style.

This chart provides the most frequent mispronounced sounds by students.

Key Words and APA transcription	Mispronounced sounds
<u>e</u> nough / /	/e/ /o/ 32 Ss
relative <u>s</u> / /	/ iv/ 32 Ss
cr <u>a</u> zy / /	/s / 32 Ss
p <u>o</u> sitive / /	/ o / 32 Ss
ch <u>a</u> nge / /	/ ens / 32 Ss
Ha <u>v</u> e / /	/ b / 32 Ss
<u>T</u> ime / /	/ t / 32 Ss
A <u>s</u> ia / /	/as / 28 Ss
j <u>o</u> b / /	/ o / 28 Ss
th <u>o</u> ught / /	/ ou / 28 Ss
enjoy <u>e</u> d / /	/ yid / 28 Ss
f <u>a</u> my / /	/ a/ 24 Ss
da <u>n</u> ger <u>o</u> us / /	/a/ / ou / 24 Ss

ch ance / /	/S / / ei /	24 Ss
act <u>ually / /</u>	/ t /	20 Ss
e ven / /	/e /	20 Ss
h <u>umor / /</u>	/iu/	20 Ss
pa <u>t</u> ient / /	/as/	20 Ss
y ou / /	/ y /	16 Ss
mon <u>th</u> / /	/ t /	16 Ss
sense <u></u> / /	/ se/ / si /	16 Ss
th ink / /	/ t/ / d /	16 Ss
no <u>b</u> o <u>d</u> y / /	/ o /	16 Ss

Chart 3.

In spite of emphasizing some key words to compile the pronunciation problems of the students, the study led us to find other words which were mispronounced by both English-Spanish and English-French students with almost the same frequency. Therefore the activities planned to improve the pronunciation of the English and Spanish program (Experimental Group) contained words such as: Asia, hope, bored, month, time, look, shape, sense, happens, inside, makes, enjoyed, lots, interested, and relatives. (See appendix page 61.)

Post-Test Results

The following charts contain the mispronounced words in which students of second semester from English and Spanish program emitted at the moment they read the reading that was applied for the post-test. The phonetic transcription was included according to APA style.

This chart provides the most frequent mispronounced sounds by students.

Key words to take into consideration. Consonant and vowel sounds. English and French program.

Key words	APA transcription	Mispronounced sounds
such	/ /	/S/ 14Ss
taste	/ /	/taIs_ / 2Ss
your	/ /	/y/ 27 Ss
understand	/ /	/tán/ 3 Ss
through	/ /	/t/ 5 Ss /o/ 2 Ss /ou/ 2 Ss
these	/ /	/s/ 31 Ss
distraction	/ /	/tra_S / 4 Ss /tre_S / 3 Ss / trei_S / 5 Ss

school <u>s</u>	/ /	/skul_ /	1 S
with <u>h</u>	/ /	/ t /	2 Ss
<u>ph</u> ysical	/ /	/p/	1 S
		/ <u>s</u> ikal /	4 Ss
		/ <u>s</u> ikikal/	2 Ss
help <u>p</u>	/ /	/hel_ /	1 S
Have <u>a</u> (a)	/ /	/hara/	1 S
<u>w</u> ell	/ /	/g/	5 Ss
lo <u>g</u> ical	/ /	/g/	4 Ss
vis <u>u</u> al	/ /	/s/ 11 Ss	/S / 7 Ss
ga <u>t</u> her	/ /	/e/6 Ss	/ei/2 Ss
sense <u>s</u>	/ /	/sen_s /7 Ss	/ e /4 Ss
styl <u>e</u> s	/ /	/ei/3 Ss	/ i /4 Ss
di <u>a</u> gram	/ /	/ia/	5 Ss
sai <u>d</u>	/ /	/ei / 8 Ss	/ai/ 2 Ss
le <u>a</u> st	/ /	/e/	16 Ss
le <u>a</u> rn	/ /	/ea / 3 Ss	/ i / 1 Ss

<u>a</u>pplying	/ /	/ei/ 1 Ss / a /30 Ss
ch<u>o</u>ice	/ /	/ o / 2 Ss
<u>l</u>ogic	/ /	/ o / 32 Ss
<u>h</u>owever	/ /	/ou/ 21 Ss
rel<u>a</u>te	/ /	/ a / 7 Ss / e / 1 Ss
<u>a</u>ll	/ /	/ a / 7 Ss / e / 2 Ss

Chart 4.

We emphasized this analysis taking into account the key words mentioned above in order to compile the pronunciation problems of the students. After applying the Post-Test we noticed that the students of the English and French Program persisted with almost the same pronunciation mistakes in consonant and vowel sounds that they did in the Pre-Test (see chart 5). Through these simple examples we attempt to demonstrate it.

Key words	APA transcription	Mispronounced sounds
A<u>s</u>ia (Pre-Test)	/ /	/s/ 11 Ss , /S / 7 Ss
V<u>i</u>sual (Post-Test)	/ /	/s/ 20 Ss , /S / 8 Ss
<u>J</u>ob (Pre-Test)	/ /	/ o /36Ss
<u>L</u>ogic (Post-Test)	/ /	/ o /32 Ss

Chart 5.

Key words to take into consideration. Consonant and vowel sounds. English and Spanish program.

Key words	APA transcription	Mispronounced sounds
su <u>ch</u>	/ / /	/S/ 3 Ss
taste	/ / /	Non mistakes
<u>y</u> our	/ / /	/ y / 7 Ss
understand <u>d</u>	/ / /	/tán_ / 1 Ss
<u>th</u> rough	/ / /	/ t / 3Ss
the <u>s</u> e	/ / /	/ s / 29 Ss
distraction	/ / /	/tre_S / 1 Ss / trei_S / 1 Ss
school <u>s</u>	/ / /	/skul_ / 1 Ss
with <u>h</u>	/ / /	/ S / 1 Ss / t/1 Ss
<u>p</u> hysical	/ / /	/ p / 1 Ss
help	/ / /	Non mistakes
Have <u>a</u> (a)	/ / /	Non mistakes
<u>w</u> ell	/ / /	/ g / 7 Ss
log <u>i</u> cal	/ / /	Non mistakes

vis<u>u</u>al	/	/	/ s / 1 S	/ S / 2 Ss
g<u>a</u>ther	/	/	/ e /	3 Ss
sens<u>e</u>s	/	/	/ e /	1 S
styl<u>e</u>s	/	/	/ei/	1 S
di<u>a</u>gram	/	/	/ia/	3 Ss
s<u>a</u>id	/	/	/ei /	6 Ss
l<u>e</u>ast	/	/	/ e /	1 S
l<u>e</u>arn	/	/	/ i / 1 S	/ a / 1 Ss
<u>a</u>pplying	/	/	/ a /	32 Ss
cho<u>i</u>ce	/	/	/ u /	1 S
l<u>o</u>gic	/	/	/ o /	18 Ss
h<u>o</u>wever	/	/	/ou/	18 Ss
rel<u>a</u>te	/	/	/ e / 1 S	/ i / 1 S
<u>a</u>ll	/	/	/ a /	1 S

Chart 6.

This analysis led us to compile the pronunciation problems which the students face before the key words mentioned above. After applying the Post-Test we noticed that there was a significant improvement in the students of English and Spanish Program not only in consonant sounds but also in vowel sounds. Through these simple examples we attempt to demonstrate this fact:

Key words	APA transcription	Mispronounced sounds
A<u>s</u>ia (Pre-Test)	/ /	/s/ 23 Ss , /S / 5 Ss
Vi<u>s</u>ual (Post-Test)	/ /	/s/ 1 Ss , /S / 2 Ss
J<u>o</u>b (Pre-Test)	/ /	/ o /28 Ss
Lo<u>g</u>ic (Post-Test)	/ /	/ o /18Ss

Chart 7.

After analyzing the Post-Test with the key words we noticed that there were other words that we considered important to bear in mind because both groups still persisted in made some pronunciation mistakes. Words such as: sight, touch, hearing, right, remember, would, trying, traditionally, present, formulas, psychologists, match, immediately, by, specific, principles, instead, finding, movement, themselves, able, example, develop, language, struggle, strengths and success.

Nevertheless, after applying the workable activities we planned for the English and Spanish Program (Experimental Group) in order to improve their English pronunciation we noticed that these students achieved a significant improvement with the vowel and

consonant sounds which differs from the results acquired from the students of English and French Program. This information is specified in the following chart:

Key words	APA Transcription	Mispronounced sounds(E-Fr.)	Mispronounced sounds(E-Sp.)
such	/ /	/S/ 14 Ss	/S/ 3 Ss
taste	/ /	/taIs_ / 2Ss	No mistakes
your	/ /	/y/ 27 Ss	/ y / 7 Ss
understand	/ /	/tán/ 3 Ss	/tán_ / 1 Ss
through	/ /	/t/ 5 Ss /o/ 2 Ss /ou/ 2 Ss	/ t / 3v
these	/ /	/s/ 31 Ss	/ s / 29 Ss
distraction	/ /	/tre_S / 3 Ss /trei_S / 5 Ss /tra_S / 4 Ss	/tre_S / 1 Ss /trei_S / 1 Ss
schools	/ /	/skul_ / 1 S	/skul_ / 1 Ss
with	/ /	/ t / 2 Ss	/ t / 1 Ss / S / 1 Ss
physical	/ /	/p/ 1 S / s _{ik} al / 4 Ss / s _{ik} ikal/ 2 Ss Ss	/ p / 1 Ss
help	/ /	/hel_ / 1 S	No mistakes

Have(a)	/	/	/hara/	1 S	No mistakes
<u>w</u> ell	/	/	/g/	5 Ss	/ g /7 Ss
log <u>i</u> cal	/	/	/g/	4 Ss	No mistakes
vis <u>u</u> al	/	/	/s/	11 Ss	/ s / 1 S
			/S /	7 Ss	/S / 2 Ss
g <u>a</u> ther	/	/	/e/	6 Ss	/ e / 3 Ss
			/ei/	2 Ss	
sens <u>e</u> s	/	/	/ e /	4 Ss	/ e /1 S
			/sen_s /	7 Ss	
styl <u>e</u> s	/	/	/ei/	3 Ss	/ei/ 1 S
			/ i /	4 Ss	
di <u>a</u> gram	/	/	/ia/	5 Ss	/ia/ 3 Ss
said	/	/	/ei /	8 Ss	/ei / 6 Ss
			/ai/	2 Ss	
le <u>a</u> st	/	/	/e/	16 Ss	/ e / 1 S
le <u>a</u> rn	/	/	/ i / 1 Ss /ea / 3 Ss		/ i / 1 S / a /1 Ss
app <u>l</u> ying	/	/	/ a /30 Ss		/ a / 32 Ss
			/ei/ 1 Ss		
cho <u>i</u> ce	/	/	/ o /	2 Ss	/ u / 1 S
log <u>i</u> c	/	/	/ o /	32 Ss	/ o / 18 Ss
h <u>o</u> wever	/	/	/ou/	21 Ss	/ou/ 18 Ss

rel <u>a</u> te	/ /	/ e / 1 Ss / a / 7 Ss	/ e / 1 S / i/1 S
<u>a</u> ll	/ /	/ a / 7 Ss /g/ e / 2 Ss	/ a / 1 S

Chart 8.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After having analyzed the data collected we conclude that: After having applied the pronunciation activities, the students of the second semester of the English and Spanish program demonstrated a significant improvement in their pronunciation as it was demonstrated in chart 7 (pag. 51) Nonetheless, students of second semester of English and Spanish program (experimental group) contributed to the self-improvement of their English pronunciation, this purpose continues during the whole learning process in which they have acquired some bases that they should reinforce.

During the learning process of pronunciation we agree with Dale and Poms (1986) about some results they exposed related to specific sounds pronunciation such as: s/S, w/g, y/j, /d, b/v, z/s, for which Spanish speakers try to emit English sounds as they pronounce Spanish sounds.

The information gathered helped to notice the weaknesses and strengths students of second semester English Spanish and English French programs have at the moment they speak English. This pronunciation study also helped to notice what the commonest English pronunciation problems are and which they commit with less or more frequency. It was possible to find that students of second semester in both programs at this time need a significant improvement on the English pronunciation problems they brought from previous instruction.

Something difficult but not impossible to work on is the attitude of the students towards the pronunciation process to change old pronunciation habits. For this purpose it is fundamental the teachers' creativity, interest and way how they introduce and apply in class the activities and materials in the pronunciation process.

To acquire an accurate English pronunciation demands a lot of time and practice on the part of the students. It is difficult for students to bear in mind or remember all English pronunciation rules on stress, rhythm and intonations all at once at the moment they read or speak English. This makes students feel afraid or disappointed to use a second language for the first time in real interaction and context because students are not prepared for spontaneous communication. Students sometimes do not feel able to produce, emit or communicate something in front of native speakers, teachers or in front of their classmates because they think they do not have the necessary tools to face these kinds of real interactions yet.

Oral skills are necessary for communication in the English speaking process. For this reason when somebody teaches a foreign language subject should make a strong emphasis on pronunciation in order to communicate clearly and in the appropriate way things they want to express and to avoid mispronounced words and therefore the different concepts students do not meant to say or express.

Another important aspect to take into consideration after having finished this study was that students sometimes assume the pronunciation of words according to the experience they had and for this reason they do not look them up in the dictionaries. Furthermore, there is not enough time to give much individual attention to the pronunciation of the students of second semester in the English and Spanish program which

is important because not all the students have the same pronunciation problems and because common pronunciation problems include different factors such as: omitting sounds, adding extra ones, or simply pronouncing the word in an inappropriate way.

It was noticed that students of second semester of English and Spanish program had a positive attitude to learning the English pronunciation sounds and it was an important goal for them to achieve. We as instructors mentioned to students that acquiring an accurate English pronunciation is important because when they achieve this ability, teachers, classmates and also native speakers will understand them easily. No matter if they begin to express simple sentences or phrases but if they make a correct use of phonetics they will be understood. It was said that students should be practicing all the rules and the phonological sounds they have already learnt and also to take into consideration other important skills in order to acquire this goal such as: listening to all new sounds and, speaking in order to apply what they have already learnt.

There was a significant improvement after applying twelve English pronunciation activities because they had the opportunity to listen to native speakers through some recordings (songs, stories, readings) and they had the opportunity to read short paragraphs in which we pay real attention to correct the mistakes they had in an appropriate way and in the appropriate moment. Students of English and Spanish program also demonstrated enthusiasm when they sang the songs. We as instructors tried to choose the songs and activities we considered interesting, appropriate and important for them without forgetting their age, level and context.

Recommendations

Teachers should make a strong emphasis when Spanish speakers pronounce the explosive and sonorous English sounds such as t, tS, S, z, 3, d3,v because we analyzed during the pronunciation process those were the major pronunciation problems for students of both groups English-Spanish, English and French.

To help students to recognize the importance of acquiring a good English pronunciation since the beginning of the process because pronunciation is the first factor people notice when somebody speaks English and because pronunciation is the biggest ability teachers and learners must take into consideration in order to understand and be understood.

To teach phonetics is complicated because it has to do and take into account many aspects such as have an accurate English pronunciation to be proficient in the target language to recognize and to make the differences of the sound between them in order to avoid teaching mispronounced sounds. Another important thing to bear in mind is that teachers should show a positive attitude towards this subject matter because they are going to transmit the same attitude. Teachers should also implement interesting and workable activities to attract the attention of the students.

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Appendix

PRE-TEST

**APPLIED TO ENGLISH-SPANISH AND ENGLISH- FRENCH PROGRAMS FROM
SECOND SEMESTER**

TALKING ABOUT JOBS

Make groups of three. Read the following dialogue carefully. Do not use dictionaries. You have five minutes to prepare it. Then, be prepared for a recording.

Pam: Hi guys! What's up? Could you please tell me a little about yourselves?

Fred: Actually, I don't want to work at all anymore. I'm interested in visiting Asia the next year and what about you Jim?

Jim: I'm ok. I just hope to find a better job this month because I'm very bored with my job. There are lots of things to do and I don't have enough time to spend with my family and relatives, not even on weekends.

Tracy: What do you mean? I thought you enjoyed your job! Because you look in a good shape and you always have a good sense of humor.

Jim: Hmm! Nobody knows what happens inside of me. I find my job terrible. I'm not patient enough, this is so dangerous and it doesn't pay very well. Sometimes it makes me feel crazy and dizzy.

Pam: Don't worry Jim. Be positive. You should think that things and life are going to change, for the better.

Tracy: By the contrary, I'm very happy in the place I work. It is not easy but not impossible to carry it out. Sometimes I have some free time to spend with my family and friends and I even have some time to go to study.

Fred: Great! As we can see you have enough time to do many things outside home. We suppose you are comfortable enough in your job. I think that at the same time it makes you feel strong in body and spirit.

Tracy: You all right. I'm grateful for the job that I have. Nobody has the same opportunities that I have there.

Pam: Congratulations Tracy! You have more chance than us.

PRONUNCIATION ACTIVITIES # 1

PRONOUNCING /t/

The sound /t/ is a familiar consonant for you. However, /t/ is much more explosive in English than in Spanish. When /t/ is between two vowels and follows a stressed syllable (as in water, butter, city, etc.), it is **NOT** aspirated. /t/ between vowels sounds like the Spanish **r** in such words as caro, pero and moro.

The following words should be pronounced with /t/. Repeat them aloud after your teacher.

/t/ At the Beginning	/t/ In the Middle	/t/ At the End
To	until	it
Ten	after	but
Try	empty	ate
Top	wanted	boat
Talk	attend	went

Tell	return	late
Tree	winter	light
Time	between	state
Table	contain	fruit
Terrible	printing	apart

Read the following words aloud. Remember, **the t between vowels is usually NOT aspirated**. Pronounce it like the Spanish r in cara or pero.

City	water
Pretty	writing
Better	sitting
Notice	pattern
Butter	cutting

Read the following phrases and sentences aloud after your teacher. Do not forget that the letter **t** is much more explosive in English than in Spanish.

1. **Tell** the **teacher**.
2. **Tea** and **toast**
3. **Take apart**
4. **Take** your **time**.
5. **Today** is **Tuesday**.
6. **Turn** off the **light**.
7. **Tom bought two tickets**.
8. **Ten** and **ten** is **twenty**.
9. **Ted** has a **terrible temper**.
10. **Turn left at tenth street**.

PRONOUNCING //

The following words should be pronounced with /O/. Repeat them aloud and carefully after your teacher.

// At the Beginning	// In the Middle	// At the End
Thaw	author	path
Thin	wealthy	bath
Thank	nothing	both
Thief	healthy	cloth
Theme	something	mouth
Thick	anything	north
Thorn	method	health
Theory	Athens	teeth
Thirsty	birthday	truth
Thought	toothpaste	mouth

Read the following pairs of words. Be careful at the moment you pronounce them.

Try to notice the differences between them.

//	/T/
Thank	tank
Thin	tin
Thought	taught
Bath	bat
Both	boat

The boldface words in the following phrases and sentences should be pronounced with the consonant //. Repeat them carefully after your teacher.

1. **Thank** you.
2. I **think** so.
3. **Something** else
4. Open your **mouth**.
5. Penny for your thoughts
6. **Thanksgiving** falls on Thursday.
7. **Healthy** and **wealthy**
8. Do birds fly **north** or **south** in the winter?

9. **Thank** you for your **thoughtful birthday** card.
10. The baby got his **third tooth** this **month**.
11. **Thelma** had her **thirty-third birthday**.
12. Brush your **teeth** with a **toothbrush** and **toothpaste**!
13. Good friends stick with you **through thick** and **thin**!
14. The **author's theme** is **thought** provoking.
15. The **oath** is "tell the **truth**, the whole **truth**, and **nothing** but the **truth**."

Repeat the following words after your teacher. Only 10 of them are pronounced with

//. Circle the words pronounced with the // sound

Thomas	clothes	teeth	feather
Ruth	further	moth	father
although	thick	other	faith
Throw	clothing	breathe	breath
Rather	method	cloth	thorough

PRONOUNCING / /

The sound // in English is similar to the sound of the letter **d** between vowels in certain Spanish words.// is actually stronger and more visible between the teeth.

The following words should be pronounced with //.

/ / At the Beginning	/ / In the Middle	/ / At the End
The	Other	bathe
This	mother	clothe
Then	father	smooth
Them	brother	breathe
That	gather	soothe
They	either	Bequeath
Those	neither	booth
There	leather	loathe
These	together	Seethe
Though	worthy	teethe

The boldface words in the following phrases and sentences should be pronounced with the consonant / /. Repeat them carefully after your teacher.

Repeat the phrases carefully after your teacher

1. **That's** right.
2. **Father** and **mother**
3. **Either** one of **them**
4. **This** is it!
5. Wet **weather**
6. Don't **bother** me!
7. **This** is my **other brother**.
8. I'd **rather** get **together another** day.
9. I like **this** one better **than the other** one.
10. **That leather** belt feels **smooth**.
11. **Mother** must **bathe the** baby.
12. Will **grand mother** and **grand father** be **there**?
13. **This** bad **weather bothers father**.
14. **This clothing** is as light as a **feather**.
15. **The rhythm** of **the** music is **soothing**.

Read the letter carefully, then, try to find the “t” different sounds located in different places (at the beginning, in the middle or at the end of the word). Make use of these symbols which are going to help you to improve your English pronunciation.

Dear Jill,

I've just got back from climbing Mont Blanc in the Alps and I must tell you what a great time I had. On arriving in Chamonix we were introduced to our guides. We were then kitted out with ice-axes, crampons and climbing boots and were sent straight out into two days' training in and around the Le Tour glacier. The guides used this time to assess our ability to make the ascent and to teach us the basics of mountaineering, such as how to make on ice-axe and teamwork counting in our favour.

The first day consisted of climbing for five hours from the Nid d'Aigle to the Counter Hut. I thought I'd be too cold to sleep but in fact that wasn't a problem at all! Day 2 started at 2 am with a four and a half hour walk to the summit. Reaching the summit was only a third of the day's work. The descent route down included jumping across in the ice and took seven hours.

I'm really looking forward to seeing you next weekend so I can tell you all the details.

Love, Sue

Taken from: Education for Life. Pag 47

IT ISN'T EASY BEING A TEENAGER

Read the following complains of teenagers and parents making a use good of “t” pronunciation sounds that are located at the beginning, in the middle or at the end of the word.

I try to be a good son, but no matter how hard I try, my parents never seem to be satisfied. They think I should eat healthier food, I should wear nicer clothes, and I should get better grades. And according to them, my hair should be shorter, my room should be neater, and my friends should be more polite when they come to visit.

You know ... it isn't easy being a teenager.

IT ISN'T EASY BEING PARENTS

We try to be good parents, but no matter how hard we try, our children never seem to be satisfied. They think we should wear more fashionable clothes, we should buy a faster car, and we should listen to more interesting music. And according to them, we should be more sympathetic when they talk about their problems, we should be friendlier when their friends come to visit, and we should be more understanding when they come home late from a Saturday night date.

You know ... it isn't easy being parents.

PRONUNCIATION ACTIVITIES # 2

PRONOUNCING / / and / /

The consonant / / does not exist in Spanish. You probable substitute the more familiar / / sound.

Examples: If you substitute / / for / /: **sh**oe will sound like **ch**ew

Wash will sound like **watch**

The following words should be pronounced with / /. Repeat them after your teacher.

At the beginning	In the Middle	At the end
shy	Ocean	dish
shop	washer	wish
ship	Tissue	cash
shine	Insure	wash
shape	brushing	rush
short	patient	finish
share	mission	punish
*chef	official	foolish
*chamois	machine	Spanish
*chagrin	Nation	English

The letters t, ss and c before suffixes beginning with i are usually pronounced / /

Examples: nation profession social

Less frequent spelling patterns for / / consist for the letters s, ce and xi

Examples: sugar pension ocean anxious

The following words should be pronounced with / / . Repeat them carefully with the help of your teacher.

At the beginning	In the Middle	At the end
chew	Nature	itch
chair	teacher	each
child	picture	match
chalk	fortune	much
chest	posture	reach
choose	Richer	touch
cherry	orchard	watch
chicken	question	speech
Charles	mature	sandwich
cheerful	culture	crutch

Repeat the following pair of words and sentences carefully after your teacher, and then, write the phonetic symbols / / or / / .

shoe/chew share/chair ship /chip wash /watch cash /catch crush/crutch

· Please wash the dog / please watch the dog

· Give me my chair / give me my share

· He can't mash it / He can't match it

. Let's choose new shoes.

. She's eating the cheese.

. Sherry likes cherry pie.

PRONOUNCING / /

The sound / / does not exist in most dialects of Spanish. This sound is very similar to the sound / /. However, if you put your hands on your throat when you pronounce / / you can feel the vibration.

The following words should be pronounced with / /. Repeat them after your teacher carefully.

At the beginning	In the Middle
Asia	rouge
Usual	beige
Vision	mirage
Leisure	garage
Measure	corsage
Pleasure	massage
Occasion	prestige
Decision	camouflage
Division	negligee
Television	sabotage

Circle the words in each group that is not pronounced with / z /

leisure	Pleasure	sure	prestige
Asia	Asian	Parisian	corsage
huge	Beige	rouge	conclusion
passion	Collision	confusion	aversion
massage	Conclusive	explosion	visible
confusion	Version	azure	treasure
lesion	Seize	message	Paris

PRONOUNCING /s/ and /z/

The sound /s/ is pronounced in the same way as the Spanish letters s and z. However, there are some difficulties when you pronounce some words whose sound is at the beginning of the word, or when a consonant is before it.

The letter s in plural nouns is pronounced /s/ when it follows most voiceless consonants.

Examples: books coats cuffs maps

The following words should be pronounced with /s/. Repeat them after your teacher carefully.

At the beginning	In the Middle	At the end
<i>sky</i>	Lesson	bus
sad	Racing	yes
spin	Listen	face

slow	pencil	course
school	answer	house
side	Fast	class
sick	Onset	miss
setting	transfer	perverse
several	understand	undress
sing	persecute	pelvis

On the other hand, the sound /z/ is not a common sound in Spanish. You probably pronounce this sound in English the same way as you would in Spanish (like _s_).

However, in many dialects of Spanish, the letter **s** followed by a voiced consonant (m, l, d, g) is pronounced like /z/ (examples: mismo, isla, desde, rasgar) Remember, /z/ is a voiced sound; your vocal cords **MUST** vibrate. *Think of the sound of a bee!*

The following words should be pronounced with /z/. Repeat them carefully after your teacher.

At the beginning	In the Middle	At the end
zoo	Lazy	as
zeal	Busy	is
zest	Easy	his
zinc	Crazy	was
zero	Razor	buzz
zone	Dozen	daze

zebra	Dizzy	raise
zipper	cousin	amaze
zip	puzzle	breeze

Write and read / s / or / z / sounds in these sentences:

- . Sue went to the zoo.
- . Put ice in your eyes.
- . My niece hurt her knees.
- . The president set a precedent.
- . The baby will lose his tooth.

READING AND PRONUNCIATION ACTIVITY

Read the story and underline each one of the sounds explained above. Read it aloud and carefully taking into account not only the sounds above explained but also all sounds you already learnt.

Young Woo and Sun Ok are married, and they have two children, Tae Ho and Soo Jin. They work very hard. They live in Philadelphia, and they own a store that sells fruits and vegetables. They work very hard. The store opens at eight in the morning and closes at nine at night. It's doing well.

In Korea, Sun never work outside her home. Here she works in the store and has to take care of her family, too. Her husband helps with the housework, but she does most of the work at home, and he does most of the work in the store. Sun likes to work in the store. It's a nice change from housework.

English is a big problem for Young Woo and Sun Ok. They understand everything they hear, but they can't speak well. It's almost impossible for them to pronounce the l and r sounds. They want to go to school to learn more English, but they don't have time now. Working in the store and listening to TV help them to learn English, but they speak Korean at home.

PRONUNCIATION ACTIVITIES # 3

PRONOUNCING /b/ and /v/

The Spanish letters **b** and **v** are frequently pronounced alike. You may confuse the two sounds in English.

Example: If you use /v/ instead of /b/: **boat** will sound like **vote**

When /b/ is the last sound in a word, many Spanish speakers forget to make their vocal cords vibrate. This will make /b/ sound like /p/ and confuse your listeners.

Example: If you say /p/ instead of /b/: **robe** will sound like **rope**

cab will sound like **cap**

The consonant /b/ will be easy to say if you make your vocal cords vibrate and firmly press your lips together.

The following words should be pronounced with /b/. Read aloud the following words after your teacher.

/b/ At the Beginning	/b/ At the Middle	/b/ At the End
be	Obey	cab
but	Baby	cub
bat	Table	rub
back	Habit	tub
best	rubber	rib
bone	Lobby	rob
bank	Cabin	knob
boat	Label	crib
begin	neighbor	robe

Repeat the following pairs of words after your teacher. Be careful to pronounce the words in an appropriate way.

/b/	/p/
Robe	rope
Mob	mop
Tab	tap
Rib	rip
Stable	staple
Symbol	simple

Read the following phrases and sentences aloud.

1. **Bread** and **butter**
2. **Above** and **below**
3. **Baseball** game
4. **Black** and **blue**
5. The **bigger** the **better**
6. I'll **be back**
7. **Bad habits** can **be broken**.
8. **Bill** is in the **lobby**.
9. **Bob** bought a **blue bathrobe**.
10. **Betty** was **born** in **Boston**.

PRONOUNCING /V/

You probably substitute /b/ for /V/ when speaking English. This will greatly confuse your listeners!

Examples: If you say /b/ instead of /v/: **very** will sound like **berry**

vest will sound like **best**

When /V/ is the last sound in a word, many Spanish speakers forget to vibrate their vocal cords. This will make /V/ sound like /F/ and confuse your listeners.

Examples: If you say /F/ instead of /V/: **save** will sound like **safe**

leave will sound like **leaf**

The following words should be pronounced with /V/. Repeat the following words after your teacher. Do not forget to vibrate your vocal cords.

/V/ At the Beginning	/V/ At the Middle	/V/ At the End
vine	Even	of
vase	Over	love
vote	Every	live
vest	Seven	have
very	cover	move
voice	River	drive
visit	heavy	stove
valley	movie	leave
vowel	clever	carve
vacuum	eleven	brave

Repeat the following pairs of words after your teacher. Try to exaggerate a little to notice the differences between the three sounds.

I		II	
/V/	/b/	/V/	/F/
vest	Best	save	safe
vow	Bow	leave	leaf
very	Berry	have	half
marvel	Marble	believe	belief
vase	Base	calve	calf

The following phrases should be pronounced with the consonant /V/. Read aloud after your teacher. Do not forget to vibrate your vocal cords.

1. **Very** good
2. **Very** nice
3. **Very** truly yours
4. Move **over**!
5. **Over** and **over**
6. **Rivers** and **valleys**
7. Please **vacuum** the **living** room.
8. **Have** you **ever** been to **Venice**?
9. The **vase** is **very** **heavy**.
10. Did **everyone** **leave** at **seven**?
11. **Eve** has a **severe** **fever**.

12. **Move** the **TV** **over** here.
 13. **Vera** **never** eats **liver**.
 14. **Steve** was **five** in **November**.
 15. The **movie** got **rave** **reviews**!

PRONOUNCING / ɪ / and /j/

The sound / ɪ / exists in most dialects of Spanish when the letters **y** or **ll** begin the first word in a sentence.

Similarities between / ɪ / and other sounds.

Examples: If you substitute /j/ for / ɪ /: Jello will sound like yellow

If you substitute /h/ for / ɪ /: jam will sound like ham

If you substitute / ɪ / for / ɪ /: large will sound like / ɪ /

/ ɪ / At the Beginning	/ ɪ / In the Middle	/ ɪ / At the End
jam	Agent	age
joy	adjust	cage
job	magic	large
jar	Enjoy	edge
gym	Angel	badge
gem	Injure	ridge
jail	danger	village
jello	suggest	marriage

/ ɪ / spelled:

“j”	“g”	“dg”
jaw	Giant	fudge
joke	gentle	badge
June	ranger	budge
major	giraffe	wedge
subject	college	grudge

The following sentences should be pronounced with / ɪ / . Repeat them carefully after your teacher.

1. **Just** a moment.
2. **Enjoy** yourself!
3. **Pledge** of **allegiance**
4. **Jim** is **just** **joking**.
5. The **major** **joined** the **legion**.

6. Fourth of **July**
7. **College** education
8. **Jack** of all trades
9. **Jane** enjoys **jogging**.
10. I **graduate** from **college** in **June**.
11. The **passengers** were **injured** in the **jeep**.
12. **John** mailed a **large package**.
13. Do you like **fudge**, **Jello**, or **gingerbread**?
14. The **engineer** lost his **job** in **January**.
15. The **agent** took a **jet** to **Japan**.

HINTS: the letter “j” is usually pronounced / ʃ /.

Examples: joke June January just John

The letter “g” before silent “e” at the end of a word is usually pronounced / ʒ /.

Examples: age wedge villge collegge

PRONOUNCING /j/

The consonant /j/ in English is similar to the sound of the letters y, ll, and hie in most dialects of Spanish. In many dialects of Spanish, speakers vary in their use of the sounds /j/ and / ʃ /.

Examples: If you say / ʃ / instead of /j/: yet will sound like jet
You will sound like Jew

The following words should be pronounced with /j/.

/j/ At the Beginning	/j/ In the Middle
Yes	onion
You	canyon
Yell	lawyer
Use	beyond
Year	values
Yard	regular
Young	backyard
Youth	formula
Yesterday	capsule

/j/ SPELLED

“y”	“i”	“u”
yet	Union	amuse
your	junior	music
yawn	senior	united
yolk	million	usual
yellow	familiar	university

HINTS: The most common spelling pattern for /j/ is the letter “y” followed by a vowel.

Examples: yeast you canyon farmyard

When y is the first letter in a word, it is ALWAYS pronounced /j/; it is NEVER pronounced / /.

NOTE: Distinguish between the vowel /u/ and the consonant/vowel combination /iu/.

/u/ food booty fool

/ju/ feud beauty fuel

The following sentences should be pronounced with the consonant /j/. Repeat them carefully after the instructions given by your teacher.

1. Nice to see **you**.
2. How are **you**?
3. **Yes** or no?
4. Help **yourself**
5. **You** look great
6. In my **opinion**
7. Did **you** get **your** car fixed?
8. The **view** of the **canyon** is **beautiful**.
9. Did **you** eat **yams** or **yellow** rice?
10. **Your** senior class **reunion** is this **year**.
11. **You** shouldn't **yell** at **young** children.
12. **Your lawyer** is **brilliant**!
13. The new **York** City **mayor** was **young**.

14. Have **you** had some **yogurt yet**?
 15. **Yesterday** we sailed on a **millionaire's yacht**.

Repeat the following pairs of words and sentences carefully. Try to exaggerate a little at the moment you pronounce these words to notice the differences between the two sounds.

- | | |
|--|-------------------------------|
| / / | /j/ |
| 1. jell | yell |
| 2. Jello | yellow |
| 3. joke | yolk |
| 4. jeer | year |
| 5. major | mayor |
| 6. Did they come by jet ? | Did they come by yet ? |
| 7. It has no juice . | It has no use . |
| 8. He became a major . | He became a mayor . |
| 9. We went to jail . | We went to Yale . |
| 10. The jam is sweet. | The yam is sweet. |
| 11. Do you like yellow Jello ? | |
| /j/ /j/ / / | |
| 12. Jess said yes . | |
| / / /j/ | |
| 13. Did the jet leave yet ? | |
| / / /j/ | |
| 14. the crowds jeered this year | |
| / / /j/ | |
| 14. Jim found a jar in his yard . | |
| / / / / /j/ | |

READING ACTIVITIES

Pay attention to your teacher at the moment she reads. Try to place in each word all the phonological sounds you consider are difficult for you to pronounce. Then, try to participate reading almost one paragraph. Do not forget that the more times you participate the better your English pronunciation will be. In addition, try to make use of all the sounds you already learnt and the punctuation signs.

Effects of Articulation Training on the Production of Trained and Untrained Phonemes in Conversations and Formal Tests.

By: Louise E. Paatsch, Peter J. Blamey and Julia Z. Sarant

The aim of this study was to investigate the effectiveness of articulation training for specific phonemes on the production of phonemes in conversational language samples, the 108 Single Word Articulation Test (Paatsch, 1997), and the phonetic Level Evaluation (Ling, 1976). Speech production skills of 12 hearing-impaired children were assessed using these evaluation tools pre- and post-training.

A total of six phonemes were selected for each child to be trained during 15-to 20-minute daily sessions throughout an 8-week speech production program. Three phonemes, with a particularly high error rate, were trained at a phonetic level (category 1) while three phonemes, with an intermediate error rate of 40% to 70%, were trained at a phonological level (category 2).

Results showed improvements in the percentage of correctly articulated category 1 phonemes and category 2 phonemes. The improvements for category 2 phonemes were larger than for category 1 phonemes for all test materials. It may be that phonological level training is more effective than phonetic level training or that phonemes with an intermediate error rate are easier to train than phonemes with a high error rate.

Untrained vowels and consonants also improved slightly after training. Phonological process analysis showed that many of the errors apparent in the trained phonemes also had occurred in the untrained phonemes. This may have resulted in the generalization and carryover of taught speech skills into other aspects of the child's spoken language.

LANGUAGE DEVELOPMENT

By: Dorothea McCarthy

You who have been specializing in the study and improvement of speech are already aware of the vital importance of clear speech and effective communication. You have seen the educational cripples who have resulted from inadequate development of language skills and you also realize the heights to which a person with effective language skills can rise in his ability to communicate with and influence others.

Let us ask ourselves, then, how do these tremendous individual differences come about? How can we promote good verbal skills in children and what can be done to avoid speech defects and other language disabilities?

In order to answer such questions, we must examine the developmental process from the beginning and try to discover the environmental factors that facilitate language development, and what factors seem to be present in the case histories of those who suffer from the various language disorders.

Many people think that language development begins when the child uses his first word, but there are many things which happen in a child's prelinguistic babblings long before true speech is heard which have important developmental significance. The newborn infant sleeps most of the time when he is not eating. He is basically mute, except for crying sounds, which communicate his physical distress to those who care for him.

At this time, his entire respiratory system is very much occupied with the establishment of breathing patterns and with the taking of food, essential for the survival of the infant. During the few waking moments before and after each feeding, the infant hears

the voices of other members of the household as they speak to him and about him, or to each other.

He uses his own voice, not only in his cries of hunger and discomfort, but in eager anticipation of being fed, as well as in little grunts and gurgles of satisfaction after having been fed.

His language experience is beginning during the early listening process in which the mother is the child's first language teacher and in which he soon begins to echo back her voice in vocal play, cooing, and in babbling.

Reports from major infant studies record children's babbling in rather crude terms, but all the studies report infants as responding to the human voice and engaging in spontaneous cooing sometime between the second and fourth months of life. A variety of syllables are heard between the fourth and sixth months of life.

PRONUNCIATION ACTIVITIES # 4

PRONOUNCING /g/

The sound /g/ in English is more explosive than in Spanish. However, when /g/ is the last sound in a word, you might forget to add voicing. This will make /g/ sound like /k/ and change the meaning of your word.

Examples: If you substitute /k/ for /g/: **bag** will sound like **back**

dug will sound like **duck**

Always make your vocal cords vibrate for /g/, especially at the end of words.

The following words should be pronounced with /g/.

/g/ At the Beginning	/g/ At the Middle	/g/ At the end
go	cigar	beg
get	agree	pig
girl	begin	bag
gone	anger	rug
great	forget	log
guess	bigger	dog
green	hungry	egg
glass	beggar	drug
gather	cigarette	flag

/g/ spelled:

“g”	“x” (/gz/)
go	exact
give	exam
game	example
forgive	exert
regain	exhibit

Read aloud the following pairs of words. Be sure to make your vocal cords vibrate for /g/ and to prolong any vowel *before* the sound /g/.

/g/	/k/
bag	back
pig	pick
long	lock
dug	duck
tag	tack
lag	lack
bug	buck
peg	peck
nag	knack

PRONOUNCING /w/

The sound /w/ frequently alternates with /g/ in many dialects of Spanish. For example, some speakers often say either /gueso/ or /weso/ for hueso.

Examples: If you say /g/ before /w/: **want** will sound like “**gwant**”

When will sound like “**gwen**”

Remember to round your lips as you say /w/. You should feel all speech movements in the *front* of your mouth, *not* the back. The following words should be pronounced with /w/.

Repeat them after your teacher.

/w/ At the Beginning	/w/ In the Middle
we	away
was	awake
want	always
word	anyway
work	beware
wait	between
wool	someone
would	quick
women	choir
winter	cogwheel

The letter **w** is always pronounced /w/ when followed by a vowel in the same syllable.

Examples: wood will backward highway

The letter **w** at the end of a word is always silent.

Examples: How sew law know

PRONOUNCING / /

Spanish words have this sound when **n** is followed by **g**, **c**, or **j**.

key words: tengo banco monja

Many Spanish speakers are unaccustomed to pronouncing / / at the end of words.

Also, the similarity between / / and /n/ might confuse you.

Examples: If you say /n/ instead of / ð/: **feeling** will sound like **feelin**

Sing will sound like **sin**

The following words should be pronounced with / ð/.

/ ð / In the Middle	/ ð / At the End
anger	Rang
thank	Sting
single	strong
hungry	belong
finger	tongue
banging	walking
ringing	feeling
longest	singing
youngest	running

Hints: 1. The letters **ng** or **ngue** at the end of words are *always* pronounced / ð/.

Examples: wrong sing walking tongue

2. The letter **n** before g or k is usually pronounced / ð/.

Examples: kings hungry single thank drink

PRONOUNCING – ate

There are hundred of words ending –ate in English. Not only are these words pronounced in three different ways but they can be adjectives, nouns or verbs.

Monosyllables: All monosyllables ending –ate are pronounced /eit/: ate, date, crate, fate, gate, grate, hate, Kate, late, mate, plate, rate, sate, skate, slate, spate, state. Notice that “ate” can also be pronounced /et/.

Polysyllables: All verbs ending –ate are pronounced /eit/: abate, abbreviate, appropriate, dilate, graduate, gyrate, hyperventilate, irate, isolate, migrate, etc.

Most nouns and adjectives ending –ate are pronounced /t/: Accurate, adequate, affectionate, bicarbonate, celibate, certificate, considerate, consulate, curate, delicate, desperate, disconsolate, disparate, dispassionate, disproportionate, doctorate, effeminate, electorate, extortionate, fortunate, illegitimate, immaculate, immediate, intricate, obstinate, palate, passionate, pirate, pomegranate, prelate, temperate, triumvirate, ultimate, unfortunate.

Verbs /eit/	Nouns/ adjectives / t/
To advocate	advocate (n.)
To aggregate	aggregate (n./adj.)
To alternate	alternate (adj.)
To appropriate	appropriate (adj.)
To articulate	articulate (adj.)
To associate	associate (n./adj.)
To confederate	confederate (n./adj.)
To coordinate	coordinate (n.)
To degenerate	degenerate (n.)

To deliberate	deliberate (adj.)
To desolate	desolate (adj.)
To duplicate	duplicate (n.)
To elaborate	elaborate (adj.)
To estimate	estimate (n.)
To graduate	graduate (n.)
To intermediate	intermediate (adj.)
To intimate	intimate (adj.)
To legitimate	legitimate (adj.)
To moderate	moderate (n./adj.)
To postulate	postulate (n./adj.)
To separate	separate (adj.)
To subordinate	subordinate (n.)
To syndicate	syndicate (n.)

Exceptional Nouns: There is a small group of polysyllabic nouns and adjectives in which –ate is pronounced /it/: chocolate, climate, private, senate

Another group of polysyllabic nouns and adjectives are pronounced /eit/: debate, estate, inmate, magistrate, magnate, mandate, nitrate, ornate, phosphate, primate Colgate, probate, prostate, prostrate, rebate, reprobate (adj.), sedate, stalemate, sulphate, testate.

Pay attention to your teacher at the moment she reads. Try to place in each word all the phonological sounds you consider are difficult for you to pronounce. Then, try to participate reading almost one paragraph. Do not forget that the more times you participate the better your English pronunciation will be. In addition, try to make use of all the sounds you already learnt and the punctuation signs.

CURING PAIN WITH NEEDLES

A man walks into a doctor's office in China complaining of a headache and an upset stomach. The doctor sticks needles into the man's toes, arms, and fingers. He leaves the needles in place, and a short time later the patient says his headache is gone and his stomach feels much better. The needles are removed, and the patient goes home, his problems cured, thanks to the ancient Chinese technique of acupuncture.

No one knows just when the practice of curing with needles first began, although there is evidence that acupuncture was used in the Orient as early as 3000 B.C. although it has been used to treat everything from headaches to deafness, and to prevent a patient from feeling pain during surgery, many medical authorities doubt that acupuncture has any real physical effect on the body. However, more and more of them are beginning to have second thoughts.

The ancient theory behind acupuncture is complex. In essence, it states that there are certain invisible forces running through the human body. These forces run along certain set lines which intersect at various “points”. There are 365 to 1,000 of these points, and each of them corresponds to an internal organ, muscle, or other part of the body. Needles ranging from 1 to 10 inches in length are inserted into the skin at these points. According to acupuncture theory, the corresponding organs or muscles will be cured of any problems.

That, at any rate, has been the belief of people who have used acupuncture through the centuries. In the mid-70’s, however, researchers began seeking a more scientific explanation, as acupuncture became more widely known out-side of China and other Far Eastern countries. There seems to be little doubt that it can relieve pain and cure certain internal problems in some cases. But no one is certain exactly how it works as yet.

On the one hand, some investigators feel that acupuncture works only because the patient wants it to work and believes it will work. Other researchers think there may be a hypnotic effect involved. Some patients, they reason, are so fascinated by the involved (but scientifically meaningless) procedures used to insert acupuncture needles that they simply forget about their pain.

On the other hand, experiments have been done which seem to indicate a chemical basis for the effect of acupuncture. Scientists in China have found that acupuncture temporarily increases the production of certain natural pain-relieving chemicals in the brains of laboratory animals. In one experiment, for example, brain fluid from animals that were treated with acupuncture was injected into the brains of untreated animals. After the

injections, the ability of the untreated animals to withstand pain was shown to have increased an average of 82%.

Skeptics, though, remain unconvinced, and the controversy continues. But, ultimately, the reasons why acupuncture works may be unimportant. Many patients throughout the world have found the technique an effective way to combat pain and illness, and that may be what really matters.

Taken from: Berlitz Languages, Inc. Let's Talk About it!. Princenton, New Jersey. USA.

1985. Levels 8-9. Pags. 1,2.

PRONUNCIATION ACTIVITIES # 5

PRONOUNCING REGULAR PAST TENSE VERBS

Regular past tense verbs are spelled by adding **-ed** to the base form. It is realized in three forms:

/ **Id** / : after bases ending in / t / or / d /

/ **t** / : after bases ending in voiceless sounds (/p, k, s, , , f/).

/ **d** / : after bases ending in voiced sounds except / d /.

Sound / Id /		Sound / t /		Sound / d /	
Base form		Base form		Base form	
end	ended	look	looked	love	loved
add	added	watch	watched	stay	stayed
hunt	hunted	miss	missed	fill	filled
want	wanted	stop	stopped	burn	burned
need	needed	pick	picked	rain	rained
fold	folded	wash	washed	live	lived
start	started	drip	dripped	clean	cleaned
print	printed	place	placed	stare	stared
sound	sounded	laugh	laughed	study	studied

Pay attention to your teacher at the moment she reads. Try to place in each word all the phonological sounds you consider are difficult for you to pronounce. Then, try to participate reading almost one paragraph. Be sure to pronounce the **–ed** ending in the past tense verbs correctly. In addition, try to make use of the punctuation signs.

Story # 1

An artist went to a beautiful part of the country for a holiday, and stayed with a farmer. Every day he went out with his paints and his brushes and painted from morning to evening, and then when it got dark, he went back to the farm and had a good dinner before he went to bed.

At the end of his holiday he wanted to pay the farmer, but the farmer said, “No. I do not want money but give me one of your pictures. What is money? In a week it will be all finished, but your painting will still be here.”

The artist was very pleased and thanked the farmer for saying such kind things about his paintings. The farmer smiled and answered. “It is not that. I have a son in London. He wants to become an artist. When he comes here next month, I will show him your picture, and then he will not want to be an artist any more I think.

Take from: L. A. HILL. Elementary Stories for Reproduction. London. Oxford University Press.1965. pag.31.

Story # 2

Mr and Mrs. lived in small house near London with their child. Sometimes Mr. Brown came back from work very late, when his wife and the child were asleep, and then he opened the front door of his house with his key and came in very quietly.

But one night when he was coming home late, he lost his key, so when he reached his house, he rang the bell. Nothing happened. He rang it again. Again nothing happened_ nobody moved inside the house. Mr. Brown Knocked at the bedroom window, he spoke to his wife, he shouted, but she did not wake up. At last he stopped and thought for a few seconds. Then he began to speak like a small child. “Mother!” he said, “I want to go to the lavatory!” He spoke quiet quietly but at once Mrs. Brown woke up. Then he spoke to her, and he opened the door for him.

Take from: L. A. HILL. Elementary Stories for Reproduction. London. Oxford University Press.1965. pag.31.

Story # 3

Mrs. Jones was still cleaning the house when her husband came back from work she was wearing dirty, old clothes and no stockings, her hair was not tidy, she has dust on her face, and she looked dirty and tired. Her husband looked at her and said, “is this what I come to after a hard day’s work?”

Mrs. Jones’s neighbor, Mrs. Smith, was there. When she heard Mr. Jones’s words, she quickly said good bye and run back to her house. Then she washed brushed and combed her hair carefully, put on her best dress and her prettiest stockings, painted her face, and waited for her husband to come home.

When he arrived, he was hot and tired. He walked slowly into the house, saw his wife and stopped. Then he shouted angrily, “And where are you going this evening”

Take from: L. A. HILL. Elementary Stories for Reproduction. London. Oxford University Press.1965. pag.31.

Story # 4***Truth and Lies***

When I was a Child I wanted to be happy. I wanted to be warm, to wear shoes, to eat good food. I wanted someone to take care of me. That's all. My mother gave me nothing. She gave no love. She never took care of me. Because my mother was a witch, my father ran away and I never knew him. My father was a reach man without a name, and I lived angry and cold with a witch. And so I told Judge Bromley the truth about my family. Was I wrong? I don't know.

I was happy for years at Read Hall. For twenty-one years, I forgot my family. I learned to cook for the Nowell family; I worked many hours every day but I was warm and I ate good food. Every Sunday in my best dress, I went to church; every summer I walked over Pendle Hill. I never thought about my family, because I was happy at Read Hall.

In august 1612, the guards hanged my family in front of Lancaster Castle. But their dead faces waited for me there; and a year ago, in 1633, when the guards put me in the prison in Lancaster Castle, I met again. Day after day, I see their ugly, dead faces and hear their cold, angry voices. I believe that. But my dead family is with me too.

Mr Webster, from the church at kildwick, visits me again. His blue eyes are tired, but he smiles at me.

"Edmund Robinson and his father told me the truth in London," he says quietly. "The child told lies about you because he was afraid of his father. He wanted his father. He wanted his father to love him."

I say nothing, Mr Webster wants to be kind, but he cannot help me. Mr Nowell cannot help me because he dead. Edmund Robinson is only a child; he tells lies one day, and the truth the next day. But the truth cannot help me. What can I do against hate, and lies? When Mr Nowell died, the lies began. The villagers are all afraid of me - because my name is Device. They hate me - because my name is Device. They said I am a Witch - because my name is Device.

I come from a family of witches, but I am not a witch. Nobody died because I cursed them. I never made clay pictures; I never had a cat or dog. I only wanted to live quietly at Read hall and watch the changing skies over Pendle Hill.

When I was a child, I was always cold and hungry, and I hated my family because they were witches. In 1612, I told the truth, and the truth killed my family. Now twenty-two years later, lies are going to kill me, here in Lancaster Castle, and I am cold and hungry again. Mr Webster gives me bread, and I go back to Read Hall; I know that now.

I must stay here in Lancaster Castle, with my dead family.
They are watching me, and waiting for me. I can never be free of them.
This is my true story; and I want to finish it now.

Taken from: Akinyemi Rowena. The witches of the Pendle.. Oxford. 1994.

LISTENING AND PRONUNCIATION ACTIVITY

Pay attention to you teacher at the moment she reads. Then, Listen to the song very carefully and sing the song enthusiastically. Do not forget to write all new sounds you need to improve.

SACRIFICE

By Elton John

It's a human sing
When things go wrong
When the scent of her lingers
And temptation's strong

Into the boundary
Of each married man
Sweet deceit comes calling
And negativity lands

Bridge
Cold cold heart
Hard done by you
Some things look better baby

Just passing through

Chorus

And it's no sacrifice
Just a simple word
It's two hearts living
In two separated worlds
But it's no sacrifice
No sacrifice
It's no sacrifice at all

Mutual misunderstanding
After the fact
Sensitivity builds a prison
In the final act

We lose direction
No stone unturned
No tears to damn you
When jealousy burns

Bridge
Chorus

PRONUNCIATION ACTIVITIES # 6

PRONOUNCING / i /

The sound / i / in English is similar to stressed “i” in Spanish. (/ i / is actually longer and more prolonged than the Spanish “i”.)

Pronunciation problems occur because of confusing English spelling patterns and the similarity of / i / and / I /

Examples: when you substitute / I / for / i /: **sheep** becomes **ship**

eat becomes **it**

The following words should all be pronounced with / i /. Repeat them carefully after your teacher.

/i/ At the Beginning	/i/ In the Middle	/i/ At the End
eat	mean	he
eel	need	bee
east	keen	key
easy	deep	tea
each	seal	fee
even	leave	tree
equal	reach	knee
eagle	scene	free
eager	please	she
evil	police	agree

/ i / spelled:

“e”	“ee”	“ea”	“ie” or “ei”
he	see	east	niece
we	eel	lean	brief
me	deed	team	piece
scene	heel	cheap	belief
these	needy	peach	either

Less frequent spelling patterns for / i / consist of the letters “i” and “eo”.

Examples: police people

Hints: a.. the letters “ ee ” are usually pronounced / i /.

Examples: see green feet freedom

b. the letters “ ei ” and “ ie ” are usually pronounced / i /.

Examples: either receive piece grief

PRONOUNCING / I /

The vowel / I / does not exist in Spanish and may be difficult for you to recognize and say. You probably substitute the more familiar / i / sound.

Examples: when you substitute / i / for / I /: **hit** becomes **heat**

itch becomes each

The following words should all be pronounced with / **I** /. Repeat them carefully after your teacher.

/I/ At the Beginning	/I/ In the Middle
is	pin
it	lift
it	give
ill	miss
itch	simple
into	winter
ink	listen
inch	timid
issue	minute
instant	little

/ **I** / spelled:

“y”	“ui”	“i”
gym	build	give
pyramid	quick	lips
symbol	quilt	with
system	guilty	gift
rhythm	guitar	differ

Lees frequent spelling patterns for / **I** / consist of the letters “o”, “e”, “u”, and “ee”

Examples: women pretty busy been

Hints: The most common spelling pattern for / **I** / is the letter /i/ followed by a final consonant.

Examples: win this hit trip begin

PRONOUNCING /aI/

/ **aɪ** / is a diphthong. It begins with / a / and ends with / I /. / **aɪ** / is pronounced the same way as the Spanish letters “ ai ” or “ ay ”. Examples: hay aire paisaje

Remember that / **aɪ** / is frequently represented by the letter “ i ” or “ y ”

Examples: ice my

The following words should be pronounce with / **aɪ** /. Repeat them carefully after your teacher.

/aɪ/ At the Beginning	/aɪ/ In the Middle	/aɪ/ At the End
eye	bite	by
ice	five	cry
I'm	life	dry
I've	mind	die
item	Sign	tie
isolate	rhyme	lie
island	while	justify
idea	light	deny
identify	fight	bye

/ **aɪ** / spelled:

“i”	“y”	“ie”	“igh”
I	my	die	high
ice	fly	pie	sight
fire	why	tie	night
bite	type	cries	delight
nice	style	fries	frighten

Hints: **a** . The letter “i” followed by “gh” “ld” or “nd” is usually pronounced / **aɪ** /.

Examples: sight wild find

b . When “i” is in a syllable ending in silent “e”, the letter “i” is pronounced / **aɪ** / (the same name as the alphabet letter “I”).

Examples: bite fine refinement confine

Read the following readings carefully. Do not forget to apply all the phonological sounds you already learnt.

GET YOURSELF LOST

Travelers to new cities are often told to start their trip with a bus tour. The thinking is that they can then return to the places that interested them. Nonsense! What you see from the inside of a moving bus is unreal and completely removed from the authentic sights, sounds and smells outside.

Be adventurous! The best way to experience any place is on foot and with absolutely no travel plan. Simply go wherever your feet and your interests lead you. You eventually will get to the same sites that are on the bus tour – the museums, the monuments, city hall – but you will have seen much more. You will have felt the contemporary life of the city.

“But what if I get lost?” people might ask. No one ever gets hopelessly lost in a major city. Eventually, you can find your way back to a well-known location, if it frightens you to be “lost”, just find a taxi and go back to where you started. However, the nicest things can happen if you get lost. You stop at a sidewalk cafe to sit and relax. You ask instructions of the local people at the next table. And even if they don’t speak your language, your trip becomes more memorable because of the experience. Here are a few more ways to get the most out of your travel.

- ✓ **Known before you go** Spend a few hours before your trip learning about the history and culture of your destination. This will help you understand what you’re seeing.
- ✓ **Move around like a local** Use the subways and buses of the city you’re visiting. You’ll not only save money, but you’ll also learn how people really live.

- ✓ **Check the bulletin boards** Sometimes you can find advertisements for free concerts and other fun activities on bulletin boards around universities.

So the next time you see a poster advertising an introductory bus tour, save your money. Instead, wander on your own. I promise you a time you'll remember with great pleasure.

Take from: Jack c. Richards and Chuck Sandy. Passages. 1998. Students Book 1. Pag. 25

FRIENDS AGAIN – FOREVER!

Do you have friends that you have known almost all your life?

Mary Allen was my best friend – like the sister I never had. We did everything together: piano lessons, movies, swimming, horseback riding.

When I was 13, my family moved away. Mary and I kept in touch through letters, and we saw each other on special occasions - like my wedding and Mary's. Soon we were busy with children and moving to new homes, and we wrote less often. One day a card that I sent came back stamped "Address Unknown." I had no idea how to find Mary.

Over the years, I thought of Mary often. I wanted to share stories of my children and then grandchildren. And I needed to share my sorrow when my brother and then mother died. There was an empty place in my heart that only a friend like Mary could fill.

One day I was reading the newspaper when I noticed a photo of a young woman who looked a lot like Mary and whose last name was Wagman - -Mary's married name. "There must be thousands of Wagnons," I thought, but I wrote to her anyway.

She called as soon as she got my letter. “Mrs. Tobin!” she said excitedly. “Mary Allen Wagman is my mother.” Minutes later I heard a voice that I recognized instantly, even after 40 years. We laughed and cried and caught up on each other’s live.

Now the empty place in my heart is filled. And there’s one thing that Mary and I know for sure: We won’t lose each other again!

Taken from: Jack C. Richards. New Interchange. Cambridge University Press.1998.
Student’s Book 3. Pag 7.

LISTENING AND PRONUNCIATION ACTIVITY

Pay attention to you teacher at the moment she reads. Then, Listen to the song very carefully. Do not forget to write all new sounds you need improve.

LOVE IS ALL AROUND ME

By Wet We Wet

I feel it in my fingers
I feel it in my toes
Love is all around me
And so the feeling grows

Bridge

It’s written on the wind
It’s everywhere I go, oh yes it is
So if you really love me
Come on and let it show, oh

CHORUS

You know I love you
I always will

My mind's made up
 By the way that I feel
 There's no beginning
 There'll be no end
 Cause on my love
 You can depend

I see your face before me
 As I lay on my bed
 I kinda get to thinking
 All of the things you said, oh yes I did
 You gave your promise to me
 And I gave mine to you
 I need someone beside me
 In everything I do, oh yes I do

CHORUS

Ooh, it's written in the wind
 Ooh, And where I go
 So if you really love me
 Come on and let it show
 Come on and let it show.

PRONUNCIATION ACTIVITIES # 7

PRONOUNCING /eɪ/

SPELLED “a”, “ai”, “ay”, “eigh”

/eɪ/ At the beginning	/eɪ/ In the middle	/eɪ/ At the end
ate	same	way
ape	rain	say
age	came	day
aim	lake	lay
ale	date	May
able	table	they
ache	place	obey
eight	break	away
April	paint	stay
apron	paper	weigh

Hints: When “a” is in a syllable ending in silent “e”, the letter “a” is pronounced /ei/

Example: same name case lane bake

The letter “ay”, “ai”, and “ey” are usually pronounced /ei/

Example: play away bait aim they

The letters “ei” followed by “g” or “in” are usually pronounced /ei/

Examples: weigh neighbor vain reindeer

Less frequent spelling patterns for /ei/ consist of the letters “ea”, “ey”, “ei”

Examples: break great grey

PRONOUNCING / /

/ / is spelled “e” ”ea”.

/ / At the Beginning	/ / In the Middle
any	bed
end	next
egg	west
edge	rest
else	bent
every	many
effort	bread
error	fence
elephant	present
enemy	head

engine	lead
ace	dead
agent	measure

Hints: The letter “e” before “l” is usually pronounced / /

Ex: Well telephone felt seldom
The letters “ea” before “d” are usually pronounced / /

Ex: Thread ahead ready dead

Less frequent spelling patterns for / / consist of letters “a”, “ai”, “ie”, “ue” and “eo”

Examples: any again friend guest leopard
Pronunciation problems occur because of English spelling patterns and the
similarity between / / and / eɪ / or other sounds.

Example: If you replace / / with / eɪ / pen sounds like pain

/ /	/eɪ/
met	mate
bet	bait
fed	fade
less	lace
pen	pain
let	late
wet	weight

get	gate
red	raid
wed	wade

PRONOUNCING / u /

/ u / is spelled “u”, “oo”, “o”, “ew”, “ue”

/ u / In the Middle	/ u / At the End
food	nephew
pool	new
room	you
suit	shoe
truth	flew
goose	chew
group	threw
ruler	through
school	zoo

Less frequent spelling patterns for /u/ consist of letters “ui”, “ou”, “ou”, “oe”, “ieu”, “ough”.

Examples: fruit group shoe lieutenant through

PRONOUNCING / U /

The vowel / U / doesn't exist in Spanish and may be difficult for you to hear and produce.

You probably substitute the more familiar /u/ sound.

Examples: When you substitute /u/ for /U/: Full sounds like fool
Cook sounds like kook

/ U/ is spelled “u” “oo”, “ou”

u	oo	o	Eu	Ue
Rude	School	Doll	New	Due
Rule	Fool	To	Drew	Blue
June	Tool	Who	Stew	Clue
Tune	Noon	Tomb	Knew	Glued
Tuna	Stool	Lose	News	Avenue

In the Middle
cook
full
could
book
good
stood
look
shook
push
should
put
wood
hood
foot
brook
sugar
cushion

Hints:

The letters “oo” follow by “D” or “K” are usually pronounced / U /

Examples: hood **good** wood book look cook

The letter “u” followed by “sh” is usually pronounced / U /

Examples: bush push cushion

A less frequent spelling pattern for / U / consist of letters “o”

Examples: wolf woman

READING AND PRONUNCIATION ACTIVITIES

Pay attention to your teacher at the moment she reads. Try to place in each word all the phonological sounds you consider are difficult for you to pronounce. Then, try to participate reading almost one paragraph. Do not forget that the more times you participate the better your English pronunciation will be. In addition, try to make use of all the sounds you already learnt and the punctuation signs.

LANGUAGE ACQUISITION IS A LONG-TERM PROCESS

Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency. Individual learners however move through these stages at variable rates. Rates of acquisition are influenced by multiple factors including an individual’s educational background, first language background, learning style, cognitive style, motivation and personality. In addition, sociocultural factors, such as the influence of the English or native language community in the learner’s life, may play a role in acquisition. In many instances, learners “pick up” conversation skills related to social language more quickly than they acquire academic language skills. Educational

programs must recognize the length of time it takes to acquire the English language skills necessary for success in school. This means that ESOL (English for speakers of others languages) learners must be given the time it takes to attain full academic proficiency in English, often from 5 to 7 years.

LANGUAGE ACQUISITION OCCURS THROUGH MEANINGFUL USE AND INTERACTION

Research in first and second language acquisition indicates that language is learned most effectively when it is used in significant and meaningful situations as learners interact with others (some of whom should be proficient than the learners are) to accomplish their purposes. Language acquisition takes place as learners engage in activities of a social nature with opportunities to practice language forms for a variety of communicative purposes. Language acquisition also takes place during activities that are of a cognitive or intellectual nature where learners have opportunities to become skilled in using language for reasoning and mastery of challenging new information. This means that ESOL learners must have multiple opportunities to use English, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

ENGLISH LANGUAGE PROFICIENCY LEVELS

The ESL standards have a more difficult task: not only to show growth in knowledge of the English language across proficiency levels but also to accommodate the

language and academic needs of any beginning-level student who might enter the school system at any grade level.

BEGINNING :At this level, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through nonprint features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple text that reflect their knowledge level of syntax. These texts may include a significant amount of nonconventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Taken from: Bayley Susan, Genesee Fred, Kuhlman Natalie, and Murray Denise. ESL Standards for Pre-k-12 Students. 1997.

PRONUNCIATION ACTIVITIES # 8

PRONOUNCING /aU/

/aU/ is a diphthong. /aU/ is pronounced the same way as the Spanish letters “**au**”.

Remember **that** /aU/ is always represented by the letter “**o**” followed by “**u**”, “**w**”, or “**ugh**”.

Examples: **out** **cow** **plough**

The following words should all be pronounced with /aU/. Repeat them carefully.

/aU/ At the Beginning	/aU/ In the Middle	/aU/ At the End
Owl	loud	Cow
Our	down	how
Out	brown	now
hour	crowd	allow
ounce	mouse	plough
outfit	vowel	row
round	flower	bow
house	mountain	plow
How	pronounce	vow

/aU/ spelled:

“ou”	“ow”
Foul	town
sour	crown
cloud	power
thousand	eyebrow
announce	somehow

A less frequent spelling pattern for /aU/ consists of the letters “ough.”

Examples: **bough** **drought** **plough**

PRONOUNCING /OU/

/OU/ is a diphthong. /OU/ in English is similar to stressed “’ó” in Spanish. (/OU/ is actually longer and more prolonged than Spanish “’ó”.)

Your pronunciation problems with this sound occur because of confusing English spelling patterns and the similarities between other vowel sounds.

Examples: if you substitute / / for /OU/: **coat will** sound like **cut**

Bold will sound like **bald**

The following words should all be pronounced with /OU/. Repeat them carefully after your teacher.

/OU/ At the Beginning	/OU/ In the Middle	/OU/ At the End
Oath	boat	go
own	both	so
Oak	coat	no
Old	nose	toe
omen	roam	sew
only	loan	ago
over	known	show
oval	spoke	snow
open	soul	hello
ocean	don't	though

/OU/ spelled:

“o”	“oa”	“ow”	“oe”	“ou”
No	soap	know	toe	dough
rope	goat	owe	foe	though
Vote	loan	grow	goes	shoulder
home	foam	throw		
tomato	load	bowl		

Hints: a. When “**o**” is in a syllable ending in silent “**e**”, the letter “**o**” is pronounced /OU/ (the same name as the alphabet letter “**O**”).

Examples: **phone** **note** **home** **rope**

b. The letters “**oa**” are usually pronounced /OU/.

Examples: **coal** **boat** **roasting** **toaster**

c. The letter “**o**” followed by “**ld**” is usually pronounced /OU/.

Examples: **cold** **old** **soldier** **told**

PRONOUNCING / /

The vowel / / doesn’t exist in Spanish . Confusing English spelling patterns frequently make you substitute more familiar vowels.

Examples: If you substitute [a] for []: **caller** will become **collar**

If you substitute [OU] for []: **bought** will become **boat**

If you substitute [] for []: **bought** will become **but**

The following words should all be pronounced with the [] vowel. Repeat them carefully.

[] At the Beginning	[] In the Middle	[] At the End
Or	boy	awe
All	fall	raw
Oil	sort	law
Also	store	saw

awful	story	flaw
Oral	broad	draw
ought	bought	claw
always	taught	thaw
august	acorn	straw
audience	naughty	jaw

[] spelled:

“o”	“a”	“aw”	“au”
Dog	fall	jaw	auto
Toss	call	lawn	fault
Lost	mall	dawn	cause
song	salt	drawn	pauper
offer	stall	awful	auction

Less frequent spelling patterns for [] consist of the letters “oa” and “ou”.

Examples: **broad** **cough** **thought**

Hints: a. The letter “o” followed by “ff”, “ng”, and “ss” is usually pronounced [].

b. The letters “aw” are usually pronounced [].

Examples: **lawn** **draw** **awful**

c. The letter “a” followed by “ll”, “lk”, “lt”, and “ld” is usually pronounced [].

Examples: **ball** **talk** **salt** **bald**

READING AND PRONUNCIATION ACTIVITY

Pay attention to your teacher at the moment she reads. Do not forget to take notes for the pronunciation patterns you have some difficulties with. Then, you have five minutes to prepare your reading. Try to apply all the phonological sounds and make use of all the punctuation signs.

THE MAN WHO “INVENTED” OUR WORLD

Rarely has a single man had a greater influence on modern life than Thomas Edison. Born in 1847 in the state of Ohio, Edison was well ahead of his time in many ways. Most people know that Edison invented the electric light bulb; that feat alone would have been enough to secure his place in history. But the light bulb was only one of many Edison inventions that have made major differences in how we live and work today.

He also invented the phonograph (1877), perhaps his most original creation, since no machine similar to it had ever existed before. And he invented the motion picture camera and projector, thus founding today's movie industry. As important as they are, though, these inventions were only the beginning of Edison's contribution to the modern world.

For example, the same year he invented the phonograph, he patented the “electric pen”, which started the office duplicating industry. The pen vibrated at a high speed, punching tiny holes in a piece of paper as the user wrote. When ink was applied to the punched paper, it would pass through the tiny holes to duplicate the original writing on a regular sheet of paper underneath. A company in Chicago licensed the patent from Edison

and used it as the basis for the mimeograph machine. In 1877 he also invented a transmitter that greatly improved the sound quality of the telephone, making its use widespread for the first time.

Before Edison invented the light bulb, there was no large-scale delivery system for electric power. Consequently, Edison invented the switches, fuses, generating equipment, and circuits needed to produce, distribute, and regulate electric power on a large scale. Little by little such systems spread across the United States.

When x rays were discovered in 1895 by the German scientist W. C. Roentgen, Edison was immediately interested in the phenomenon. He was soon producing x rays in his own laboratory, and by 1896 he had perfected the fluoroscope. He refused to patent the device, so that doctors and surgeons could make the most of his new invention. He did, however, patent the fluorescent lamp which grew out of his work on the fluoroscope.

In addition to purely practical inventions like these, Edison also discovered the electrical phenomenon that is the foundation for radio and television transmission. He reported his findings in a leading journal of the day, but was so busy with other projects that he never followed up on the discovery. In 1883, he discovered and patented “the Edison effect”, a previously unobserved principle of electronics that led to the development of the first vacuum tubes for radios.

By the time he died in 1931 at the age of 84, Thomas Edison had patented 1,033 individual devices and processes, many of which changed the world forever. In fact, Edison’s influence has been so great that one could almost say he invented modern life itself.

Taken from: Berlitz Languages, Inc. Princeton, New Jersey. USA.1985. Let's Talk About It!. English levels 8-9. Pag 57,58.

LISTENING AND PRONUNCIATION ACTIVITY

Listen to the song very carefully try to place all the phonological sounds you already learnt.

HAVE YOU EVER LOVED A WOMAN?

By Bryan Adams

To really love a woman

To understand her
You've got to know her deep inside
Hear every thought, see every dream
And give her wings when she wants to fly
And when you find yourself lying helpless, in her arms
You know you really love a woman

CHORUS

When you love a woman
You tell her that she's really woman
When you love a woman
You tell her that she's the one
She needs somebody
To tell her that it's gonna last forever
So tell me have you ever really
Really, really ever loved a woman?

To really love a woman
To let her hold you
Till you know how she needs to be touched
You've gotta breath her
And really taste her
Until you can feel her in your blood
When you can see your unborn children in her eyes
You know you really love a woman

CHORUS

To tell her that you'll always be together
You've got to give her some faith

Hold her tight
 A little tenderness
 You've gotta treat her right
 She will be there for you
 Taking good care of you
 (you've really gotta love your woman) (yeah)
 and when you find yourself lying helpless in her arms
 you know you really love a woman

CHORUS

Just tell me have you ever really,
 Really, really, ever loved a woman?
 Just tell me have you ever really,
 Really, really, ever loved a woman?

PRONUNCIATION ACTIVITIES # 9

PRONOUNCING / æ /

The vowel / æ / does not exist in Spanish and may be difficult for you to hear and produce. Also, you might always pronounce the Spanish sound “a”.

The following words should all be pronounced with / æ /. Repeat them carefully.

/ æ / At the Beginning	/ æ / In the Middle
At	cat
Am	map
and	have
Ash	back
Apple	lamb
Affix	black
Actor	flag
Angry	happy
Absent	clan
Animal	rapid

A less frequent spelling pattern for / æ / consists of the letters “**aU**”

Examples: **laugh** **laughter**

Pronunciation problems occur because of confusing English spelling patterns and the similarity between / æ / and other sounds.

Examples: if you say / **E** / instead of / æ / **bad** will sound like **bed**

When repeating the / æ / words, be sure to open your mouth more than for / **E** /.

Repeat the following words after your teacher try to pronounce them carefully in order you notice the differences between the two sounds.

/ æ /	/ E /
had	head
Mat	met
Pat	pet
Land	lend
Past	pest
Tan	ten
Sad	said
And	end
Lad	led
Add	ed

PRONOUNCING / a /

The sound / a / in English is similar to stressed “á” in Spanish.

The following words should all be pronounced with / a /. Repeat them accurately after your teacher.

/ a / At the Beginning	/ a / In the Middle
On	top
Odd	cot
Arm	lock
Are	shop
Arch	wasp
Oxen	watch
Ostrich	block
Option	March
Artist	rocket
Offer	problem

Pronunciation problems with this sound occur because of confusing English spelling patterns and the similarities between / a / and other vowel sounds. Be sure to open your mouth wider when pronouncing the words with the / a / sound.

/ a /	/ æ /
Cop	cap
Hot	hat
Pot	pat
Odd	add
Mop	map
Top	tap
Log	lag
Lock	lack
Cod	cab
Sock	salad

/ a / spelled

“a”	“o”
want	fox
Wallet	hot
Dark	spot
Father	opera
Pardon	follow

Hints: a. when “o” followed by “b”, “d”, “g”, “p”, “t” or “ck” is usually pronounced /a/.

Examples: robin rod log stop lot pocket

b. The letter “a” followed by “r” is usually pronounced /a/.

Examples: farm alarm cart start are

PRONOUNCING [ʌ]

The vowel [ʌ] doesn't exist in Spanish. Confusing English spelling patterns frequently make you substitute more familiar vowels.

Examples: If you substitute [a] instead of [ʌ]: **color** will become collar

If you substitute [OU] instead of [ʌ]: **come** will become comb

If you substitute [ɔ] instead of [ʌ]: **done** will become down

The following words should all be pronounced with the [ʌ] vowel. Repeat them accurately after your teacher.

[ʌ] At the Beginning	[ʌ] In the Middle
Us	hug
Up	worry
Undo	nut
Oven	doesn't
Ugly	much
Other	must
Usher	come
Under	rough
Uncle	month
Onion	trouble

[ʌ] spelled:

“u”	“o”
But	love
Cut	done
Sun	some
Lucky	mother
Funny	Monday

Less frequent spelling patterns for [ʌ] consist of the letters “oo”, “ou”, “oe” and “a”
Examples: **c**ousin **t**rouble **f**lood **d**oes **w**as **w**hat

PRONOUNCING /ə/

The vowel /ə/ does not exist in Spanish and may be difficult for you to hear and produce. /ə/ is the sound that results when any vowel in English is unstressed in a word.

The vowels in all unaccented syllables almost always sound like /ə/. Any letters or combination of letters can represent the schwa /ə/.

The schwa vowel is a VERY short, quick sound. In Spanish, all vowels are pronounced clearly and distinctly, even in unaccented syllables of words. In English, unstressed vowels should receive much less force than unstressed vowels do in Spanish. You must obscure any vowels that are NOT in accented syllables of words.

The following words should all be pronounced with /ə/. Repeat them carefully after your teacher.

/ə/ At the Beginning	/ə/ In the Middle	/ə/ At the end
Ago	agony	soda
Away	holiday	sofa
along	company	zebra
amaze	buffalo	reason

upon	relative	famous
alarm	photograph	lemon
obtain	government	cousin
occasion	civilize	circus

/ə / spelled:

“a”	“e”	“i”	“o”	“u”
arrive	oven	liquid	occur	upon
ashamed	open	humid	obtain	suppose
asleep	cement	capital	lemon	circus
away	jacket	typical	contain	column
signal	darkness		lesson	corrugated

Other spelling of words containing /ə / include “eo”, “ou”, “iou”, and “ai”

Examples: pigeon famous delicious nation certain

Note: the schwa /ə / can occur more than once and be represented by different letters in the same word.

Examples: president elephant accident

READING AND PRONUNCIATION ACTIVITY

Pay attention to your teacher when she reads. Write all the phonological sounds you have already learnt. Be carefully at the moment you pronounce them.

PARISH HOLIDAYS

For over a quarter of a century, Parish Holidays has been offering exclusive person-to-person vacations, where people came as visitors and left as friends, having shared for a week the life of an English parish. Parish Holidays offers, as so many of our friends

have told us, the perfect opportunity to get to know local people, to step beyond the organized tour, to see what life in an English village, or small town, can really be like. Over the years many who have come to our parishes have returned time and again to experience life in other parts of these welcoming British Isles.

We recognize that there are those today who feel more reluctant to travel anywhere, in the face of terrorist activity which recognizes no national boundaries, but the English parishes are resolved to continue to offer the warmth of hospitality and welcome for which we have become famous. Visitors are as safe in our villages as they can be anywhere in the world, and our concern continues to be for your comfort and peace of mind. Our hearts and homes remain open to our friends. We wish we could do something to make the exchange rate more agreeable than it appears at the time of writing, but politics is not part of our remit!

Every Parish Holiday featured in this brochure offers a unique opportunity to share the life of an English parish - and in the British Isles that word means much more than simply a gathered congregation of Christian people. Church based though the vacations are, they are never 'churchy'. Those who give of their time to host, drive, entertain and escort are offering their services on behalf of the local village church, which benefits financially from what you pay. Each parish church featured has a capital building project for repair or extension underway, so that through your contribution, you effectively become a valued part of the history of a local church, which often goes back for more than a thousand years of being at the heart of the local community.

We have a high reputation for comfort, good food and wonderful visits to local places of interest. Accommodation is all in private homes, which offer all the range you might expect in a centuries-old community. You might be staying in a Georgian Rectory, a pretty thatched Tudor cottage, or a modern bungalow, but you can be sure that you will be treated as a member of the family throughout your eight day stay. As far as possible we try to match the interests of hosts with guests, and individual care is taken to ensure that everything is of the highest standard. Remember, everything featured is covered by the all-inclusive price: accommodation, visits, theatre, pub lunches: the only extra you will spend is on gifts to take home!

The New York Times gave Parish Holidays a two page rave review highlighting the very personal, tailor-made approach which these vacations offer, and commending the excellent value for money. Our greatest satisfaction is to see the steadily increasing number of people who return year after year, and those who recommend us to their friends. Let us hope that 2008 is the year that you decide to experience a Parish Holiday!

LISTENING AND PRONUNCIATION ACTIVITY

Pay attention to you teacher at the moment she reads. Then, Listen to the song very carefully and sing the song enthusiastically. Do not forget to write all new sounds you need to improve.

HOTEL CALIFORNIA

On a dark desert highway, cool wind in my hair
Warm smell of calyptus, rising up through the air
Up ahead in the distance, I saw a shimmering light
My head grew heavy and my sight grew dim
I had to stop for the night
There she stood in the doorway;
I heard the mission bell
And I was thinking to myself,
“This could be Heaven or this could be Hell”
then she lit up a candle and she showed me the way
there were voices down the corridor,
I thought I heard them say...
Welcome to the Hotel California
Such a lovely place
Such a lovely face
Plenty of room at the Hotel California
Any time of year, you can find it here
My mind is defined twisted, she got the Mercedes Benz
She got a lot of pretty boys, that she calls friends
How they dance in the courtyard, sweet summer sweat.
Some dance to remember, some dance to forget

So I called up the Captain,
“please bring me my wine”
he said, “we haven’t had that spirit here since nineteen sixty nine”
and still those voices are calling from far away,
wake you up in the middle of the night
just to hear them say ...

Welcome to the Hotel California
Such a lovely place
Such a lovely face
They livin it up at the Hotel California
What a nice surprise, what a nice surprise,
When you’re all adviced.
Mirrors on the ceiling,
And pink champagne on ice
And she said “we are all just prisoners here of our own device”
And in the master’s chambers,
They gathered for the feast
They stab it with their steely knives,
But they just can’t kill the beast
Last thing I remember, I was
Running for the door,
I had to find the passage back

To the place I was before
 “Relax,” said the nightman,
 We are programmed to receive.
 You can checkout any time you like, but you can never leave!

PRONUNCIATION ACTIVITIES # 10

PRONOUNCING / /

The vowel / / does not exist in Spanish. This sound, always receives strong emphasis. It is found in stressed syllables and words.

The following words should all be pronounced with / /. Repeat them carefully.

/ / At the Beginning	/ / In the Middle	/ / At the end
urn	turn	fur
herb	word	blur
earn	verb	stir
earth	third	occur
early	curve	prefer
urgent	learn	

earnest	circus	
	Thursday	

/ / spelled

“ir”	“ur”	“er”
bird	hurt	fern
girl	curl	term
firm	curb	stern
third	purple	German
circle	turkey	servant

A less frequent spelling pattern for / / **consists** of the letters “**ear**”, “**our**” and

“**or**”

Examples: **heard** **journey** **work**

PRONOUNCING / /

The sound / / does not exist in Spanish .the position of the lips and jaw is the same for / / , but unlike the case with / / , the tongue muscles are completely relaxed. / / never receives strong emphasis and is found only in unstressed syllables of words.

The following words should all be pronounced with / /. Repeat them accurately after your instructor. Be sure to emphasize / / less than the other vowels in the word.

/ / At the Beginning	/ / In the Middle
Saturday	baker
liberty	butter
perhaps	mirror
surprise	mother
afternoon	sooner
butterfly	teacher
flowerpot	deliver
understood	weather

/ / spelled

“ar”	“er”	“or”	“ure”
sugar	after	color	nature
dollar	paper	actor	picture
collar	father	flavor	feature
regular	farmer	doctor	failure
grammar	silver	razor	measure

Pronunciation problems with this sound occur because of confusing English spelling patterns and the similarities between / / and other vowel sounds. It is difficult to hear the difference between / / and / / when these sounds are produced in isolation. However / / is pronounced with much less force and occurs only in unstressed syllables of words.

Examples:

1. The grammar teacher worked on verbs.
/ / / / / / / /
2. One good turn deserves another.
/ / / / / / / /
3. Birds of a feather flock together.
/ / / / / / / /
4. Actors perform better after rehearsing.
/ / / / / / / /
5. Mother burned the turkey.
/ / / / / / / /

PRONOUNCING [ɔɪ]

[ɔɪ] is a diphthong pronounced the same way as the Spanish letters “oy” or “oi”
(hoy, soy, oiga, etc)

The following words should all be pronounced with the vowel [ɔɪ]. Repeat them carefully.

[ɔɪ] At the Beginning	[ɔɪ] In the Middle	[ɔɪ] At the end
Oil	Join	Toy
Oink	Broil	Boy
Oily	Boil	Joy
oyster	Foil	Ploy
ointment	Coin	Enjoy
	Avoid	Annoy
	Noise	Alloy
	Poison	Decoy
	choice	destroy

MINIMAL PAIRS

Minimal pairs are one of the most common difficulties in pronunciation to Spanish speakers at the moment to use the English.

The term minimal pairs refer to pair of words which have different meaning which differ in pronunciation on the basis of one sound only.

[i]	[I]	[I]	[e I]	[I]	[E]
sheep	ship	eat	ate	meet	met
leave	live	see	say	mean	men
seat	sit	week	wake	seeks	sex
green	grin	creep	crepe	beast	best
[I]	[e I]	[I]	[E]	[I]	[æ]
]]			
it	ate	pick	peck	big	bag
kick	cake	did	dead	it	at
chin	chain	sit	set	sit	sat
give	gave	knit	net	zig	zag
[I]	[^]	[e I]	[E]	[e I]	[æ]
]			
big	bug	wait	wet	snake	snack
live	love	date	debt	ate	at
sick	suck	pain	pen	made	mad
rib	rub			hate	hat
[e I]	[^]	[e I]	[ow]	[E]	[æ]
ape	up	taste	toast	dead	dad
lake	luck	say	so	said	sad
rain	run	break	broke	man	man
came	come	wake	woke	bed	bad

[E]	[^]	[E]	[a]	[æ]	[^]
beg	bug	get	got	grab	grub
ten	ton	step	stop	swam	swum
many	money	red	rod	mad	mud
net	nut	net	not	cap	cup
[æ]	[a]	[æ]	[a I]	[^]	[a]
an	on	am	I'm	hug	hog
map	mop	sad	side	cup	cop
cat	cot	dad	died	luck	lock
lack	lock	back	bike	nut	not
[]	[u]	[^]	[ow]	[^]	[]
luck	look	cut	coat	gun	gone
buck	book	must	most	cut	caught
stud	stood	come	comb	bus	boss
tuck	took	but	boat	dug	dog
[a]	[u]	[a]	[oU]	[a]	[]
lock	look	hop	hope	cot	caught
pot	put	got	goat	sod	sawed
cod	could	want	won't	are	or
shock	shoock	rod	road	tock	talk
[a]	[aU]	[]	[o I]	[U]	[u]

are	hour	all	oil	full	fool
shot	shout	jaw	joy	pull	pool
dot	doubt	ball	boil	soot	suit
got	gout	bald	boiled	could	cooed
[u]	[oU]	[oU]	[o I]	[aU]	[a I]
bull	bowl	toe	toy	mouse	mice
cook	coke	old	oiled	tower	tire
should	showed	bold	boiled	proud	pride
brook	broke	cone	coin	found	find
[aU]	[o I]	[o I]	[a I]		
owl	oil	toy	tie		
vowed	void	boy	buy		
sow	soy	voice	vice		
bough	boy	alloy	ally		

(On this page: www.shiporsheep.com/page29.html. you can find this other examples related to minimal pairs)

READING ACTIVITY

Listen to the recording very carefully. Try to write all the phonological sounds you have already learnt. Be carefully at the moment you pronounce them.

PA BUILDS THE LITTLE HOUSE

It was still dark, and Pa was packing everything into the wagon. Mary and Laura ate their breakfast in a hurry. When the sun came up, they were driving across the prairie again. There was no road now. So Pet and Patty walked through the tall grass. Before noon, Pa stopped the wagon, "Here we are, Caroline!" He said. "we'll build our house right here."

Laura and Mary jumped out. There was nothing around them but grass that reached to the edge of the sky.

Nearby was a creek. It lay below the prairie, but they could see the dark green tree-tops. Far away another line of different greens lay across the prairie.

"That's the Verdigris River," Pa said to Ma.

Then Pa and Ma took everything out of the wagon and put it on the ground. They took the canvas off the wagon and covered all their things. Then Pa took his axe and drove away.

"Where's Pa going?" Laura asked.

"To get logs from the creek for our house," Ma said.

It was strange and frightening to be without the wagon on the High Prairie. The land and the sky seemed too large, and Laura felt small. She wanted to hide in the tall grass like a prairie chicken. But she didn't. First she helped Ma make the beds under the canvas cover. Then she went for a walk.

She found a mysterious little path in the grass, and she followed it slowly. But suddenly she felt afraid and hurried back to Ma.

When Pa returned with the logs, Laura told him about the path. "I saw it earlier," he said. "It's an old trail, I guess."

"When will I see a papoose?" she asked.

"I don't know, Laura," Pa replied. "You only see Indians when they want you to see them."

Day after day Pa drove to the creek. When he had enough logs. He measured the shape of the house on the ground by walking from side to side and front to back. He dug shallow trenches along two sides and rolled two big logs into them. Then he put two strong logs across the first two to make a square. With his axe he made a deep wide cut near the end of each log. The four logs fit together at these cuts. These four strong logs could hold up the new house.

All by himself Pa built the house three logs high. Then Ma helped him. Log by log, they built the walls higher while Laura played in the tall grass. One day she heard Pa shout, "Caroline, be careful! Get out of the way!"

A big log was falling towards Ma. Pa couldn't stop it. It crashed down, and Ma pulled out her foot. Pa felt her leg; nothing was broken. "Can you move your arms?" he asked. "Can you turn your head?"

Ma moved her arms and turned her head. "I'm all right," she whispered.

"Thank God," Pa said. "Nothing's broken. It's only a bad sprain."

Ma's face was gray but she said bravely, "Well, a sprain will soon get better. Don't worry, Charles."

But Ma's foot didn't get better for some time.

"The house must wait," said Pa.

Then one afternoon, Pa came up the creek road singing.

"Good news!" he shouted. "We have a neighbor only three kilometers away on the other side of the creek. I met him while I was hunting. He's going to help me finish our house, and then I'll go over and help him with his house."

Early the next morning Mr. Edwards arrived. He was tall and wore old clothes, but he was very polite to Ma. And he was a fast worker. In one day he and Pa finished the walls. They laughed and sang while they worked, and their axes made the wood fly. They cut holes for a door and two windows, and soon the house was finished except for the roof and floor.

Laura ran inside the new house. It smelled sweetly of cut wood and prairie grass. The sun shone through the window holes and fell across Laura's hands and her arms and her feet. The walls were thick and the house felt large and strong.

Ma had cooked a good supper and she and Pa invited Mr Edwards to stay. There was rabbit and hot cornbread with pork and even coffee with real sugar. Then Pa took out his fiddle. Mr. Edwards lay on the ground near the fire to listen as Pa played Laura and

Mary's favorite song, "I am a Gypsy king". Pa's voice was deeper than an old frog's. Laura could not stop laughing.

Then Mr. Edwards jumped up and began to dance wildly in the moonlight. Pa played song after song while Mr. Edwards danced. Laura's and Mary's hands were clapping and their feet were moving with the music, too. And Baby Carrie, who had woken up, was sitting in Ma's arms, clapping her little hands and laughing.

When it was time for Mr. Edwards to go, he took his gun and said good night. Pa played one last song as Mr. Edwards walked away into the darkness, singing happily. When the song ended, the prairie was silent. Only the wind whispered in the tall grass.

"The walls are up," Pa said to Ma the next morning. Let's move in. I heard wolves everywhere around us last night. We should have strong thick walls around us. I'll make the floor and roof later because I must build a stable for Pet and Patty as fast as I can. They should be safe inside walls, too."

"Why haven't we seen any Indians?" Ma asked.

"I don't know," Pa replied. "I've seen the places where they camp. They're away hunting for food now, I guess."

After breakfast Pa got on top of the walls to put the canvas wagon cover over the house. The canvas blew wildly in the wind, and so did Pa's hair. Once he almost flew away into the air like a big bird. But he finally tied the canvas down.

By dinner time, the house was ready. The beds were made on the floor. Short logs had become chairs. Pa's gun was up in its place over the door. It was a pleasant house.

“Before winter comes I’ll make a wood floor and a solid roof,” Pa said. “But that must wait until I finish helping Mr. Edwards and building a stable. We’re going to do well here, Caroline. We’ll be happy here for the rest of our lives.”

Laura liked this place, too. She liked the great big sky, the winds, and the wide land. Everything was so clean and big and wonderful.

Inside the thick walls of their new home they felt warm and safe. Pa put up a quilt over the door hole. As she fell asleep that night, Laura heard a wolf’s cry from somewhere far away on the prairie. She did not feel so frightened.

PRONUNCIATION ACTIVITIES # 11

Read the following stories carefully. Pay attention to the sounds you already learnt (vowels and consonants) and try to make use of the punctuation signs.

1. FAMILY PHOTOS

The Fraser family is enjoying some photos of their summer vacation. Mr. Fraser likes to take photos of the family to keep as a family history. He bought a new camera to take photos during the summer vacation. Today, the photos arrived in the mail. The children are laughing about some of the funny scenes. They wore some old clothes of their parents and they can see how funny they looked! Mr. and Mrs. Fraser are laughing about some of the scenes in their camp. Mr. Fraser cooked breakfast one morning and made a mess of everything.

2. SCHOOL CROSSING GUARD

Mrs. Scott Hempstead works part-time as a school crossing guard. Her job is to stop cars, trucks, and buses to let school children cross the street safely. She wears a police

uniform and has a STOP sign and a whistle. She blows the whistle to stop traffic and holds up her STOP sign. Mrs. Hempstead likes her job. She enjoys helping children. She wants to protect them from danger. She also wants to serve her community. Mrs. Hempstead is a housewife, but she also is public servant!

3. ON THE SUBWAY

Many people in the city ride the subway to work. Students also ride the subway to high school or to the university. The subway is an inexpensive kind of transportation. Many people prefer the subway to buses. It usually is faster than a bus. Workers in the city need to save money and the subway helps them. But, many executives ride the subway, too. It is easier and more convenient than a car. It is difficult to find a parking place for a car. The subway is very popular. Often it is crowded, especially during rush hour in the morning and evening.

4. DO-IT-YOURSELF

The Martins, Hal and Linda, wanted to redecorate the recreation room (rec room) of their house. To save money they decided to do a lot of the work themselves. They decided to put new tiles on the floor because the old ones were cracked and worn. So, they went to a hardware store and bought tiles, tile adhesive, or mastic as it is called, and tools to spread mastic and cut tile. Now, working together they have nearly finished the job. Hal spreads the mastic and Linda places the tiles. By doing the work themselves, the Martins figure that they saved over \$ 200! And, besides, it was fun!

5. AT THE BANK

Larry Hardy needs to get some money for a trip that he has to take. So, he takes time at lunch to stop by his bank to cash a check. He decides to go to the drive-in window to save time. He is pleasantly surprised to see that his neighbor, Emma Wilson, is now working at the bank. He presents his check for \$ 300 and his identification card to Mrs. Wilson. She verifies his signature and account number and asks Larry how he would like his money. He says: "Let me have \$ 100 in tens and the rest in twenties."

6. FAMILY NIGHT

The Hollins family likes to sing. The whole family is very musical. The three children play musical instruments. Ann, who is 15, plays piano and guitar. Shirley, who is 13, plays guitar and flute, and Steven, who is 9, is learning to play the trumpet. Both Mr. And Mrs. Hollins play organ, piano, and clarinet. Mr. Hollins used to be a music teacher, but now he's a businessman. Saturday night is family night for the Hollinses. That's the night they reserve for family activities together. One of their favorite activities is singing while "Dad" plays the organ. Occasionally, the family sings as a group at churches or clubs. Once, they sang on television.

7. FAMILY OUTING

Frank Haywood and his family enjoy going camping. It has become the way that they spend their weekends together when the weather is nice. The children, Peggy, who is 12, and Brian, 11, have become expert campers. They like to fish with their father and swim or go canoeing on the lake. Mrs. Haywood is very fond of long walks through the woods. Last year the Haywoods bought a recreational vehicle (R.V.) which is a home on wheels. It has bunk beds for four people, a sitting area, kitchen, and bathroom. The R.V.

makes camping much easier, which pleases Mrs. Haywood, who calls the R.V. “Our home away from home.”

8. THE BIG SNOW

Harvey Schmidt hates snow! He’s so tired of shoveling snow. He thinks that he will move to Florida! Yesterday, it snowed 12 inches. Today Harvey has been busy clearing snow from the sidewalk, the patio, and the driveway. There was a lot of snow on the driveway and he couldn’t get his car out of the garage. Now the driveway is cleared of snow. But Harvey can’t rest long. His wife wants him to take her to the grocery store!

9. HUNTING FOR ANTIQUES

Barbara Hughes and her friend, Teresa Lane, have spent most of the day hunting for antiques. Barbara collects vases and lamps. Teresa is interested in antique furniture. The two women have visited about ten antique shops and suddenly Barbara has found the kind of vase that she was looking for. She is pleased because it is not very expensive. Barbara examines the vase carefully and sees that it is in perfect condition. She has decided that she will buy it and add it to her collection.

10. LEAVING THE HOSPITAL

The “big day” has arrived for Agnes Cole. She is finally leaving the hospital after a long illness. Her husband, Clark, is pushing her in a wheelchair. They say good-bye to the nurse as they pass by on their way to the hospital entrance. Clark has parked the car there. Agnes was ill for more than six weeks. The doctors were not certain about her illness. At first, they thought that she needed an operation. Finally, after many tests, the doctors gave her some new drugs. Now, she is nearly well-only a little weak!

11. A VISIT TO THE DENTIST

Hardly anyone likes to go to the dentist. Maxine White is no exception. But today is the day that she has been dreading. She has to have some work done on her teeth. Seated in the dentist's chair, Maxine decides that her fears were unnecessary. Dr. Fawcett, her dentist, is very skillful and gentle. Maxine feels no pain. Today, Maxine is going to have two teeth filled. Dr. Fawcett suggests that she have her teeth cleaned. Maxine will make an appointment to come back next week, but next time she won't be afraid.

12. FATHER'S DAY

Last week Nancy and Tom bought presents for Father's Day. They hid them so that their father couldn't see them. Today, they want to surprise him with the presents. Their father is sitting on the patio when they give him their presents. He is surprised and pleased to see the presents. Nancy is giving him a portable radio and Tom an electric shaver. They both say: "Happy Father's Day, Dad," as they hand him their gifts.

13. GETTING A LOAN

Sam Slater wants to add a recreation room to his house, but he doesn't have enough money. He decides to go to his bank to ask for a home improvement loan. Mrs. Kelly, the loan officer at the bank, is very pleasant and helpful. She and Sam discuss his money needs and the terms for getting a home improvement loan. Sam is glad that the interest rate is not very high. After Mrs. Kelly asks Sam a number of questions, she fills out a loan application form. She tells Sam that his request for a loan will be reviewed by some of the bank officers. She tells him that she will call him in two weeks with the result.

14. AT THE SUPERMARKET

Mrs. Beth Harvey goes to the supermarket two or three times a week. She has to buy food for her husband, her two children, and the family cat. Food has become very expensive and Mrs. Harvey has to be careful. She has to choose the food carefully in order not to spend too much money. Her husband told her to stay within the family budget. Today she is buying enough food for three days. She probably is going to spend \$ 75.00, but she is going to compare prices carefully. Meat is very expensive so Mrs. Harvey is going to buy chicken. Her family complains, but they can't afford to eat meat very often. She tells them: "you have to learn to like chicken!"

15. THE PAPER BOY

John Cox is a paper boy. He delivers newspapers every day to different houses in his neighborhood. He has about 80 customers. About one-half of his customers only take the paper on weekdays, and about one-half take the paper on weekdays and on Sundays. Two of John's customers only take the paper on Sundays. John has to get up at 4:30 every morning to deliver his papers. It takes longer to deliver the papers on Sunday. The papers are twice as big as on weekdays. John is saving his money to buy a new bicycle. He also is saving money for college. He has already saved \$ 500.

16. LUNCHESES FOR SCHOOL

Mrs. Bradley prepares school lunches almost every weekday for her two children. Some days she gives the children money and they eat in the school cafeteria. But, usually, the children prefer to take a lunch from home. This morning Mrs. Bradley is making peanut butter and jelly sandwiches, the children's favorite. She puts milk in a Thermos for the

children to drink. She is going to put the sandwiches, two apples, and some cookies in a lunchbox. The lunchbox is easy for the children to carry to school.

17. COOKOUT

The Frasers, Jerry and Alice, are having a cookout on their patio. They have invited a number of friends for an evening of good food and conversation. Jerry built the outdoor barbecue pit himself and Alice selected the patio furniture. This evening Jerry is going to be the chef. He will cook the hamburgers for the guests. Alice has set the table and is putting the other food in place. There will be salad, baked beans, potato chips, fresh fruit, olives, pickles, celery, carrots, relishes, catsup, mustard, and buns for the hamburgers. For dessert there will be ice cream and cake. To drink there will be coffee, tea, or soft drinks. As Jerry says: "It's a feast fit for a king!"

18. SATURDAY NIGHT

One Saturday every month, Ed Quinn and three of his best friends get together to play poker. It is a friendly game. The men don't bet a lot of money. Mostly, they get together for companionship, to tell jokes and laugh, and to talk about their jobs and world affairs. They take turns meeting at each other's houses. Tonight, they are meeting at Ted Smith's house. After the game, they will probably go to a restaurant for a steak dinner. It's the "boys' night out."

19. MINNIE'S HOBBIES

Minnie Fairworth has many hobbies. One of her favorite hobbies is ceramics. She takes classes in ceramics at the community college near her home. The classes are part of the Adult Education Program of the college. The cost of the classes is very low. Minnie is a retired schoolteacher. She taught elementary school for 41 years. Two years ago she retired

and now spends her time visiting friends, traveling, and enjoying her hobbies. Next year she plans to learn to fly an airplane!

20. TELEVISION GAME SHOW

Linda Chapman received an important letter in the mail one day last May. The letter contained good news. Dollars for scholars, a television game show, invited Linda to appear on the show as a contestant. An outstanding university student, Linda was offered the chance to win as much as \$ 10,000 to help her with her education. The television game show also offered to pay for her airline tickets, hotel room, and meals. Linda accepted the invitation. During the show, Linda answered all the questions correctly and won \$ 1,000. Next week, she will return to try to win \$ 5,000. If she wins \$ 5,000, she will then have a chance to win the big prize of \$ 10,000.

21. VALENTINE'S DAY

February 14 is Valentine's Day, a day when sweethearts show their love for each other. Men give gifts such as candy or flowers, and Fred Tompkins surprises his sweetheart with a heart-shaped box of candy. June, his sweetheart, was expecting flowers, but instead Fred gives her a three-pound box of chocolates. She is pleased because he remembered! Tonight, they are going out to dinner and then to the theater afterwards. They are going to celebrate together a special day for sweethearts because they love each other. And Fred says: "I've got the best and prettiest girl in the world my wife!"

22. JURY DUTY

Jerry Owens is a member of a jury hearing a case involving robbery and theft. The accused man, the defendant, has a past criminal record and has served a term in prison. He is accused of holding up a bank as well as stealing jewelry from five homes in the area. The

trial has lasted five days, but today seems to be the day to give a verdict of guilty or not guilty. Jerry thinks that the evidence against the defendant is not very strong. He plans to vote NOT GUILTY.

23. TRUCK FARMING

George Abbot and his son, Leo, own and operate their own farm. It is a diversified farm. The Abbots raise a few beef cattle and the hay and grain to feed them. Their principal source of income, however, comes from the sale of fruits and vegetables. The Abbots raise apples, peaches, and pears for market, as well as asparagus, cabbage, potatoes, and onions. The season for picking peaches has arrived and George and Leo loading their pickup truck with baskets of peaches for a large supermarket in a nearby city.

24. FAST FOOD RESTAURANT

The Bryants like to eat out once a week. Their son, Doug, prefers to eat in fast food restaurants because he likes hamburgers and French fries. Tonight, Mrs. Bryant said: "I'm too tired to cook supper. Let's eat out!" so, they went to GARY'S HOUSE OF HAMBURGERS, ordered their food (Mrs. Bryant doesn't like French fries.) and carried it on trays to a booth. Doug can hardly wait to eat his hamburger and French fries and drink his milk shake. He's starving!

25. A VISIT FROM GRANDFATHER

When Grandfather Bailey comes to visit, Diane and Gary are delighted. Grandfather is kind and gentle and the children know that he will play games with them. He also takes them on walks through the woods and on trips to the zoo. Grandpa, as the children call him, also buys them gum, candy, and ice cream. They adore him. But one of Diane and Gary's favorite times is in the evening when Grandpa reads them stories. He

stops at the pictures and carefully explains them. Grandpa reads slowly and dramatically so that the stories come alive. Diane and Gary think that it is better than television!

26. POLITICAL RALLY

Jim and Jane Foster are very active in politics. They enjoy the challenge and excitement of a political campaign. Both Jim and Jane have been candidates for political office in their state. Four years ago Jim was a candidate for the job of the State Treasurer. Jane once ran for the office of State School Superintendent. Both of them lost. Tonight is a big night. The party will select its candidate for the governor of the state. Jim and Jane are very enthusiastic about their favorite candidate. He's Jane's father!

Take from: Dean Curry. Day By Day. Oral Skills Practice Book For Students At The Intermediate Level.1993.

PRONUNCIATION ACTIVITY # 12

SURPRISE READING

Read the following story and try to make use of all consonant and vowel sounds. Do not use dictionaries. You do not have any time to prepare it.

Many years ago, an English family was living in China. One evening an important Chinese officer came to visit them. It got later and later, and he still did not go, so his hostess invited him to have dinner with them. But she had very little food in the house, so she quickly went to the kitchen and spoke to her Chinese cook. He said, "It is all right. You will have a very good dinner."

When they all sat down to eat, the lady was very surprised, because there was a lot of very good food on the table.

After the dinner, the hostess ran to the kitchen and said to the cook, “How did you make such a good meal in half an hour?”

“I did not make it, madam,” he said. “I sent one of the servants to the Chinese officer’s house, and he brought back the Chinese officer’s dinner.”

Taken from: L. A. HILL. Elementary Stories for Reproduction. London. Oxford University Press.1965. pag.31.

POST-TEST

APPLIED TO ENGLISH-SPANISH AND ENGLISH- FRENCH PROGRAMS

SECOND SEMESTER

Read the following reading carefully. Try to make use of all the phonological sounds (consonants and vowels). Do not forget to make use of all the punctuation signs.

Some people gather information through five senses such as: sight, touch, taste, smell and hearing. Be careful with the style and the right choice of learning when you learn something new because it will help you learn, remember and understand more effectively.

LEARNING STYLES

Have you ever sat in class thinking that you would never understand what the teacher was trying to teach? Maybe the presentation didn’t fit your learning style.

Traditionally, schools present information in two ways-through language and through formulas involving numbers and logic. Psychologists, however, now say there’s a problem with this. People have different strengths and different learning styles to match these strengths. For example, one person might struggle with information in a paragraph but

understand it immediately in a diagram. Another person will struggle with the diagram but not with the paragraph.

Psychologist Howard Gardner of Harvard University has said there are at least seven learning styles:

Linguistic These people learn by using language – listening, reading, speaking, and writing.

Logical These people learn by applying mathematical formulas and scientific principles.

Visual These people learn by seeing what they are learning.

Musical Instead of finding music a distraction, these people learn well when information is presented through music.

Kinesthetic Movement and physical activities help these people to learn.

Intrapersonal These people have a good understanding of themselves and can learn best if they can relate what they are learning directly to themselves.

Interpersonal These people have a good understanding of others and learn well by working with others.

If schools present information in all these ways, psychologists say, all students will benefit. Students who have a linguistic or a logical learning style will be able to develop new strengths. Students with other learning styles will learn more and have more success in school – and possibly in life.

Taken from: Jack C. Richards. New Interchange. 1998. Student's book 3. Cambridge University Press. Page 51.

Timeline

Activities	DECEM	JANUA	FEBRUA	MARC	APRIL	MAY	JUNE
Preliminary project	-----	-----	-----	-----			
Bibliographic collection		---	-----	-----			
Project				-----	-----	---	
Instrument Design				-----	-----		
project Revision Literature Analysis					-----	-----	---
Data gathering					-----	-----	---
Data analysis						-----	-----
Final Report						-----	-----

Resources

Researchers: Carmen Alicia Salazar Parreño and Ligia Elizabeth Perez Chanchí.

Population: Students of second semester in the English- Spanish and English- French

Programs at the University of Nariño.

Assessor: Mario Guerrero

Materials:

- Bibliography
- Didactic materials
- Recorders