

Vowels	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep eagle field	ship busy started	good put should	moon grew through	ear here career	train say plane		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	short
	bed dead said	about police the	bird hurt work	door walk saw	your sure tourist	boy point oil	coat low note	long
Consonants	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	diphthongs
	apple cat mat	up money cut	car bath safari	not what because	hair careful there	by high fine	now our house	voiced
	p	b	t	d	tʃ	dʒ	k	g
	pen hopping jump	ball hobby herb	table little watched	dog added played	chips itch picture	jam danger fudge	key car luck	green hug league
	f	v	θ	ð	s	z	ʃ	ʒ
	fire laugh phone	video move of	thick healthy teeth	mother this with	see city notice	zebra cosy has	shop nation special	television visual leisure
	m	n	ŋ	j	l	r	w	h
	man tummy lamb	no funny knife	sing uncle angry	yes onion view	light smelly feel	right berry wrong	win where one	house hungry who

Anastazija Kirkova-Naskova

English Phonetics and Phonology 1

A Workbook

Практикум по Граматика на англискиот јазик –
Фонетика и фонологија 1

Skopje, 2024

Anastazija Kirkova-Naskova
English Phonetics and Phonology 1
A Workbook

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Anastazija Kirkova-Naskova

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Introduction

English Phonetics and Phonology 1: A workbook (Практикум по Граматика на англискиот јазик – Фонетика и фонологија 1) is a practice companion to the course Grammar of English language – Phonetics and phonology 1. The course is taught to students majoring in English language and literature in the second year of their undergraduate studies at the Department of English Language and Literature, Blaže Koneski Faculty of Philology, Ss. Cyril and Methodius University in Skopje. The exercises in this workbook are designed to complement the course syllabus and to be used as practice materials during phonetics tutorial classes in the language laboratory. The majority of exercises cover general English phonetic and phonological content. There are special exercises that meet the needs of Macedonian learners of English and focus on aspects of English phonetics and phonology that are particularly difficult to master. Even though the workbook is primarily aimed at undergraduate students of English, it can be used independently by any learner of English who wishes to improve their pronunciation.

The pronunciation reference model used in the workbook is Standard Southern British English variant (SSBE) or Received Pronunciation (RP) as this variant is one of the most extensively documented English accents, which has been extensively described by phoneticians and sociolinguists in Europe. Another reason for choosing SSBE/RP is the fact that the majority of teaching resources in Europe are based on this variety. In addition, the contents of the course English phonetics and phonology 1 is structured around explicit pronunciation instruction given for SSBE/RP. The transcription notation used in the workbook follows the phonemic scheme, meaning that not every phonetic detail of authentic speech is rendered. All word transcriptions are based on the word entry transcriptions found in the online Cambridge Dictionary¹, which are also accompanied by audio sample recordings for British and American pronunciations of the word.

The content of the workbook is divided into six sections that deal with various aspects of English phonetics and phonology. Section 1 introduces and practices the understanding of basic phonetic/phonological terminology as well as the speech apparatus. Sections 2, 3, and 4 focus on the English segmentals: vowels, diphthongs, and consonants. These sections are followed by revision exercises: Revision 1 for vowels and diphthongs, and Revision 2 for consonants. Section 5 further develops students' know-how of phonemic transcription, especially sound-to-spelling relationship, common transcription mistakes, practicing ear training, and use of phonemic symbols. Given that practicing pronunciation requires patience and consistency, Section 6 offers online resources and practical suggestions for autonomous learning; the aim of these notes is to encourage self-learning and self-practice. Additional materials in the workbook include a list of phonetic symbols and diacritics, a glossary of English-Macedonian phonetic terms and classificatory labels, and a list of references used for consultation and further reading.

The structure of the exercises for the English sounds is carefully devised to increase students' phonological awareness, to revise their theoretical knowledge of the course materials, and to facilitate the improvement of their speech perception and production. The sections

¹ Cambridge Dictionary <https://dictionary.cambridge.org>

for vowel, diphthong, and consonant practice start with a sagittal section image for each sound – these visuals help the students to understand the position of the articulators and to compare the formation of similar sounds. The images are followed by a segment called Vowel/Diphthong/Consonant ID where students are encouraged to read the assigned materials first and then to extract the most important phonetic/phonological features of a particular sound. The set of exercises which follows focuses on strengthening students' perception of English speech sounds, and includes the discrimination and identification of sound categories through extensive use of minimal pairs. The recordings for these exercises are audio samples from dictionaries or authentic speech recorded by native speakers. These recordings are intended to be used in class only; however, the format of most of the exercises is such that, if used by teachers in an EFL class, the recordings can be created on the go with any language input, for instance, the words can be pronounced by the teacher or available online recordings can be played. The production exercises focus on different learning aspects such as: a) cross-language comparison of English and Macedonian sound systems; b) revision of phonetic/phonological phenomena and its specific linguistic terminology; c) isolated words for practice with phonemic transcription where the sound is in various phonetic contexts; d) words in sentences for practice by using the method of backchaining to not only practice sound production, but also rhythmic group recognition and accent placement; e) more sentences for practice with words where the practiced sound dominates and is found in different contexts and/or with different spelling patterns; f) passages for reading aloud with words containing the practiced vowel/diphthong; and g) tongue twisters for consonants. The orthography of vowels and diphthongs is dealt with in a separate exercise due to its variability; the spelling of consonants is more straightforward, so orthography exercises are not included. The practice sections end with a Reflection point where students are expected to evaluate their perception and production of the sound and to make notes of what they learnt.

This workbook is a result of over twenty years of experience with teaching English pronunciation. It has been created with great care to meet the needs of its users; any mistakes that might have made their way into the final version are entirely my own responsibility. As an author and a teacher, I am thankful and indebted to many generations of students who inspired me to develop these pronunciation materials, and who have enthusiastically tested some of the materials and provided me with their honest feedback. I also wish to express my heartfelt gratitude to Prof. Alice Henderson and Prof. Marija Janeva-Mihajlovska who reviewed this volume and gave me valuable constructive insights. Special thanks go to my colleagues Prof. Jovanka Lazarevska-Stanchevska, Maja Joshevska-Petrushevska, and Ivana Duckinoska-Mihajlovska for their selfless support and kindness. I am deeply grateful to my husband Robert and my son Andrej for their infinite patience, encouragement, and understanding during the preparation of this workbook.

Anastazija Kirkova-Naskova

List of phonemic symbols and diacritics

Vowels

/i:/	fleece, sea, machine
/ɜ:/	nurse, stir, learn, refer
/ɑ:/	start, father
/ɔ:/	thought, law, north, war
/u:/	goose, two, blue, group
/ɪ/	kit, bid, hymn, minute
/e/	dress, bed, head, many
/æ/	trap, bad
/ʌ/	lot, odd, wash
/ɒ/	strut, mud, love, blood
/ʊ/	foot, good, put
/ə/	about, common, standard
[i]	happy, radi <u>a</u> te, glori <u>o</u> us
[u]	thank y <u>o</u> , influ <u>e</u> nce, situat <u>i</u> on

Diphthongs

/eɪ/	face, day, break
/aɪ/	price, high, try
/ɔɪ/	choice, boy
/aʊ/	mouth, now
/əʊ/	goat, show, no
/ɪə/	near, here, weary
/eə/	square, fair, various
/ʊə/	poor, jury, cure

Diacritics

^h	aspiration
=	lack of aspiration
̚	unreleased plosive, inaudible release
◌̚	full or partial devoicing
̚	dentalisation
̚	linking
[ɫ]	syllabic /l/
[ɱ]	syllabic /m/
[ɳ]	syllabic /n/

Consonants

/p/	pen, copy, happen
/b/	back, baby, job
/t/	tea, tight, button
/d/	day, ladder, odd
/k/	key, clock, school
/g/	get, giggle, ghost
/f/	fat, coffee, rough, photo
/v/	view, heavy, move
/θ/	thing, author, path
/ð/	this, other, smooth
/s/	soon, cease, sister
/z/	zero, music, roses, buzz
/ʃ/	ship, sure, natural
/ʒ/	pleasure, vision
/h/	hot, whole, ahead
/tʃ/	church, match, nature
/dʒ/	judge, age, soldier
/m/	more, hammer, sum
/n/	nice, know, funny, sun
/ŋ/	ring, anger, thanks, sung
/l/	light, valley, feel
/r/	right, wrong, sorry, arrange
/j/	yet, use, beauty, few
/w/	wet, one, when, queen

Stress marks

[ˈ]	primary stress
[ˌ]	secondary stress
[]	pause, word group boundary
[]	end of an utterance

1. Describing and producing speech sounds

1.1. Speech sounds, language variation, speech acquisition

Exercise 1

Read the assigned materials and answer the following questions.

1. What is a phoneme? Give examples.

2. What is a minimal pair? What is a minimal set? Give examples.

3. What is an allophone? Explain the concept of complementary distribution. Give examples.

4. Think of language variation and explain the notion of parallel distribution (free variation) of sounds.

5. Explain the following notions:

- a) accent vs. dialect vs. variety
- b) regional vs. social language variation

6. Define speech standard and discuss the types of speech.

7. What is Received Pronunciation (RP)?

Exercise 2

Babies gradually develop control of their speech organs (i.e., laryngeal and articulatory muscles). Match the stages of L1 speech acquisition to the actual age when babies gain control.

0-2 months	vocal play
2 months	cooing
4-7 months	one-word stage
6-12 months	two-word stage
1 year	babbling
1.5 years	multiple word stage
2+ years	reflexive sounds (cries)

Exercise 3

Choose the correct answer.

1. A phonological category is _____ of the common features with the same distribution that make up a sound, which emerges as a structural unit (a phoneme) in a given language.
 - a) a mental representation in the short-term memory
 - b) a mental representation in the long-term memory
 - c) a physical representation in the long-term memory
 - d) a physical representation in the short-term memory
2. People perceive speech sounds _____.
 - a) linearly, i.e., as a single instance of different acoustic features.
 - b) categorically, i.e., as a group of linguistically relevant acoustic features.
3. Categorical perception of speech sounds means that people discriminate/recognise a speech sound as the best exemplar of a prototypical category, with non-prototypical instances being assimilated within the prototypical category. This process is called _____.
 - a) perceptual magnet effect.
 - b) production magnet effect.
 - c) categorical assimilation impression.
 - d) assimilation magnet impression.
4. Mastering L2 speech sounds requires not only re-adjustment of phonetic processes and perceptual reorganisation of L1 phonological categories but also re-programming of muscular control. This process is called _____.
 - a) adaptation.
 - b) interaction.
 - c) normalisation.

Exercise 4

List the factors that influence L2 speech development. Discuss the implications with a partner.

Language-related factors	
Factors independent of language	

Exercise 5

Analyse the information in the following table. Compare L1 vs. L2 speech acquisition in relation to the development of cognition and muscular movement. Which aspect is more difficult to achieve in the process of L2 sound development? Why? Which aspect facilitates L2 sound development? Why?

Speech acquisition	L1	L2
Muscular movement	It is gradually developed until stable and automatic.	Muscular control needs to be re-programmed until it becomes automatic.
Cognition	It is gradually developed until all phonological categories are formed.	It is already developed and the acquired language learning strategies are used as a set of skills.

Exercise 6

The muscular-cognitive interaction between learners' L1 phonological system and L2 language input results in changes on segmental and prosodic (suprasegmental) level. Which language units are affected in this process? Fill in the language components in the table.

Segmental level	Prosodic (suprasegmental) level
_____ _____ _____ _____	_____ _____ _____ _____

Think of a friend who speaks English with a noticeable foreign accent. How does non-native speech differ from native speech? Read the text and fill in the missing words.

As a result of the changes on the segmental and prosodic level, L2 learners' speech is characterised with foreign accent traces (i.e., L1 sound influence), which are easily noticeable when they speak. First, the speed of the speech produced by L2 learners is _____ than that produced by native speakers. They are not as _____ because their articulatory movements are still not fine-tuned. They are either not aware or have still not acquired the rules of sound _____ in _____ speech. Finally, due to direct L1 transfer, L2 learners often make _____ mispronunciations such as misplacement of word stress, variation in pitch range, and incorrect intonation patterns.

Exercise 7

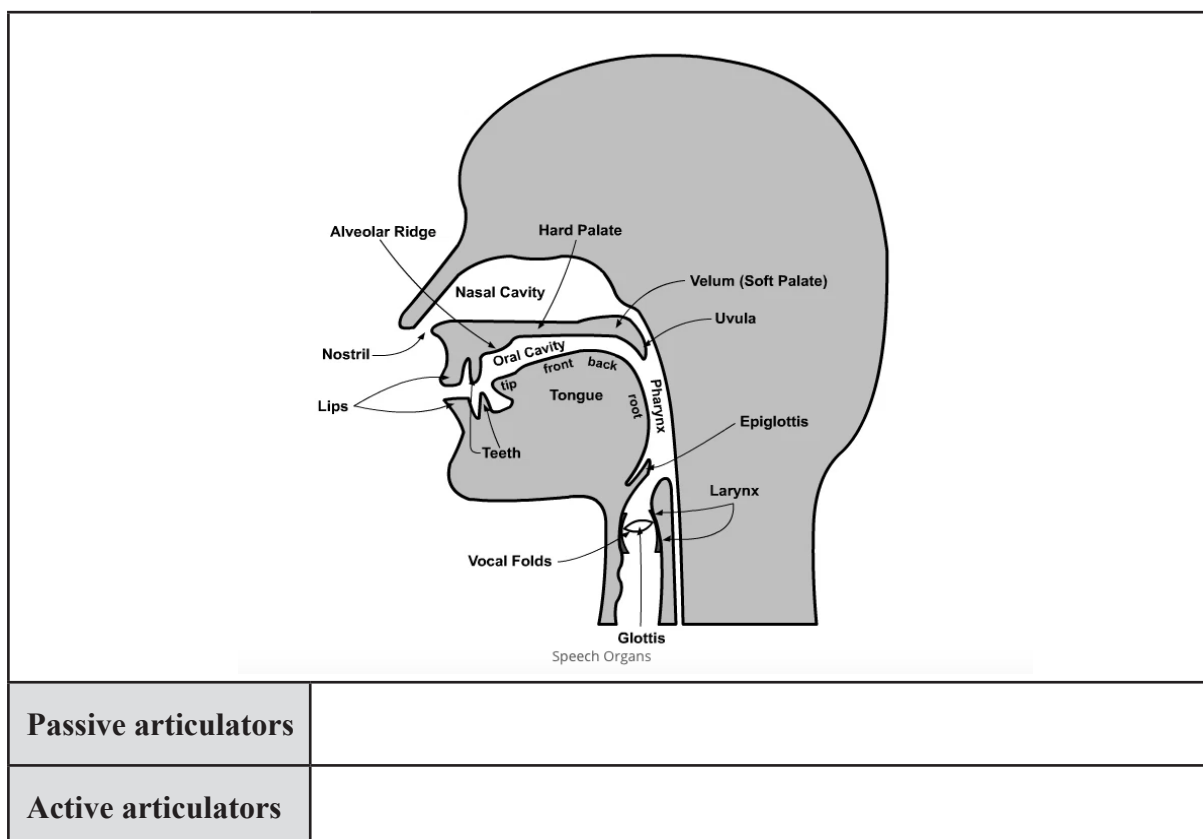
Think about your goals and priorities when learning the pronunciation of English. Reflect on the issues raised in the following questions.

1. Is Received Pronunciation (RP) a good model for learning English pronunciation? Think about the reasons 'for' and 'against'.
2. How would you describe your pronunciation? Why?
 - a) I sound like a native speaker.
 - b) My English pronunciation is near-native.
 - c) I'm intelligible when I speak English.
 - d) I speak with a noticeable foreign accent.
3. In the future, do you see yourself communicating with native speakers (NS) or non-native speakers (NNS) of English?

1.2 Speech organs

Exercise 1

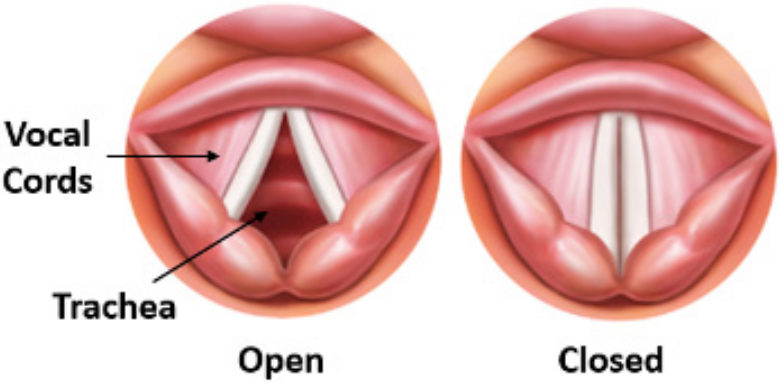
Discuss the function of the organs of speech presented in the figure below. Then, categorise them as passive or active articulators.



Exercise 2

Read the assigned materials about the vocal cords and the positions they can take up. Fill in the missing information in the table below. Choose from the following:

- a) **gap:** no gap, small, wide, moving/vibrating
- b) **sound produced:** audible friction, voice, breath (normal breathing), no breath (holding our breath)
- c) **English speech sounds produced:** voiceless sounds, voiced sounds (Vs, Ds, Cs), glottal stop, whispered speech

	
Open glottis a) b) c)	Position for whisper a) b) c)
Closed glottis a) b) c)	Position for voicing a) b) c)

Just for fun 😊

Click on the links below and watch the videos to learn more about the physiology of speech organs.

Video 1: “How Do Vocal Cords Work When You Sing?”

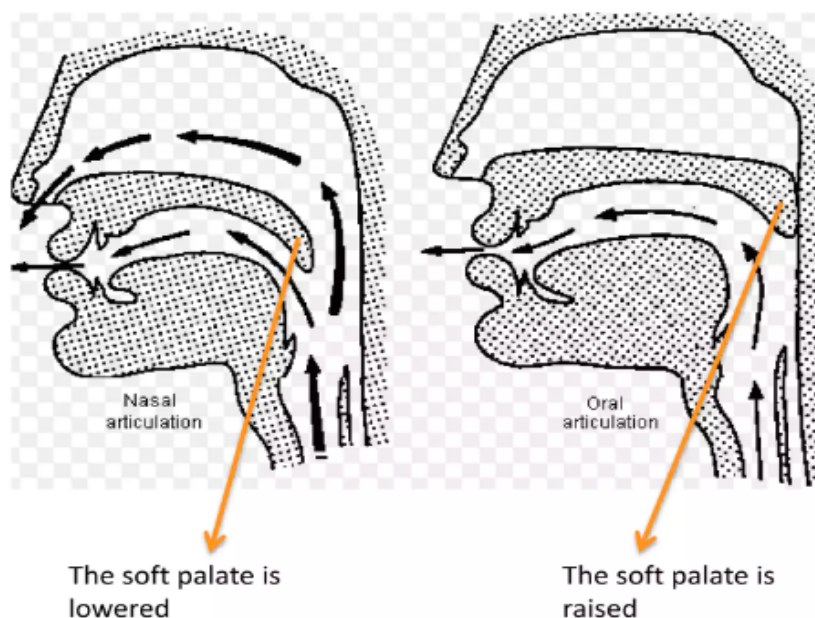
<https://www.youtube.com/watch?v=P2pLJfWUjc8>

Video 2: “How the Larynx Produces Sounds”

<https://www.youtube.com/watch?v=b89RSYCaUBo>

Exercise 3

Compare the position of the tongue, the alveolar ridge, the hard palate and the soft palate on the figures below. Fill in the missing information.



The **tongue** is divided into four imaginary sections: _____, _____, _____, and _____. It moves in the _____ cavity to different heights and helps in the formation of _____ and _____. It can also create obstruction or friction when certain _____ are created. All sounds except _____ are created with the help of the tongue.

The **alveolar ridge** functions as a point of contact for the creation of the alveolar consonants _____. It also functions as a place for _____ of the breath passage for the creation of /s, z,/. Together with the hard palate it helps the formation of the consonants _____.

The **hard palate** functions as a place for narrowing the breath passage for the formation of the palatal consonant _____. Together with the alveolar ridge it helps the formation of the consonants _____. It is the point towards which the _____ part of the tongue moves for the formation of the front vowels _____ and the diphthongs _____.

The **soft palate** functions as a place for contact for the velar consonants _____. It is the point towards which the _____ part of the tongue moves for the formation of the back vowels _____ and the diphthongs _____. When the soft palate is lowered, the _____ consonants _____ are formed.

The **lips** can take up several positions:

- _____ in the formation of /i:/, ɪ, e/
- _____ in the formation of /a:/

- c) _____ in the formation of protruded /u:/ and flat-rounded /ʊ/
 d) _____ in the formation of protruded /ɔ:/ and flat-rounded /ɒ/
 e) _____ in the formation of /æ, ʌ, ə, ɜ:/
 f) _____ in the formation of /p, b, m/
 g) _____ in the formation of /f, v/

Exercise 4

Here are all the English sounds:

- vowels: /i:/, ɪ, e, æ, ʌ, ɑ:/, ɔ:/, ɒ, ʊ, u:/, ɜ:/, ə/

- diphthongs: /eɪ, aɪ, ɔɪ, aʊ, əʊ, ɪə, eə, ʊə/

- consonants: /p, b, t, d, k, g, f, v, θ, ð, s, z, ʃ, ʒ, h, ʈ, ɖ, ɟ, m, n, ŋ, l, r, j, w/

Fill in the missing information in the table.

Articulators	Place name	English sound(s)
passive: active:	bilabial	
passive: active:	labiodental	
passive: active:	(inter)dental	
passive: active:	alveolar	
passive: active:	postalveolar	
passive: active:	palato-alveolar	
passive: active:	palatal	
passive: active:	velar	
passive: active:	glottal	
passive: active:	labial-velar	

passive: active:	front	
passive: active:	back	
passive: active:	central	
passive: active:	front + front	
passive: active:	back + front	
passive: active:	front + front	
passive: active:	front + central	
passive: active:	back + central	
passive: active:	central + back	
passive: active:	back + back	

2. Vowels

2.1 /i:/ and /ɪ/



/i:/



/ɪ/

Part I: Vowel ID

Read the assigned materials for vowels /i:/ and /ɪ/. Answer the questions briefly and concisely.

	/i:/	/ɪ/
Reference word		
Classification What are the classificatory labels for this vowel?		

Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		
Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | |
|-----|--------------|-------------------------------|
| 1. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 2. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 3. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 4. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 5. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 6. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 7. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 8. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 9. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |
| 10. | a) same | The word is _____ |
| | b) different | The words are _____ and _____ |

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. heap – hip	4. meat – mitt	7. sheen – shin
2. he's – his	5. peak – pick	8. sleep – slip
3. least – list	6. reek – rick	9. teal – till

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 BEAN – BIN	2 CHEAP – CHIP	3 DEED – DID
1. bean – bin	1. cheap – chip	1. deed – did
2. bean – bin	2. cheap – chip	2. deed – did
3. bean – bin	3. cheap – chip	3. deed – did
4. bean – bin	4. cheap – chip	4. deed – did
5. bean – bin	5. cheap – chip	5. deed – did
6. bean – bin	6. cheap – chip	6. deed – did
7. bean – bin	7. cheap – chip	7. deed – did

4 EASE – IS	5 FEET – FIT	6 SEEK – SICK
1. ease – is	1. feet – fit	1. seek – sick
2. ease – is	2. feet – fit	2. seek – sick
3. ease – is	3. feet – fit	3. seek – sick
4. ease – is	4. feet – fit	4. seek – sick
5. ease – is	5. feet – fit	5. seek – sick
6. ease – is	6. feet – fit	6. seek – sick
7. ease – is	7. feet – fit	7. seek – sick

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- the same as the first word ($X=A$),
- the same as the third word ($X=B$), or
- the same as A and B i.e., all words are the same ($A=X=B$),
- all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different 😊

1. Answer: _____

The sequence you hear is _____

2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /i:/? _____
2. How many times do you hear a word with /ɪ/? _____
3. How many times do you hear a word with /i:/? _____
4. How many times do you hear a word with /ɪ/? _____
5. How many times do you hear a word with /i:/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /i:/ or /ɪ/ can you hear? Write your answer (i.e., the number).

1. /i:/ _____ The words are _____
/ɪ/ _____ The words are _____
2. /i:/ _____ The words are _____
/ɪ/ _____ The words are _____
3. /i:/ _____ The words are _____
/ɪ/ _____ The words are _____

4. /i:/ _____ The words are _____
 /ɪ/ _____ The words are _____
5. /i:/ _____ The words are _____
 /ɪ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /i:/ and /ɪ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
/i/	/i:/	/ɪ/
ист	east /i:st/	-
сит	seat /si:t/	-
три	tree /tri:/	-
лист	least /li:st/	-
рид	read /ri:d/	rid /rɪd/
фин	-	fin /fɪn/
микс	-	mix /mɪks/
лифт	-	lift /lɪft/
грип	-	grip /grɪp/
филм	-	film /fɪlm/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /i:/ and /ɪ/ change?

Tip: Focus on the vowels and their phonetic environment. Which sound follows /i:/ or /ɪ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
feet /fi:t/	feed /fi:d/	fee /fi:/	free /fri:/	frequent /'fri:kwənt/
heat /hi:t/	heed /hi:d/	he /hi:/	bee /bi:/	being /'bi:ɪŋ/
leak /li:k/	league /li:g/	Lee /li:/	read /ri:d/	reading /'ri:dɪŋ/
meet /mi:t/	mead /mi:d/	me /mi:/	mean /mi:n/	meaningful /'mi:nɪŋfʊl/
neat /ni:t/	need /ni:d/	knee /ni:/	peace /pi:s/	peacefully /'pi:sfʊli/
seat /si:t/	seed /si:d/	see /si:/	see /si:/	seeing /'si:ɪŋ/
cease /si:s/	seize /si:z/	see /si:/	speed /spi:d/	speedily /'spi:dɪli/
teeth /ti:θ/	teethe /ti:ð/	tea /ti:/	teach /ti:tʃ/	teachable /'ti:tʃəbl/
wheat /wi:t/	weed /wi:/	we /wi:/	week /wi:k/	weekend /,wi:k'end/
bit /bɪt/	bid /bɪd/	-	fin /fɪn/	finish /'fɪnɪʃ/
hit /hɪt/	hid /hɪd/	-	hill /hɪl/	hilly /'hɪli/, /'hɪli/
kit /kɪt/	kid /kɪd/	-	kid /kɪd/	kidding /'kɪdɪŋ/
mitt /mɪt/	mid /mɪd/	-	fill /fɪl/	filling /'fɪlɪŋ/
lift /lɪft/	lived /lɪvd/	-	skin /skɪn/	skinny /skɪni/, /skɪni/
rich /rɪtʃ/	ridge /rɪdʒ/	-	rib /rɪb/	ribbon /'rɪbn/

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /i:/ and /ɪ/. Analyse the phonetic environment, word position, and syllable type.

/i:/	/ɪ/
agree /ə'gri:/	average /'ævərɪdʒ/, /'ævrɪdʒ/
belief /bɪ'li:f/	biscuit /'bɪskɪt/
believe /bɪ'li:v/	business /'bɪznɪs/
chimpanzee /ˌtʃɪmpæn'zi:/	cabbage /'kæbɪdʒ/
Chinese /tʃaɪ'ni:z/	city /'sɪti/
concrete /'kɒŋkri:t/	determine /dɪ'tɜ:mɪn/
defeat /dɪ'fi:t/	English /'ɪŋɡlɪʃ/
eastward /'i:stwəd/	furniture /'fɜ:nɪtʃə/
employee /ˌemplɔɪ'i:/	guitar /ɡɪ'tɑ:/
extreme /ɪk'stri:m/	houses /'haʊzɪz/
foresee /fə:'si:/	industry /'ɪndəstri/
guarantee /ˌɡærən'ti:/	lettuce /'letɪs/
legal /'li:gəl/, /'li:gl/	little /'lɪtəl/, /'lɪtl/
media /'mi:diə/	middle /'mɪdəl/, /'mɪdl/
police /pə'li:s/	minute /'mɪnɪt/
prestige /pres'ti:ʒ/	mountain /'maʊntɪn/
proceed /prə'si:d/	physics /'fɪzɪks/
receipt /rɪ'si:t/	pretty /'prɪti/
referee /refə'ri:/	rhythm /'rɪðəm/, /'rɪðm/
refugee /ˌrefju'dʒi:/	sieve /sɪv/
release /rɪ'li:s/	syllable /'sɪləbəl/, /'sɪləbl/
reveal /rɪ'vi:l/	system /'sɪstəm/
serene /sə'ri:n/	village /'vɪlɪdʒ/
technique /tek'ni:k/	wicked /'wɪkɪd/
unique /ju:'ni:k/	women /'wɪmɪn/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

knee.
heal her knee.
weeks to heal her knee.
three weeks to heal her knee.
needs three weeks to heal her knee.
Bree needs three weeks to heal her knee.

fish.
buy some fish.
market to buy some fish.
went to the market to buy some fish.
Nick went to the market to buy some fish.

/i:/

1. She will keep the seat next to me.
2. The green leaf fell into the stream.
3. She needs to speak with her niece.
4. He will need the keys for the Jeep.
5. She can feel the heat from the steam.
6. Steve and Dean like to meet by the creek.
7. The tree leaves are green in early spring.
8. The flock of sheep feed in the meadow.
9. The team seeks a new dream to achieve.
10. He likes to read before bed in the evening.
11. Please keep the sheets clean and neat all week.
12. We can see the beach from the peak of the mountain.
13. They must meet each week to plan new strategies.
14. The queen speaks of peace and freedom for her people.
15. The cream cheese is very sweet and perfect for breakfast.

/ɪ/

1. The kitten sat on the windowsill.
2. Tim quickly fixed the leaking sink.
3. Chris wore a thick jacket in the winter.
4. The insect was trapped inside the window.
5. Finn and Rick went fishing in the morning.
6. The model airplane kit was a gift to his friend.
7. Jill played the violin with great skill and passion.
8. Jim will visit the clinic to get his stitches removed.
9. The gift was hidden in a big box inside the closet.
10. The kids played with the little puppy in the garden.
11. The vivid sunset painted the sky in brilliant shades.
12. Mitch climbed the hill to see the city in the distance.
13. The trip to the village was exciting and full of surprises.
14. The picnic was fun despite the chilly and windy weather.
15. Liz likes to listen to music while she works out at the gym.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /i:/ and /ɪ/ occur. Underline the letter(s) that represent(s) the sound /i:/ or /ɪ/ in each set respectively. Learn one sentence.

/i:/

1. She fell into a deep sleep after reading for a long time.
2. Is his college degree a guarantee of future success?
3. The referee left the evening meeting at 8 o'clock.
4. Steaming hot tea is most agreeable for me.
5. Are these seats free?
6. Even I had to agree that Stephen was the last committee chairman.
7. Only greedy people eat heaps of beans.
8. Why is Peter teasing his teacher?
9. The defeated army is believed to have retreated to Italy.
10. You don't seem to need the treatment, do you?
11. We've been learning English with our teacher for three weeks.

12. Please meet me at Eton or leave me the key.
13. They seem very pleased to see their team.
14. People eat meat, beans and cheese.
15. I must see about your fee. Do you agree?
16. He needs peace after his street accident.
17. In this season the trees in the fields are not very green.
18. We shall meet Evelyn after the evening meeting.
19. She seems weak and her eyes are dull.
20. See the breeze teasing the tree,
Weaving the leaves or sharing them free.
Tossing the fleece of the sheep, that keep
On peacefully grazing, half asleep.

/ɪ/

1. Three silly sisters live in this city.
2. The actors seem uninterested in acting.
3. His interest in literature is limited.
4. Don't encourage him to indulge in reading bad novels.
5. Why is she sitting knitting in silence?
6. Is the house situated on the top of the hill?
7. She is ignorant of even the simplest fact of English history.
8. Bill has to hear it before he eats it.
9. He is being silly all his life.
10. It's chilly in here, isn't it?
11. The fish swim swiftly in the river.
12. I think Mr. Smith isn't in this minute.
13. The inhabitants of the inland provinces are very intelligent.
14. They build their houses with bricks and timber.
15. The women spin with their nimble fingers.
16. It is a great pity that he is ill.
17. Do you live in a big city or in a pretty village?
18. Fill in this form in ink, not in pencil.
19. They wanted to live by the river in order to watch the ships.
20. Silly Billy! Silly Billy!
Why is Billy silly?
Silly Billy hid a shilling,
Isn't Billy silly?

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /i:/ is dominant in the following text. Read it aloud paying attention to variants in length.

I was asleep on the beach dreaming of fields of green grass. My feet were in the sea. A sheet of my niece's magazine, which I was reading when I began to feel sleepy, was between me and the evening sun. Suddenly some people cried, "Stop, thief! Help! Police!" There were three machines for sweets and ice-cream a few feet from my piece of beach, and it seems that the shop-keeper, who had the keys to the machines, was cleaning them when a team of thieves tried to steal these keys. But the people in the street easily stopped them.

The vowel /i/ is dominant in the following text. Read it aloud paying attention to variants in length.

Our trips by carriage over mountains and valleys, through forest and over rivers, in this foreign country were always interesting. We had little luggage and less money, and we lived on coffee and read from the village. Luckily, I knew the language and bargained for honey and little baskets of oranges with women who had pretty babies on their backs. We had thick blankets because it was bitterly cold at night in the mountains. We usually slept in damaged buildings and washed in buckets of icy water.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/i:/	th_se _ _sy k_ _p rec_ _ve f_ _ld pol_ce	C_ _sar k_ _ q_ _ _ p_ _ple ph_ _nix
Your examples for /i:/		

/ɪ/	h_t c_t_ b_come langu_ge lorr_ lorr__s var_ var__d _ngland	b_sy lett_ce w_m_n for__gn
Your examples for /ɪ/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/i:/

- I **can** / **cannot** discriminate this vowel easily.
- I find this vowel **easy** / **difficult** to pronounce.
- This vowel:
 - is the same as its Macedonian counterpart.
 - is similar to its Macedonian counterpart.
 - does not have a Macedonian counterpart.
- I learnt that this vowel has the following features:

- Tip to myself: Try pronouncing this vowel by ...

/ɪ/

1. I **can** / **cannot** discriminate this vowel easily.
2. I find this vowel **easy** / **difficult** to pronounce.
3. This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

2.2 /e/ and /æ/



/e/



/æ/

Part I: Vowel ID

Read the assigned materials for vowels /e/ and /æ/. Answer the questions briefly and concisely.

	/e/	/æ/
Reference word		
Classification What are the classificatory labels for this vowel?		
Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		
Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. hem – ham	4. pet – pat	7. trek – track
2. neck – knack	5. rebel – rabble	8. merry – marry
3. peck – pack	6. send – sand	9. leg – lag

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 BEND – BAND	2 BET – BAT	3 BREAD – BRAD
1. bend – band	1. bet – bat	1. bread – Brad
2. bend – band	2. bet – bat	2. bread – Brad
3. bend – band	3. bet – bat	3. bread – Brad
4. bend – band	4. bet – bat	4. bread – Brad
5. bend – band	5. bet – bat	5. bread – Brad
6. bend – band	6. bet – bat	6. bread – Brad
7. bend – band	7. bet – bat	7. bread – Brad

4 END – AND	5 ADEPT – ADAPT	6 FLEX – FLAX
1. end – and	1. adept – adapt	1. flex – flax
2. end – and	2. adept – adapt	2. flex – flax
3. end – and	3. adept – adapt	3. flex – flax
4. end – and	4. adept – adapt	4. flex – flax
5. end – and	5. adept – adapt	5. flex – flax
6. end – and	6. adept – adapt	6. flex – flax
7. end – and	7. adept – adapt	7. flex – flax

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different 😊

- | | | | | |
|----|--------------------------|-------|-------|-------|
| 1. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 2. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 3. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 4. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 5. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 6. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

- | | | |
|----|---|-------|
| 1. | How many times do you hear a word with /æ/? | _____ |
| 2. | How many times do you hear a word with /e/? | _____ |
| 3. | How many times do you hear a word with /æ/? | _____ |
| 4. | How many times do you hear a word with /æ/? | _____ |
| 5. | How many times do you hear a word with /e/? | _____ |

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /e/ or /æ/ can you hear? Write your answer (i.e., the number).

1. /e/ _____ The words are _____
 /æ/ _____ The words are _____
2. /e/ _____ The words are _____
 /æ/ _____ The words are _____
3. /e/ _____ The words are _____
 /æ/ _____ The words are _____
4. /e/ _____ The words are _____
 /æ/ _____ The words are _____
5. /e/ _____ The words are _____
 /æ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /e/ and /æ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
/e/, /a/	/e/	/æ/
бел	bell /bel/	-
лет	let /let/	-
меси	messy /'mesi/	-
елемент	element /'eləmənt/	-
меч	-	match /mætʃ/
џем	-	jam /dʒæm/
џез	-	jazz /dʒæz/
бек	-	back /bæk/
беџ	-	badge /bædʒ/
банка	-	bank /bæŋk/
амбар	-	amber /'æmbə/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /e/ and /æ/ change?

Tip: Focus on the vowels and their phonetic environment. Which sound follows /e/ or /æ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words		Monosyllabic vs. polysyllabic words	
bet /bet/	bed /bed/	beg /beg/	beggar /'bega/
debt /det/	dead /ded/	mess /mes/	message /'mesɪdʒ/
let /let/	lead /led/	sense /sens/	senseless /'senslɪs/
net /net/	Ned /ned/	tent /tent/	tentative /'tentətɪv/
set /set/	said /sed/	well /wel/	welcome /'welkəm/
bat /bæt/	bad /bæd/	act /ækt/	active /'æktɪv/
batch /bætʃ/	badge /bædʒ/	ban /bæn/	banish /'bænɪʃ/
back /bæk/	bag /bæg/	cab /kæb/	cabbage /'kæbɪdʒ/
cat /kæt/	cad /kæd/	fan /fæn/	fanciful /'fænsɪfəl/
flax /flæks/	flags /flægz/	handy /hænd/	handy /'hændi/
pat /pæt/	pad /pæd/	man /mæn/	manifest /'mænɪfest/
sack /sæk/	sag /sæg/	mass /mæs/	massive /'mæsɪv/
sat /sæt/	sad /sæd/	scan /skæn/	scandal /'skændl/
tap /tæp/	tab /tæb/	vanish /væn/	vanish /'vænɪʃ/

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /e/ and /æ/. Analyse the phonetic environment, word position, and syllable type.

/e/	/æ/
breath /breθ/	accessible /æk'sesəbəl/, /æk'sesəbl/
cleansing /'klenzɪŋ/	actually /'æktʃuəli/
development /dɪ'veləpmənt/	advantageous /,ædvən'teɪdʒəs/
eldest /'eldɪst/	alphabet /'ælfəbet/
elephant /'elɪfənt/	animal /'ænɪməl/, /'ænɪml/
endeavour /en'devə/	balcony /'bælkəni/
friend /frend/	basil /'bæzəl/, /'bæzl/
inedible /ɪ'nedəbəl/, /ɪ'nedəbl/	café /'kæfeɪ/
jealous /'dʒeləs/	canal /kə'næl/
leisure /'leɪʒə/	category /'kætəɡri/
meadow /'medəʊ/	cattle /'kætəl/, /'kætl/
offence /ə'fens/	clarify /'klærɪfaɪ/
prestigious /pres'tɪdʒəs/	guarantee /,ɡærən'ti:/, /,ɡærn'ti:/
progressive /prə'ɡresɪv/	manager /'mænɪdʒə/
quest /kwest/	marriage /'mæɪdʒ/
readily /'redɪli/	natural /'nætʃərəl/, /'nætʃrəl/
refugee /,refju'dʒi:/	palace /'pælɪs/
remedy /'remədi/	piano /pi'ænəʊ/
restaurant /'restərɒnt/	rational /'ræʃənəl/, /'ræʃnəl/
shelter /'ʃeltə/	salmon /'sæməŋ/
spaghetti /spə'ɡeti/	sarcastic /sɑ:'kæstɪk/
temper /'tempə/	spectacle /'spektəkəl/, /'spektəkl/
theft /θeft/	stagnant /'stæɡnənt/
threaten /'θretən/, /'θretn/	vacuum /'vækju:m/
treasure /'treɪzə/	valley /'væli/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

car.

electric car.

sleek electric car.

designed a sleek electric car.

Ben designed a sleek electric car.

bag.

leather bag.

hat and a leather bag.

black hat and a leather bag.

wearing a black hat and a leather bag.

man is wearing a black hat and a leather bag.

That man is wearing a black hat and a leather bag.

/e/

1. Ken slept well in the tent.
2. Mel set the table for dinner.
3. The belt helped keep his pants in place.
4. Beth left the letter on the kitchen counter.
5. The pet rabbit likes to rest under the bench.
6. The red velvet dress looked elegant on Meg.
7. Deb and Ken sat on the deck in the evening.
8. Ned and Bess love to spend time by the lake.
9. Jen and Ed went to the desert for a weekend.
10. The ten players were ready for the final match.
11. The vet checked the pet for any signs of stress.
12. The guest left the party early to get some rest.
13. The bell rang and everyone went to their desks.
14. Ben and Helen had a lovely breakfast in the garden.
15. The chef made a special lemon cake for the guests.

/æ/

1. The cat sat on the black mat.
2. Stan ran a marathon last Saturday.
3. Sam and Jan ran to catch the last tram.
4. The lamp in the hall is a classic design.
5. The traffic jam caused a havoc in the city.
6. The man ran fast to catch the falling apple.
7. Max had a map to find the path to the lake.
8. The bank clerk had a chat with the manager.
9. Sally and Matt have a plan for the weekend.
10. Pat and Frank will travel to a fancy restaurant.
11. Anne and Sam went to the beach with a camera.
12. Pam made a snack with ham, cheese, and crackers.
13. Randy packed his backpack and left for camp early.
14. Janet planned to grab some snacks from the pantry.
15. Dad packed a sandwich and an apple for my lunch.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /e/ and /æ/ occur. Underline the letter(s) that represent(s) the sound /e/ or /æ/ in each set respectively. Learn one sentence. In the set of sentences for /æ/ underline the word(s) in the sentences where /ə/ replaces /æ/. In which sentences /æ/ doesn't change?

/e/

1. The second lieutenant went behind Ted.
2. Terry kept record of every event.
3. He attempted to get less heavy by giving himself some hard exercise.
4. Jeff went to the wedding with fine friends.
5. Did the leopard weigh ten stone?
6. Take pencil and pen and write a letter to him.
7. They went to Edinburgh with some friends.

8. Dennis never sent her a present.
9. Why should she make effort to obtain high education?
10. My professor is clean and intelligent but not well-mannered.
11. A fresh, gentle wind brought us welcome relief from the heat.
12. I met ten Englishmen, two Frenchmen, and an Irishman waiting for the President.
13. Fred didn't get many presents from his friends.
14. I haven't eaten fish and eggs since I was Jim's guest.
15. Ben said that Ted went to Leicester.

/æ/

1. Jack has spent his money on apples and jam.
2. What are you looking at?
3. Pam's fat cat has caught a big black rat.
4. They have been married for exactly three weeks.
5. Come at ten to two.
6. Alice had escaped abroad before the attack began.
7. Go and get some fish and chips.
8. They sat at the table and planned their holidays.
9. They have breakfast at eight.
10. As far as I know, this is heavier than that.
11. I said that he could.
12. The guests have arrived.
13. We had our house altered.
14. Have you got a pet?
15. Do you think I shall?
16. Jim has finished it.
17. The captain can manage to sail along the narrow track.
18. Apples? Of course, we have.
19. The rain had been heavy.
20. I shall see you soon.
21. He has to do his work as well as he can.
22. Try the new flavour cookies and cream.
23. Ann, where have you been?
24. I've got a car. vs. I have a car.
25. Was the avenue lighted by old-fashioned lamps?
26. The magician made the cat vanish into the air.

27. They began to speak in another language.
28. The accident happened after his arrival.
29. Garry had a difficult examination.
30. Merry Mary married Allen in January.

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /e/ is dominant in the following text. Read it aloud paying attention to variants in length.

We were having breakfast in bed. “I slept badly,” said Mary. “I read till twelve, and then I dreamt that one of my friends was dead.” She ate some bread and then went on. “It was terrible. I woke with a headache.” “Well perhaps it’s the weather,” I said. “I slept badly, too. Doctor Bell says that wet, heavy weather is bad for you.” “Did you get any medicine for headaches yesterday?” Mary said. “Yes. Not at the chemist’s, but in this hotel instead. The men at the desk are pleasant, and there aren’t any guests yet, so they are ready to help.”

The vowel /æ/ is dominant in the following text. Read it aloud paying attention to variants in length.

A fat man sat on a black cat and squashed it flat. “Oops! That’s bad!” said the fat man and looked very sad. “I’m sorry I sat on you, you poor black cat” said the man, “come and sit on my lap.” So the black cat sat on the man’s lap. As a matter of fact, the man and the cat were glad, the cat was purring and the man was happy.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/e/	r_d r_d ag_n s_d s_s _ny	b_ry fr_nd _te L_cester G_ffrey
Your examples for /e/		
/æ/	f_t	pl_d pl_t
Your examples for /æ/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/e/

- I **can** / **cannot** discriminate this vowel easily.
- I find this vowel **easy** / **difficult** to pronounce.
- This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
- I learnt that this vowel has the following features:

- Tip to myself: Try pronouncing this vowel by ...

/æ/

1. I **can** / **cannot** discriminate this vowel easily.
2. I find this vowel **easy** / **difficult** to pronounce.
3. This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

2.3 /ʌ/ and /ɑ:/



/ʌ/



/ɑ:/

Part I: Vowel ID

Read the assigned materials for vowels /ʌ/ and /ɑ:/. Answer the questions briefly and concisely.

	/ʌ/	/ɑ:/
Reference word		
Classification What are the classificatory labels for this vowel?		
Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		
Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. bard – bud	4. carp – cup	7. mask – musk
2. cart – cut	5. bark – buck	8. park – puck
3. calm – come	6. charm – chum	9. stark – stuck

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 DARK – DUCK	2 HEART – HUT	3 LARK – LUCK
1. dark – duck 2. dark – duck 3. dark – duck 4. dark – duck 5. dark – duck 6. dark – duck 7. dark – duck	1. heart – hut 2. heart – hut 3. heart – hut 4. heart – hut 5. heart – hut 6. heart – hut 7. heart – hut	1. lark – luck 2. lark – luck 3. lark – luck 4. lark – luck 5. lark – luck 6. lark – luck 7. lark – luck
4 LAST – LUST	5 TASK – TUSK	6 BARN – BUN
1. last – lust 2. last – lust 3. last – lust 4. last – lust 5. last – lust 6. last – lust 7. last – lust	1. task – tusk 2. task – tusk 3. task – tusk 4. task – tusk 5. task – tusk 6. task – tusk 7. task – tusk	1. barn – bun 2. barn – bun 3. barn – bun 4. barn – bun 5. barn – bun 6. barn – bun 7. barn – bun

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different 😊

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /ɑ:/? _____
2. How many times do you hear a word with /ʌ/? _____
3. How many times do you hear a word with /ɑ:/? _____
4. How many times do you hear a word with /ʌ/? _____
5. How many times do you hear a word with /ɑ:/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /ɑ:/ or /ʌ/ can you hear? Write your answer (i.e., the number).

1. /ɑ:/ _____ The words are _____
 /ʌ/ _____ The words are _____
2. /ɑ:/ _____ The words are _____
 /ʌ/ _____ The words are _____
3. /ɑ:/ _____ The words are _____
 /ʌ/ _____ The words are _____
4. /ɑ:/ _____ The words are _____
 /ʌ/ _____ The words are _____
5. /ɑ:/ _____ The words are _____
 /ʌ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /ʌ/ and /ɑ:/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
/a/	/ʌ/	/ɑ:/
бан	bun /bʌn/	-
мами	mummy /'mʌmi/	-
лак	luck /lʌk/	-
раб	rub /rʌb/	-
пат	putt /pʌt/	part /pɑ:t/
сам	-	psalm /sɑ:m/
маст	-	mast /mɑ:st/
пак	-	park /pɑ:k/
спас	-	sparse /spɑ:s/

Exercise 2

Learning focus: Terminology → *clipping, vowel-length allophony*

Pronounce the following groups of words. How does the length of /ʌ/ and /ɑ:/ change?

Tip: Focus on the vowels and their phonetic environment. Which sound follows /ʌ/ or /ɑ:/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
bus /bʌs/	buzz /bʌz/	-	love /lʌv/	lover /'lʌvə/
but /bʌt/	bud /bʌd/	-	sun /sʌn/	sunny /'sʌni/
duck /dʌk/	dug /dʌg/	-	rub /rʌb/	rubber /'rʌbə/
cup /kʌp/	cub /kʌb/	-	touch /tʌtʃ/	touching /'tʌtʃɪŋ/
art /ɑ:t/	-	are /ɑ:/	part /pɑ:t/	party /'pɑ:ti/
start /stɑ:t/	-	star /sɑ:/	cart /kɑ:t/	carter /'kɑ:tə/
heart /hɑ:t/	hard /hɑ:d/	-	hard /hɑ:d/	harden /'hɑ:dn/
cart /kɑ:t/	card /kɑ:d/	car /kɑ:/	car /kɑ:/	carpet /'kɑ:pɪt/
Bart /bɑ:t/	bard /bɑ:d/	bar /bɑ:/	bar /bɑ:/	bargain /'bɑ:gɪn/
half /hɑ:f/	halves /hɑ:vz/	-	laugh /lɑ:f/	laughter /'lɑ:ftə/

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /ʌ/ and /ɑ:/. Analyse the phonetic environment, word position, and syllable type.

/ʌ/	/ɑ:/
above /ə'baʊ/	advantage /əd'vɑ:ntɪdʒ/
accomplish /ə'kʌmplɪʃ/	argument /'ɑ:gjəmənt/
brother /'brʌðə/	banana /bə'nɑ:nə/
company /'kʌmpəni/	command /kə'mɑ:nd/
conduct (v.) /kən'dʌkt/	disaster /dɪ'zɑ:stə/
corrupt /kə'rʌpt/	drama /'drɑ:mə/
courage /'kʌrɪdʒ/	draught /dra:ft/
government /'gʌvəmənt/	enchantment /ɪn'tʃɑ:ntmənt/
honey /'hʌni/	garage /'gæɑ:ʒ/
luxury /'lʌkʃəri/	ghastly /'gɑ:stli/
muffin /'mʌfɪn/	grass /grɑ:s/
nothing /'nʌθɪŋ/	half /hɑ:f/
pronunciation /prəˌnʌnsi'eɪʃən/	harmony /'hɑ:məni/
redundant /rɪ'dʌndənt/	hierarchy /'haɪərə:ki/
reluctant /rɪ'lʌktənt/	laughter /'la:ftə/
sponge /spʌndʒ/	marvellous /'mɑ:vələs/, /'mɑ:vləs/
substandard /sʌb'stændəd/	massage /'mæsɑ:ʒ/
summary /'sʌməri/	master /'mɑ:stə/
supper /'sʌpə/	memoir /'memwɑ:/
thorough /'θʌrə/	moustache /mə'stɑ:ʃ/
tongue /tʌŋ/	panorama /ˌpænər'ɑ:mə/
trouble /'trʌbəl/, /'trʌbl/	passport /'pɑ:spɔ:t/
uplift /'ʌp.lɪft/ (n.), /ʌp'lift/ (v.)	photograph /'fəʊtəgrɑ:f/
upset /'ʌpset/ (n.), /ʌp'set/ (adj., v.)	raspberry /'rɑ:zbəri/, /'rɑ:zbri/
wonder /'wʌndə/	tomato /tə'mɑ:təʊ/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

garden.

flower from the **garden.**

plucked a **flower** from the **garden.**

Chuck plucked a **flower** from the **garden.**

ocean.

depths of the **ocean.**

dark depths of the **ocean.**

swim in the **dark depths** of the **ocean.**

sharks swim in the **dark depths** of the **ocean.**

Large sharks swim in the **dark depths** of the **ocean.**

/Λ/

1. The fun club meets by the pub.
2. Huck climbed the trunk of the tree.
3. He funds the club to build a pub.
4. She rushed and got stuck in the mud.
5. Chuck and Huck took a hike up the hill.
6. The sun shines on the pup as it jumps.
7. Bud runs to the summit with his friend.
8. The mug fell off the shelf on the rug.
9. Gus and Russ must hurry to catch the bus.
10. The cub hunts for bugs in the bush.
11. Gus and Chuck are such good friends.
12. The duck runs to the mud to find its lunch.
13. Bud hums a tune while strumming his guitar.
14. The sunset hues paint the sky above the woods.
15. The cub runs through the tunnel in the playground.

/ɑ:/

1. The harvest was large this year.
2. A barn stands amidst the farmland.
3. He retired and left the department.
4. His remarks about father aren't fair.
5. The far star shines in the dark sky above.
6. Start the car to head to the market in town.
7. The harsh marsh winds scar the landscape.
8. They played a card game in the afternoon.
9. The spark ignited the fire in the barn.
10. The farmer isn't a hard-hearted man.
11. We have a hard task ahead to chart.
12. The large cart wheels creak in the dark.
13. Don't forget to take the basket in advance.
14. He heard a sharp bark from nearby park.
15. The car parts are stored in the garage after the crash.

Exercise 5***Learning focus:***

- *Sentences for practice* → *words in context, weak forms, sound to spelling, /r/ liason*

Read aloud the following sentences. Pay special attention to the words where /ʌ/ and /ɑ:/ occur. Underline the letter(s) that represent(s) the sound /ʌ/ or /ɑ:/ in each set respectively. Learn one sentence.

/ʌ/

1. Come out in the sun and have some fun.
2. Some people love onions for lunch.
3. None should puzzle his stomach with uncomfortable food.
4. Curried duck cooked in rum and butter is delicious.
5. Will your younger brother come to supper?
6. What did your uncle do last Sunday?
7. Something must be done at once.
8. The judge cut short the trial.
9. We all rushed to get under cover when the rain started.
10. Is your mother going to accompany us tonight?
11. When the sun doesn't shine, the day is very dull.
12. My brother and mother trusted the company and lost all their money.
13. He discovered some blood on the rug.

14. As the sun was straight above, he couldn't see us though he was looking at us.
15. She wanted to come and join us for lunch but she got stuck in the club.

/ɑ:/

1. Isn't that marmalade remarkably dark?
2. The castle is surrounded by a marvellous park.
3. When he laughs, his laughter makes me edgy.
4. They started to argue at half past two.
5. Has he ever asked you to dance with him?
6. Aunt Martha lives far from Darby.
7. His remarks about father aren't fair.
8. There was a charming lady in their compartment.
9. Are you going to the market?
Yes, we are. We're going by car.
10. There are more carts than cars on the farms.
11. This is your last chance to ask the class-master about the party.
12. His bodyguard guarded the harbour which is not very far.
13. The bar is open but it is far away.
14. He was a star all along.
15. She got the scar on her face in a car accident.

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /ʌ/ is dominant in the following text. Read it aloud paying attention to variants in length.

The trouble with Huck is that he never has enough money. One Monday morning, his mother gave each of her sons two pounds. At lunchtime, two of Huck's brothers still had two pounds, and Duncan had three. He had won one in a game of marbles. But Huck had none. He loves sweets which are made of nuts and honey, and he filled his stomach with that.

The vowel /ɑ:/ is dominant in the following text. Read it aloud paying attention to variants in length.

Here is a photo of my father's aunt Martha and her husband. He had a dark moustache. He was in the army when they married, but then he had a nasty accident. He was walking along a path in the park, when a branch went into his eye. After that, he had a glass eye. He left the army and started to teach. His classes laughed at his eye, but he worked hard and became a headmaster. He owned a rather fast car which often passed our farm as I played in the yard as a child.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/ʌ/	c _ t c _ mpany y _ _ ng	bl _ _ d fl _ _ d d _ _ s
Your examples for /ʌ/		
/ɑ:/	st _ _ h _ _ f _ nswer _ _ nt cl _ _ k h _ _ _ _ t	/
Your examples for /ɑ:/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/ʌ/

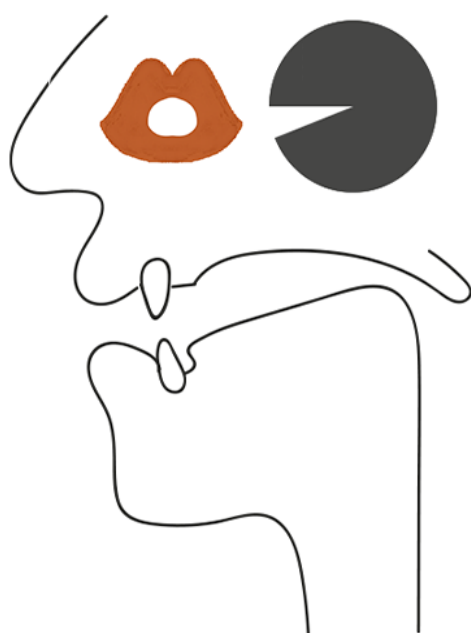
- I **can** / **cannot** discriminate this vowel easily.
- I find this vowel **easy** / **difficult** to pronounce.
- This vowel:
 - is the same as its Macedonian counterpart.
 - is similar to its Macedonian counterpart.
 - does not have a Macedonian counterpart.
- I learnt that this vowel has the following features:

- Tip to myself: Try pronouncing this vowel by ...

/ɑ:/

1. I **can** / **cannot** discriminate this vowel easily.
2. I find this vowel **easy** / **difficult** to pronounce.
3. This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

2.4 /ɔ:/ and /ɒ/**/ɔ:/****/ɒ/**

Part I: Vowel ID

Read the assigned materials for vowels /ɔ:/ and /ɒ/. Answer the questions briefly and concisely.

	/ɔ:/	/ɒ/
Reference word		
Classification What are the classificatory labels for this vowel?		
Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		
Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. caught – cot	4. hawk – hock	7. sawed – sod
2. stalk – stock	5. caller – collar	8. dawn – don
3. awed – odd	6. fawned – fond	9. taught – tot

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 CHALK – CHOCK	2 CLAWED – CLOD	3 BOUGHT – BOT
1. chalk – chock	1. clawed – clod	1. bought – bot
2. chalk – chock	2. clawed – clod	2. bought – bot
3. chalk – chock	3. clawed – clod	3. bought – bot
4. chalk – chock	4. clawed – clod	4. bought – bot
5. chalk – chock	5. clawed – clod	5. bought – bot
6. chalk – chock	6. clawed – clod	6. bought – bot
7. chalk – chock	7. clawed – clod	7. bought – bot

4 GNAWED – NOD	5 WROUGHT – ROT	6 PAUPER – POPPER
1. gnawed – nod	1. wrought – rot	1. pauper – popper
2. gnawed – nod	2. wrought – rot	2. pauper – popper
3. gnawed – nod	3. wrought – rot	3. pauper – popper
4. gnawed – nod	4. wrought – rot	4. pauper – popper
5. gnawed – nod	5. wrought – rot	5. pauper – popper
6. gnawed – nod	6. wrought – rot	6. pauper – popper
7. gnawed – nod	7. wrought – rot	7. pauper – popper

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different ☺

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /ɔ:/? _____
2. How many times do you hear a word with /ɒ/? _____
3. How many times do you hear a word with /ɔ:/? _____
4. How many times do you hear a word with /ɒ/? _____
5. How many times do you hear a word with /ɒ/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /ɔ:/ or /ɒ/ can you hear? Write your answer (i.e., the number).

1. /ɔ:/ _____ The words are _____
 /ɒ/ _____ The words are _____
2. /ɔ:/ _____ The words are _____
 /ɒ/ _____ The words are _____
3. /ɔ:/ _____ The words are _____
 /ɒ/ _____ The words are _____
4. /ɔ:/ _____ The words are _____
 /ɒ/ _____ The words are _____
5. /ɔ:/ _____ The words are _____
 /ɒ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /ɔ:/ and /ɒ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
	/ɔ:/	/ɒ/
оф	-	off /ɒf/
од	-	odd /ɒd/
топ	-	top /tɒp/
шок	-	shock /ʃɒk/
голф	-	golf /gɒlf/
до	door /dɔ:/	-
со	saw /sɔ:/	-
бод	board /bɔ:d/	-
код	cord /kɔ:d/	-
пот	port /pɔ:t/	-
хол	hall /hɔ:l/	-

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /ɔ:/ and /ɒ/ change?

Tip: Focus on the vowels and their phonetic environment. Which sound follows /ɔ:/ or /ɒ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
bought /bɔ:t/	board /bɔ:d/	bore /bɔ:/	bore /bɔ:/	boring /'bɔ:rɪŋ/
caught /kɔ:t/	cord /kɔ:d/	core /kɔ:/	core /kɔ:/	cautious /'kɔ:ʃəs/
fought /fɔ:t/	ford /fɔ:d/	fore /fɔ:/	nought /nɔ:t/	naughty /'nɔ:ti/
sort /sɔ:t/	sword /sɔ:d/	sore /sɔ:/	snore /snɔ:/	snorer /'snɔ:rə/
sauce /sɔ:s/	saws /sɔ:z/	saw /sɔ:/	store /stɔ:/	story /'stɔ:ri/
wart /wɔ:t/	ward /wɔ:d/	war /wɔ:/	walk /wɔ:k/	walker /'wɔ:kə/
cot /kɒt/	cod /kɒd/	-	God /gɒd/	goddess /'gɒdɪs/
dock /dɒk/	dog /dɒg/	-	dock /dɒk/	doctor /'dɒktə/
frock /frɒk/	frog /frɒg/	-	fog /fɒg/	foggy /'fɒgi/
pot /pɒt/	pod /pɒd/	-	long /lɒŋ/	longer /lɒŋgə/
smock /smɒk/	smog /smɒg/	-	top /tɒp/	topic /'tɒpɪk/

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /ɔ:/ and /ɒ/. Analyse the phonetic environment, word position, and syllable type.

/ɔ:/	/ɒ/
applaud /ə'plɔ:d/	atrocious /ə'trɒsɪʊ/
astronaut /'æstrənɔ:t/	cauliflower /'kɒlɪflaʊə/
author /'ɔ:θə/	coffee /'kɒfi/
auxiliary /ɔ:g'zɪliəri/	cognitive /'kɒgnətɪv/
award /ə'wɔ:d/	complementary /,kɒmplɪ'mentəri/
awesome /'ɔ:səm/	consonant /'kɒnsənənt/
boring /'bɔ:rɪŋ/	cough /kɒf/
chorus /'kɔ:rəs/	fossilised /'fɒsɪlaɪzd/
corpora /'kɔ:pərə/, /'kɔ:prə/	knowledge /'nɒlɪdʒ/
daughter /'dɔ:tə/	obsolete /,ɒbsə'lɪ:t/
doorknob /'dɔ:nɒb/	offer /'ɒfə/
extraordinary /ɪk'strɔ:dnəri/, /ɪk'strɔ:dnri/	ominous /'ɒmɪnəs/
foursome /'fɔ:səm/	opera /'ɒpərə/, /'ɒprə/
hallway /'hɔ:lwei/	opposite /'ɒpəzɪt/
lawful /'lɔ:fəl/, /'lɔ:fl/	optic /'ɒptɪk/
morning /'mɔ:nɪŋ/	optional /'ɒpʃənəl/
mortgage /'mɔ:gɪdʒ/	origin /'ɒrɪdʒɪn/
order /'ɔ:də/	popcorn /'pɒpkɔ:n/
pause /pɔ:z/	priority /praɪ'ɒrəti/
portion /'pɔ:ʃn/	problem /'prɒbləm/
resort /rɪ'zɔ:t/	quality /'kwɒləti/
resource /rɪ'zɔ:s/, /rɪ:sɔ:s/	quarrel /'kwɒrəl/, /'kwɒrl/
reward /rɪ'wɔ:d/	scholarship /'skɒləʃɪp/
thoughtful /'θɔ:tfəl/	squash /skwɒʃ/
towards /tə'wɔ:dz/	watching /'wɒtʃɪŋ/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

night.

forest at night.

explore the forest at night.

torch to explore the forest at night.

bought a torch to explore the forest at night.

Tom bought a torch to explore the forest at night.

strong.

coffee strong.

wants her coffee strong.

Donna wants her coffee strong.

/ɔ:/

1. The storm caused the port to close for the day.
2. The horse galloped across the course with great force.
3. Rob caught a large porch swing on sale.
4. The cord was tied in a knot.
5. Tom saw a hawk flying high over the field.
6. The lord of the manor lived in a mansion.
7. Bob bought a board to fix the floor in the porch.
8. Gordon wore a smart suit to the court.
9. They explored the shore of the ocean.
10. The storm knocked the door off its hinges.
11. The cork in the bottle kept the wine fresh.
12. Paul bought a sword to hang on the wall.
13. The lord of the castle owned a fort nearby.
14. He wore a uniform while working at the port.
15. George brought a fork to eat the pork at the picnic.

/ɒ/

1. The pot is full of hot coffee.
2. Ron's gone off to play golf.
3. He works in a posh office.
4. Bob sobs as he mobs up the spill.
5. Molly's got a soft spot for Tom.
6. Dolly wore an expensive polka-dot top.
7. Tom got lost in the gorge while hiking.
8. John dropped his phone into the pond.
9. Rob went to the shop to buy some socks.
10. The dog barks at the fox from the porch.
11. She looked top-notch from top to bottom.
12. The rock blocks the path through the forest.
13. She flopped the pot onto the stove for supper.
14. He knocked the box off the shelf by accident.
15. Connie won the national lottery jackpot last night.

Exercise 5***Learning focus:***

- *Sentences for practice → words in context, weak forms, sound to spelling, /r/ liason*

Read aloud the following sentences. Pay special attention to the words where /ɔ:/ and /ɒ/ occur. Pay special attention to the words where /ɔ:/ occurs. Pay attention to the words that change /ɔ:/ into /ə/. Underline the letter(s) that represent(s) the sound /ɔ:/ or /ɒ/ in each set respectively. Learn one sentence.

/ɔ:/

1. The roar of his snores come through the wall.
2. There ought to be laws to prevent robberies.
3. He slept worn out on the lawn.
4. The orchestra played superbly.
5. Isn't it awful to get up at four o'clock in the morning?
6. The ball struck Paul on the jaw.
7. They altered their plans and decided to walk there.
8. I saw the famous author in the hall.
9. Last autumn he bought a green shawl for his wife.
10. George ordered me to pay him forty dollars.
11. This sort of door is imported from Austria.

12. I bought it for Paul.
13. While walking on the lawn I saw Augusta.
14. Who are you waiting for? I'm waiting for the boss.
15. They import raw materials and export silver forks.

/ɒ/

1. Tom's got a hot dog with an odd spot on the top.
2. The quantity of our novels is constantly increasing.
3. She's got a lot of documents at home.
4. After the conference, the doctor wandered in the forest.
5. John has never been on holiday.
6. He stopped there to buy hot chocolate and oranges.
7. She didn't offer him a cup of coffee, which was considered odd.
8. Tom will come to your office tomorrow.
9. The operation costs a lot of money.
10. John coughed and felt very hot.
11. What was the trouble with the dog? It was barking long.
12. Tom stopped to watch the swans in the pond.
13. The doctor sent Bob to hospital to have his tonsils cut off.
14. Honesty is the best policy.
15. What's gone wrong with this clock?

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /ɔ:/ is dominant in the following text. Read it aloud paying attention to variants in length.

Paul Corder snores. His snores are awful, hoarse and coarse. Just before dawn, he makes more noise than a storm. Paul also walks and talks in his sleep. But it is his snoring that makes us close the doors. So we crawl out of bed and sleep in a tent on the lawn. That way we are not worn out by Paul's snores.

The vowel /ɒ/ is dominant in the following text. Read it aloud paying attention to variants in length.

John was on holiday. The first day he played a lot of volleyball. When he stopped, he didn't put on any warm clothes because he wanted to watch some more volleyball. Suddenly, his body started to shake. He coughed and coughed and felt very hot. He went to the doctor. "What's the matter?" said the doctor. John told him what happened.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/ɔ:/	_ll p__se b____t dr__ _rder c____ b____d f____ d____ q__ _ter	w_ter br__d
Your examples for /ɔ:/		
/ɒ/	r_ck w_tch bec__se	c__gh Gl__cester y_cht kn__ledge
Your examples for /ɒ/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/ɔ:/

- I **can** / **cannot** discriminate this vowel easily.
- I find this vowel **easy** / **difficult** to pronounce.
- This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.

4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

/ɒ/

1. I **can** / **cannot** discriminate this vowel easily.

2. I find this vowel **easy** / **difficult** to pronounce.

3. This vowel:

a) is the same as its Macedonian counterpart.

b) is similar to its Macedonian counterpart.

c) does not have a Macedonian counterpart.

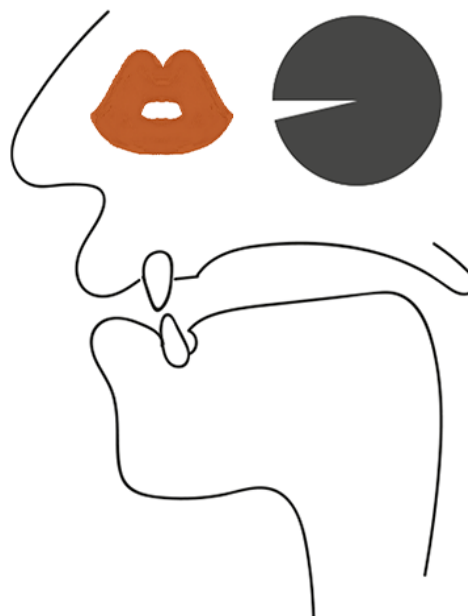
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

2.5 /u:/ and /ʊ/



/u:/



/ʊ/

Part I: Vowel ID

Read the assigned materials for vowels /u:/ and /ʊ/. Answer the questions briefly and concisely.

	/u:/	/ʊ/
Reference word		
Classification What are the classificatory labels for this vowel?		
Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		

Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

1. a) same The word is _____
 b) different The words are _____ and _____
2. a) same The word is _____
 b) different The words are _____ and _____
3. a) same The word is _____
 b) different The words are _____ and _____

4. a) same The word is _____
b) different The words are _____ and _____
5. a) same The word is _____
b) different The words are _____ and _____
6. a) same The word is _____
b) different The words are _____ and _____
7. a) same The word is _____
b) different The words are _____ and _____
8. a) same The word is _____
b) different The words are _____ and _____
9. a) same The word is _____
b) different The words are _____ and _____
10. a) same The word is _____
b) different The words are _____ and _____

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. fool – full	4. shoed – should	7. wooed – would
2. cooed – could	5. Luke – look	8. who'd – hood
3. pool – pull	6. cooed – could	9. stewed – stood

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 SUIT – SOOT	2 FOOL – FULL	3 COOED – COULD
1. suit – soot	1. fool – full	1. cooed – could
2. suit – soot	2. fool – full	2. cooed – could
3. suit – soot	3. fool – full	3. cooed – could
4. suit – soot	4. fool – full	4. cooed – could
5. suit – soot	5. fool – full	5. cooed – could
6. suit – soot	6. fool – full	6. cooed – could
7. suit – soot	7. fool – full	7. cooed – could

4 POOL – PULL	5 LUKE – LOOK	6 SHOED – SHOULD
1. pool – pull	1. Luke – look	1. shoed – should
2. pool – pull	2. Luke – look	2. shoed – should
3. pool – pull	3. Luke – look	3. shoed – should
4. pool – pull	4. Luke – look	4. shoed – should
5. pool – pull	5. Luke – look	5. shoed – should
6. pool – pull	6. Luke – look	6. shoed – should
7. pool – pull	7. Luke – look	7. shoed – should

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- the same as the first word ($X=A$),
- the same as the third word ($X=B$), or
- the same as A and B i.e., all words are the same ($A=X=B$),
- all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different 😊

- Answer: _____
The sequence you hear is _____

2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /ʊ/? _____
2. How many times do you hear a word with /u:/? _____
3. How many times do you hear a word with /ʊ/? _____
4. How many times do you hear a word with /u:/? _____
5. How many times do you hear a word with /ʊ/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /u:/ or /ʊ/ can you hear? Write your answer (i.e., the number).

1. /u:/ _____ The words are _____
/ʊ/ _____ The words are _____
2. /u:/ _____ The words are _____
/ʊ/ _____ The words are _____
3. /u:/ _____ The words are _____
/ʊ/ _____ The words are _____

4. /u:/ _____ The words are _____
 /ʊ/ _____ The words are _____
5. /u:/ _____ The words are _____
 /ʊ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /u:/ and /ʊ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
/u/	/u:/	/ʊ/
бут	boot /bu:t/	-
лут	loot /lu:t/	-
шут	shoot /ʃu:t/	-
кула	cooler /'ku:lə/	-
супа	super /'su:pə/	-
лук	-	look /lʊk/
кука	-	cooker /'kʊkə/
пуши	-	pushy /'pʊʃi/
шуга	-	sugar /'ʃʊgə/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /u:/ and /ʊ/ change?

Tip: Focus on the vowels and their phonetic environment. Which sound follows /u:/ or /ʊ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
Bruce /bru:s/	bruise /bru:z/	brew /bru:/	move /mu:v/	movable /'mu:vəbl/
loose /lu:s/	lose /lu:z/	Lou /lu:/	mood /mu:d/	moody /'mu:di/
juice /dʒu:s/	Jews /dʒu:z/	Jew /dʒu:/	fool /fu:l/	foolishly /'fu:lɪʃli/
route /ru:t/	rude /ru:d/	rue /ru:/	tune /tju:n/	tunic /'tju:nɪk/
suit /su:t/, /sju:t/	sued /su:d/	Sue /su:/	suit /su:t/, /sju:t/	suitable /'su:təbl/, / 'sju:təbl/
use (n.) /'ju:s/	use (v.) /'ju:z/	you /'ju:/	use (n.) /ju:s/	useless /'ju:slɪs/
put /pʊt/	hood /hʊd/	-	bull /bʊl/	bulletin /'bʊlətɪn/
shook /ʃʊk/	sugar /'ʃʊgə/	-	book /bʊk/	bookish /'bʊkɪʃ/
			bush /bʊ	bushy /'bʊʃi/
			cook /kʊk/	cookery /'kʊkəri/
			full /fʊl/	fully /'fʊli/
			soot /sʊt/	sooty /'sʊti/
			would /wʊd/	wooded /'wʊdɪd/

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /u:/ and /ʊ/. Analyse the phonetic environment, word position, and syllable type.

/u:/	/ʊ/
argue /'ɑ:gju:/	barefoot /'beəfʊt/
beauty /'bju:ti/	bosom /'bʊzəm/, /'bʊzm/
canoe /kə'nu:/	bouquet /bu'keɪ/
continue /kən'tɪnju:/	bullet /'bʊlɪt/
duty /'dʒu:ti/	bullfighter /'bʊlˌfaɪtə/
excuse /ɪk'skju:z/	bushy /'bʊʃi/
human /'hju:mən/	butcher /'bʊtʃə/
humorous /'hju:mərəs/	childhood /'tʃaɪldhʊd/
issue /'ɪʃju:/	cookware /'kʊkweə/
lunatic /'lu:nætɪk/	courier /'kʊriə/
newspaper /'nju:zˌpeɪpə/	cuckoo /'kʊku:/
nucleus /'nju:kliəs/	cushion /'kʊʃən/
nuisance /'nju:səns/	education /ˌedʒʊ'keɪʃən/
refuge /'refju:dʒ/	foothold /'fʊθəʊld/
remove /rɪ'mu:v/	fulfil /fʊl'fɪl/
rescue /'reskju:/	gooseberry /'gʊzbəri/, /'gʊzbri/
review /rɪ'vju:/	handful /'hændfʊl/
ruthless /'ru:θləs/	Hollywood /'hɒliwʊd/
shoelace /'ʃu:leɪs/	manhood /'mænhʊd/
tissue /'tɪʃju:/	impudent /'ɪmpjədənt/
Tuesday /'tʃu:zdeɪ/	mouthful /'maʊθfʊl/
university /ˌju:nɪ'vɜ:səti/	pudding /'pʊdɪŋ/
value /'vælju:/	spoonful /'spu:nfʊl/
virtue /'vɜ:tju:/	woman /'wʊmən/
volume /'vɒlju:m/	woollen /'wʊlən/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

salad.

fruit for her **salad.**

cube of **fruit** for her **salad.**

cut a **cube** of **fruit** for her **salad.**

Ruth **cut** a **cube** of **fruit** for her **salad.**

book.

look at the **book.**

good **look** at the **book.**

took a **good** **look** at the **book.**

He **took** a **good** **look** at the **book.**

/u:/

1. Luke took a route through the woods.
2. The blue moon rose above the clouds.
3. Ruth drew a huge mural on the wall of her room.
4. The crew rowed their boat across the blue lagoon.
5. Lou used a screw to fix the loose shutter.
6. Sue had a bruise from her fall in the pool.
7. Stu brewed a cup of tea and poured it in his mug.
8. The moon cast a gloomy hue over the ruins.
9. The balloons floated up to the roof.
10. The students used a tube to glue the poster.
11. June had the flu and stayed in her room all day.
12. Hugh and Sue used a screw to secure the door.
13. Luke and Jude went to the zoo to see the moose.
14. Stu and Bruce played duets on their flutes.
15. She put a blue tunic on her son for church.

/ʊ/

1. She put the wool in the hood to make a warm pullover.
2. The wolf took a look at the full moon.
3. Push the button to shut the cupboard.
4. The brook flows under the wooden bridge.
5. He could cook a full meal in an hour.
6. They should push the wood into the shed.
7. She would cook if she could find the food.
8. The butcher put the duck in the oven to cook.
9. He put his foot in the pool to test the water.
10. They should take a look at the book on the shelf.
11. He pushed the hood of the car to shut it.
12. The full moon shone over the brook and the woods.
13. The cook shook the pot to mix the soup.
14. She shook the cookie jar.
15. They would look for a footpath in the woods.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /u:/ and /ʊ/ occur. Pay attention to the words that change /u:/ or /ʊ/ into /ə/. Underline the letter(s) that represent(s) the sound /u:/ or /ʊ/ in each set respectively. Learn one sentence.

/u:/

1. Don't be foolishly ruthless, Luke.
2. When will you stop ruining the mood of your friends?
3. He soon grew cold and had some hot soup.
4. Henry was a rude and brutal ruler.
5. When did he refuse to use the new method?
6. The students of the school swam in the new pool.
7. John continued to discuss the issue till noon.
8. They've never produced expensive fruit-juices.
9. I saw a blue balloon in the University court.
10. He produces delicious fruit which he sends to Europe in June.
11. He knew it was his student who played that beautiful music.

12. You can continue your education after secondary school.
13. The moon was new, it was very cool. I caught the flu.
14. She gave the broom to her groom.
15. Sue used a crew to fix the stool.

/ʊ/

1. Don't tell me what I should or shouldn't do!
2. He looked into the room.
3. The wolf took to his heels and ran back to the woods.
4. Did the butcher kill the bull an hour ago?
5. She could have crossed the brook.
6. The wife of our cook is a good-looking woman.
7. He took the sweater and pulled it over his head.
8. Why didn't you put enough sugar in my pudding?
9. Look where you put your foot.
10. She gave the broom to her groom.
11. Would it be a good book?
12. He looked at the crook and pushed him into the room.
13. You should look for your book in my room.
14. I wish I could, I wish I could pull the fool.
15. We went into the woods on foot.

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /u:/ is dominant in the following text. Read it aloud paying attention to variants in length.

The afternoons last week were very hot. After school, I threw off my clothes and jumped into the cool, blue water of the pool. One of my shoes fell in, but I didn't lose it. I dove down and soon found it. A group of children passed through the park, and one had a balloon, which blew away and flew into the pool. I saved that too. Some fruit grew on the trees near the pool, and that was my only food till night drew near and the moon came out, when I went home to have some soup and do my homework.

The vowel /ʊ/ is dominant in the following text. Read it aloud paying attention to variants in length.

I took a cloth and a small cart and went into the woods on foot. I looked about. The bushes were full of good fruit. I put the cloth under a bush and shook it carefully. The fruit fell into the cloth. I pulled the cloth to the next bush. When I was full, I put the fruit into the cart and

pushed it home. As I took the fruit out of the cart, the stupid old cook stood and watched. I put in pots and hanged on hooks above the wood fire. The old woman understood. She lit the fire and began to cook the fruit.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/u:/	t _ ne gl _ _ j _ _ ce pr _ ve sm _ _ th y _ _ th ch _ _	sh _ _ f _ _ d b _ _ _ ty thr _ _ _ _ man _ _ ver
Your examples for /u:/		
/ʊ/	b _ tcher f _ _ t w _ lf	sh _ _ ld
Your examples for /ʊ/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/u:/

- I **can** / **cannot** discriminate this vowel easily.
- I find this vowel **easy** / **difficult** to pronounce.
- This vowel:
 - is the same as its Macedonian counterpart.
 - is similar to its Macedonian counterpart.
 - does not have a Macedonian counterpart.

4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

/ʊ/

1. I **can** / **cannot** discriminate this vowel easily.

2. I find this vowel **easy** / **difficult** to pronounce.

3. This vowel:

a) is the same as its Macedonian counterpart.

b) is similar to its Macedonian counterpart.

c) does not have a Macedonian counterpart.

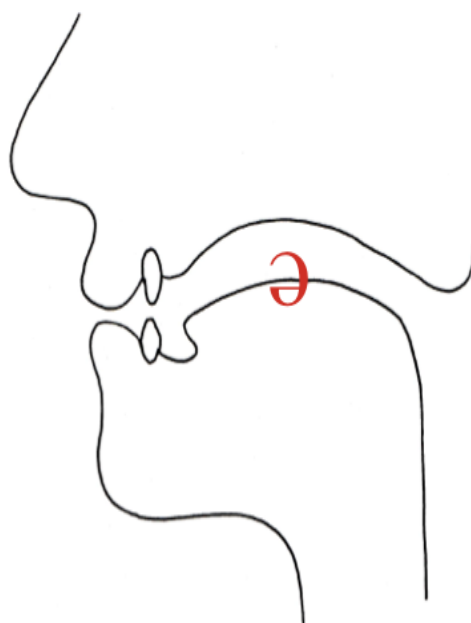
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

2.6 /ɜ:/ and /ə/



/ɜ:/



/ə/

Part I: Vowel ID

Read the assigned materials for vowels /ɜ:/ and /ə/. Answer the questions briefly and concisely.

	/ɜ:/	/ə/
Reference word		
Classification What are the classificatory labels for this vowel?		
Formation How is this vowel pronounced? (tongue height/part, lip position, tenseness)		

Distribution: Word level What word position can this vowel take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this vowel found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this vowel change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this vowel change into a different vowel due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this vowel show any unique characteristics?		

Part II: Perception exercises

Exercise 1

- Listen to the recording. You will hear two words. Are they the same or different?
 - same The word is _____
 - different The words are _____ and _____
- Listen to the recording. You will hear two words. Are they the same or different?
 - same The word is _____
 - different The words are _____ and _____
- Listen to the recording. You will hear two words. Are they the same or different?
 - same The word is _____
 - different The words are _____ and _____

4. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
5. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
6. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
7. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
8. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
9. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____
10. Listen to the recording. You will hear two words. Are they the same or different?
 a) same The word is _____
 b) different The words are _____ and _____

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. hurt – heat	4. curtain – carton	7. better – Betty
2. term – team	5. firmer – former	8. redder – ready
3. word – weed	6. centered – scented	9. mitre – mighty

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–18. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 BIRD – BEAD	2 WORK – WEAK	3 PURPLE – PEOPLE
1. bird – bead	1. work – weak	1. purple – people
2. bird – bead	2. work – weak	2. purple – people
3. bird – bead	3. work – weak	3. purple – people
4. bird – bead	4. work – weak	4. purple – people
5. bird – bead	5. work – weak	5. purple – people
6. bird – bead	6. work – weak	6. purple – people
7. bird – bead	7. work – weak	7. purple – people

4 BURN – BARN	5 CURD – CARD	6 FIRST – FAST
1. burn – barn	1. curd – card	1. first – fast
2. burn – barn	2. curd – card	2. first – fast
3. burn – barn	3. curd – card	3. first – fast
4. burn – barn	4. curd – card	4. first – fast
5. burn – barn	5. curd – card	5. first – fast
6. burn – barn	6. curd – card	6. first – fast
7. burn – barn	7. curd – card	7. first – fast

7 URBAN – AUBURN	8 CURSE – COARSE	9 PERK – PORK
1. urban – auburn	1. curse – coarse	1. perk – pork
2. urban – auburn	2. curse – coarse	2. perk – pork
3. urban – auburn	3. curse – coarse	3. perk – pork
4. urban – auburn	4. curse – coarse	4. perk – pork
5. urban – auburn	5. curse – coarse	5. perk – pork
6. urban – auburn	6. curse – coarse	6. perk – pork
7. urban – auburn	7. curse – coarse	7. perk – pork

10 BURST – BOOST	11 FLIRT – FLUTE	12 PEARL – POOL
1. burst – boost 2. burst – boost 3. burst – boost 4. burst – boost 5. burst – boost 6. burst – boost 7. burst – boost	1. flirt – flute 2. flirt – flute 3. flirt – flute 4. flirt – flute 5. flirt – flute 6. flirt – flute 7. flirt – flute	1. pearl – pool 2. pearl – pool 3. pearl – pool 4. pearl – pool 5. pearl – pool 6. pearl – pool 7. pearl – pool
13 ACCEPT – EXCEPT	14 AFFECT – EFFECT	15 OFFICERS – OFFICES
1. accept – except 2. accept – except 3. accept – except 4. accept – except 5. accept – except 6. accept – except 7. accept – except	1. affect – effect 2. affect – effect 3. affect – effect 4. affect – effect 5. affect – effect 6. affect – effect 7. affect – effect	1. officers – offices 2. officers – offices 3. officers – offices 4. officers – offices 5. officers – offices 6. officers – offices 7. officers – offices
16 ARMOUR – ARMY	17 SLEEPER – SLEEPY	18 FULLER – FULLY
1. armour – army 2. armour – army 3. armour – army 4. armour – army 5. armour – army 6. armour – army 7. armour – army	1. sleeper – sleepy 2. sleeper – sleepy 3. sleeper – sleepy 4. sleeper – sleepy 5. sleeper – sleepy 6. sleeper – sleepy 7. sleeper – sleepy	1. fuller – fully 2. fuller – fully 3. fuller – fully 4. fuller – fully 5. fuller – fully 6. fuller – fully 7. fuller – fully

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the vowel. The speakers are always different ☺

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear five sequences of five different words. For each sequence (1–5) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /ɜ:/? _____
2. How many times do you hear a word with /ə/? _____
3. How many times do you hear a word with /ɜ:/? _____
4. How many times do you hear a word with /ə/? _____
5. How many times do you hear a word with /ɜ:/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with /ɜ:/ or /ə/ can you hear? Write your answer (i.e., the number).

- | | | |
|----|------------|---------------------|
| 1. | /ɜ:/ _____ | The words are _____ |
| | /ə/ _____ | The words are _____ |
| 2. | /ɜ:/ _____ | The words are _____ |
| | /ə/ _____ | The words are _____ |
| 3. | /ɜ:/ _____ | The words are _____ |
| | /ə/ _____ | The words are _____ |
| 4. | /ɜ:/ _____ | The words are _____ |
| | /ə/ _____ | The words are _____ |
| 5. | /ɜ:/ _____ | The words are _____ |
| | /ə/ _____ | The words are _____ |

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English vowels /ɜ:/ and /ə/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	
	/ɜ:/	/ə/
п	purr /pɜ:/	-
к	cur /kɜ:/	-
ф	fur /fɜ:/	-
с	sir /sɜ:/	-
х	her /hɜ:/	-
ч	chirr /tʃɜ:/	-
б	burr /bɜ:/	-
м	myrrh /mɜ:/	-
Ана	-	Anna /'ænə/
рана	-	runner /'rʌnə/
бега	-	beggar /'begə/
сина	-	sinner /'sɪnə/
кола	-	collar /'kɒlə/
вика	-	vicar /'vɪkə/
вила	-	villa /'vɪlə/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony, allophones of /ə/

Pronounce the following groups of words. How does the length of /ɜ:/ change?

Tip: Focus on the vowel and its phonetic environment. Which sound follows /ɜ:/? Does its length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
Burt /bɜ:t/	bird /bɜ:d/	burr /bɜ:/	burn /bɜ:n/	burnish /'bɜ:nɪʃ/
curt /kɜ:t/	curd /kɜ:d/	cur /kɜ:/	curt /kɜ:t/	curtain /'kɜ:tən/
hurt /hɜ:t/	herd /hɜ:d/	her /hɜ:/	dirt /dɜ:t/	dirty /'dɜ:tɪ/
pert /pɜ:t/	purred /pɜ:d/	purr /pɜ:/	purge /pɜ:dʒ/	purgatory /'pɜ:gətəri/
surf /sɜ:f/	serve /sɜ:v/	sir /sɜ:/	fur /fɜ:/	furnish /'fɜ:nɪʃ/
search /sɜ:tʃ/	surge /sɜ:dʒ/	sir /sɜ:/	perm /pɜ:m/	permanent /'pɜ:mənənt/

Pronounce the words with /ə/ in unstressed position. Consider the points in the mouth where the allophones are formed. Think about the phonetic environment and formulate the rules for their distribution.

Tip: Think about the tongue position. Think about the word position of /ə/. How does /ə/ behave at word boundaries? Transcribe the words and phrases.

centralised /ə/		half-open /ə/	half-close /ə/
above	autumn	better	akin
achieve	cautious	collar	ago
afford	leopard	doctor	
ahead	forbid	enter	to cut
alive	machine	matter	to grow
announce	parade	picture	the girl
apply	perform	river	to keep
attend	polite	villa	back again
avoid	support		long ago
away	survive		
a year	the zoo		

Exercise 3

Learning focus: Words for practice → vowels in different phonetic contexts

Pronounce the following words with /ɜ:/ and /ə/. Analyse the phonetic environment, word position, and syllable type.

/ɜ:/	/ə/
amateur /'æmətə/	about /ə'baʊt/
birthday /'bɜ:θdeɪ/	administrative /əd'mɪnɪstrətɪv/
certain /'sɜ:tən/, /'sɜ:tn/	adventure /əd'ventʃə/
concerned /kən'sɜ:nd/	amusement /ə'mju:zmənt/
courtesy /'kɜ:təsi/	attain /ə'teɪn/
curtain /'kɜ:tən/, /'kɜ:tn/	bitter /'bɪtə/
determination /dɪ'tɜ:mɪ'neɪʃən/	citizen /'sɪtɪzən/
earnings /'ɜ:nɪŋz/	colour /'kʌlə/
firmware /'fɜ:mweə/	complete /kəm'pli:t/
furniture /'fɜ:nɪʃə/	complexion /kəm'plekʃən/
hyperbole /haɪ'pɜ:bəli/	consequence /'kɒnsɪkwəns/
journey /'dʒɜ:ni/	disapproval /dɪsə'pru:vəl/
learned /'lɜ:nɪd/	doctor /'dɒktə/
murder /'mɜ:də/	domestic /də'mestɪk/
myrtle /'mɜ:təl/, /'mɜ:tl/	fatalism /'feɪtəlɪzəm/
nervous /'nɜ:vəs/	former /'fɔ:mə/
perfection /pə'fekʃən/	future /'fju:tʃə/
perfume /'pɜ:fju:m/	hazard /'hæzəd/
personnel /,pɜ:sən'el/	instant /'ɪnstənt/
referral /rɪ'fɜ:rəl/	investment /ɪn'vestmənt/
wording /'wɜ:dɪŋ/	matter /'mætə/
worldwide /,wɜ:ld'waɪd/	reader /'ri:də/
worship /'wɜ:ʃɪp/	reverence /'revərəns/
worthwhile /,wɜ:θ'waɪl/	theatre /'θɪətə/
worthy /'wɜ:ði/	vocabulary /və'kæbjʊləri/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

tree.

nests in the **tree.**

fly from the **nests** in the **tree.**

learn to **fly** from the **nests** in the **tree.**

Birds learn to **fly** from the **nests** in the **tree.**

ripe.

not ripe.

The **bananas** were **not ripe.**

/3:/

1. There's a burglar behind the curtain.
2. This is the worst commercial I've ever seen.
3. His birthday party was held early in February.
4. The nurse worked hard to earn her salary.
5. Her sister learned to swim at the lake.
6. The merchant served herbs to customers at the market.
7. Ferns grow under the oak trees in the forest.
8. Her shirt was dirty from gardening.
9. Her birth certificate was found in the church records.
10. The surfer earned a bonus for winning the contest.
11. Her birthday present was a certificate for a massage.
12. Birds fluttered around the bird bath in the garden.
13. Her earnest efforts earned her recognition at work.
14. Their research project centered around climate change.
15. Her certified documents proved her identity.

/ə/

1. The actor performed under the spotlight in the theatre.
2. Mother opened her umbrella under the rain.
3. Jane slipped under the blanket to rest for a while.
4. John studies under the guidance of his teacher.
5. He listens to music on the headphones before bed.
6. Father naps under the warm rays of the sun.
7. My brother sings under the shower with enthusiasm.
8. Her sister whispered secrets to her friend.
9. I like modern art to a certain extent.
10. She is very maternal towards her employees.
11. The doctor walks to the hospital.
12. Jim discovered a hidden treasure under the floor.
13. There's a growing sense of apathy among teens.
14. Her self-confidence is sometimes seen as arrogance.
15. People question the accuracy of his statement.

Exercise 5***Learning focus:***

- *Sentences for practice → words in context, weak forms, sound to spelling, /r/ liaison*

Read aloud the following sentences. Pay special attention to the words where /ɜ:/ and /ə/ occur. Underline the letter(s) that represent(s) the sound /ɜ:/ or /ə/ in each set respectively. Learn one sentence. Focus on the strong and weak forms of function words. Pay attention to the words that change /ɜ:/ into /ə/ in the first set. In the second set, circle all words with different vowels that change into /ə/ when they are not prominently pronounced.

/ɜ:/

1. I heard an early worm stir in the earth.
2. The merciless birds at last turned purple.
3. The colonel bought a beautiful pearl and skirt for his wife.
4. The first and the third verse were the most difficult to learn.
5. The purse was returned but the contents were missing.
6. Did the servant prefer to serve dinner at 7 o'clock?
7. What a superb fur coat this is!
8. We're not the girls we were thirty years ago, you know.
9. They were working very hard last term.
10. We were eating some cakes when we heard about the earthquake.

11. He returned her purse without saying a word.
12. Were they serving breakfast when you arrived?
Yes, they were. They were serving the dessert.
13. I prefer walking in the park to working in the garden.
14. Sir Anthony's speech was quite stirring.
15. Her work schedule permitted flexibility for family time.

/ə/

1. This butter is the worst that mother's ever bought.
2. The conqueror paused at the gate of the city.
3. They drank seven bottles of wine that my father brought from the cellar.
4. Your sister is practically illiterate.
5. You could have persuaded the operator to be more polite.
6. What was the name of the painter who made excellent pictures?
7. Her second book is a better example of her work.
8. Peter has a brother and a sister.
9. Can I have her e-mail?
10. Get paper and pen and write a letter to the editor.
11. Does it matter why she met him after the concert?
12. While the young ones were bathing, the rest of us got out the things to eat and made some tea.
13. I had had a bad cold when I left the house, but by the time I got home, it had quite gone.
14. A friend of mine was quite fond of painting and liked nothing better than to spend his spare time in this way.
15. He was going along the road in his car at night, when he came across the three of them together.
16. She was unable either to read or write and would have to ask one of the others to read it for her.
17. He glanced at his diary to find the name of the hotel where he was booked to stay.
18. I would have done that if only I'd known.
19. The plane would have taken off on time if it hadn't rained so much.
20. They could have passed the exam if the teacher had asked easier questions.
21. He has been working for eight hours and yet he doesn't know the answers to the questions.
22. There are some trees in front of the school full of green leaves.
23. The police and an ambulance arrived but nobody was hurt when the bus turned upside down.
24. I ran to the steps and went up them three at a time.
25. There are roses outside my window.

Exercise 6

Learning focus: Passages for practice → vowels in context, fluency

The vowel /ɜ:/ is dominant in the following text. Read it aloud paying attention to variants in length.

It was Mary's thirteenth birthday and a Thursday. She was the first girl in her class and worked hard, so her teacher, who was a nice person, let her leave early to help the servant to get things ready for her birthday party. Her mother had hurt her back while she was on a journey, and had a nurse to look after her. When Mary had changed her dirty skirt, she went to the kitchen. She was learning to cook and sometimes burnt things, so she preferred to work with the cook. They made thirty little cakes without burning one.

The vowel /ə/ is dominant in the following text. Read it aloud paying attention to variants in length.

The picture of William was a failure. The mouth was good but his nose seemed broken. William's handsome figure was also made to look smaller and shorter. The painter was a man that made excellent pictures of children, but not of men. He was a famous portrait painter but just not the right man to do this job.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Vowel	Regular spelling	Exceptional spelling
/ɜ:/	c__tain __ __n p__se dirt w__se j__ __ney w__ __ __ __th amat__ __	c__ __nel
Your examples for /ɜ:/		

/ə/	barm_n, vill_ mom_nt possibl_ c_mplete col_mn Russ__ beg__ jok__ act__ fav___, fav_r pict___ cent__, cent__ cupb___d	/
Your examples for /ə/		

Part V: Reflection

Think about the two vowels you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/ɜ:/

1. I **can** / **cannot** discriminate this vowel easily.
2. I find this vowel **easy** / **difficult** to pronounce.
3. This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

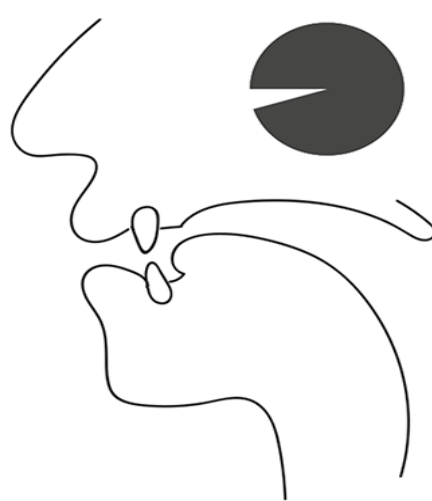
/ə/

1. I **can** / **cannot** discriminate this vowel easily.
2. I find this vowel **easy** / **difficult** to pronounce.
3. This vowel:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this vowel has the following features:

5. Tip to myself: Try pronouncing this vowel by ...

3. Diphthongs

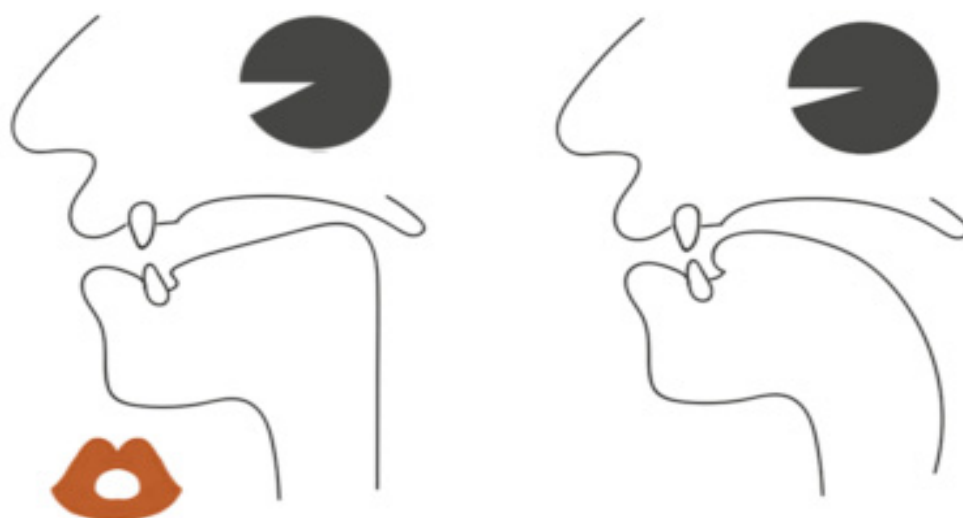
3.1 /eɪ/, /aɪ/, and /ɔɪ/



/eɪ/



/aɪ/



/ɔɪ/

Part I: Diphthong ID

Read the assigned materials for the diphthongs /eɪ/, /aɪ/, and /ɔɪ/. Answer the questions briefly and concisely.

	/eɪ/	/aɪ/	/ɔɪ/
Reference word			
Classification What are the classificatory labels for this diphthong?			
Formation How is this diphthong pronounced? (tongue height/part, lip position, glide)			
Distribution: Word level What word position can this diphthong take up? (initial, medial, final)			

Distribution: Syllable type What type of syllable is this diphthong found in? (stressed only, unstressed only, both stressed and unstressed)			
Distribution: Changes in quantity (word level) Does the length of this diphthong change? If yes, how? Give examples.			
Distribution: Changes in quality (utterance level) Does this diphthong change into a different diphthong due to loss of sentence stress? If yes, how? List the function words.			
Other specific features Does this diphthong show any unique characteristics? (allophones)			

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

1. a) same The word is _____
 b) different The words are _____ and _____
2. a) same The word is _____
 b) different The words are _____ and _____
3. a) same The word is _____
 b) different The words are _____ and _____
4. a) same The word is _____
 b) different The words are _____ and _____
5. a) same The word is _____
 b) different The words are _____ and _____
6. a) same The word is _____
 b) different The words are _____ and _____
7. a) same The word is _____
 b) different The words are _____ and _____
8. a) same The word is _____
 b) different The words are _____ and _____
9. a) same The word is _____
 b) different The words are _____ and _____
10. a) same The word is _____
 b) different The words are _____ and _____

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. bell – bale	4. hard – hide	7. ball – boil
2. wit – wait	5. fan – fine	8. corn – coin
3. pen – pain	6. sad – side	9. claw – cloy

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 BIT – BAIT	2 TAP – TYPE	3 JOHN – JOIN
1. bit – bait	1. tap – type	1. John – join
2. bit – bait	2. tap – type	2. John – join
3. bit – bait	3. tap – type	3. John – join
4. bit – bait	4. tap – type	4. John – join
5. bit – bait	5. tap – type	5. John – join
6. bit – bait	6. tap – type	6. John – join
7. bit – bait	7. tap – type	7. John – join

4 TELL – TALE	5 LAUGH – LIFE	6 LAW – LOIN
1. tell – tale	1. laugh – life	1. law – loin
2. tell – tale	2. laugh – life	2. law – loin
3. tell – tale	3. laugh – life	3. law – loin
4. tell – tale	4. laugh – life	4. law – loin
5. tell – tale	5. laugh – life	5. law – loin
6. tell – tale	6. laugh – life	6. law – loin
7. tell – tale	7. laugh – life	7. law – loin

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the diphthong. The speakers are always different 😊

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear six sequences of five different words. For each sequence (1–6) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /eɪ/? _____
2. How many times do you hear a word with /aɪ/? _____
3. How many times do you hear a word with /ɔɪ/? _____
4. How many times do you hear a word with /aʊ/? _____

5. How many times do you hear a word with /eɪ/? _____

6. How many times do you hear a word with /ɔɪ/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with the diphthongs /eɪ/, /aɪ/ or /ɔɪ/ can you hear? Write your answer (i.e., the number).

1. /eɪ/ _____ The words are _____
 /aɪ/ _____ The words are _____

2. /aɪ/ _____ The words are _____
 /ɔɪ/ _____ The words are _____

3. /eɪ/ _____ The words are _____
 /ɔɪ/ _____ The words are _____

4. /aɪ/ _____ The words are _____
 /ɔɪ/ _____ The words are _____

5. /eɪ/ _____ The words are _____
 /aɪ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English diphthongs /eɪ/, /aɪ/, and /ɔɪ/ with their closest Macedonian counterparts. What do you notice?

Macedonian	English		
/ej/, /aj/, /oj/	/eɪ/	/aɪ/	/ɔɪ/
cej	say /seɪ/	-	-
pej	pay /peɪ/	-	-
grej	grey /greɪ/	-	-
esej	essay /'eseɪ/	-	-
maj	-	my /maɪ/	-
daј	-	die /daɪ/	-
paј	-	rye /raɪ/	-
скај	-	sky /skaɪ/	-
boј	-	-	boy /bɔɪ/
toј	-	-	toy /tɔɪ/
koј	-	-	coy /kɔɪ/
coј	-	-	soy /sɔɪ/, soya /'sɔɪə/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /eɪ/, /aɪ/, and /ɔɪ/ change?

Tip: Focus on the diphthongs and their phonetic environment. Which sound follows /eɪ/, /aɪ/ or /ɔɪ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
grate /geɪt/	grade /greɪd/	gray /greɪ/	day /deɪ/	daydream /'deɪdri:m/
late /leɪt/	laid /leɪd/	lay /leɪ/	bake /beɪk/	bakery /'beɪkəri/
mate /meɪt/	made /meɪd/	May /meɪ/	fate /feɪt/	fatal /'fɛtl/
race /reɪs/	raise /reɪz/	ray /reɪ/	rain /reɪn/	rainy /'reɪni/
rate /reɪt/	raid /reɪd/	ray /reɪ/	paint /peɪnt/	painting /'peɪntɪŋ/
safe /seɪf/	save /seɪv/	say /seɪ/	save /seɪv/	savour /'seɪvə/
plate /pleɪt/	played /pleɪd/	play /pleɪ/	place /pleɪs/	places /'pleɪsɪz/
height /haɪt/	hide /haɪd/	high /haɪ/	child /tʃaɪld/	childish /'tʃaɪldɪʃ/
ice /aɪs/	eyed /aɪd/	I/eye /aɪ/	eye /aɪ/	island /'aɪlənd/
light /laɪt/	lied /laɪd/	lie /laɪ/	lie /laɪ/	library /'laɪbrəri/
life /laɪf/	live /laɪv/	lie /laɪ/	kind /kaɪnd/	kindness /'kaɪndnəs/
rice /raɪs/	rise /raɪz/	rye /raɪ/	price /praɪs/	priceless /'praɪsləs/
right/write /raɪt/	ride /raɪd/	rye /raɪ/	ride /raɪd/	rider /'raɪdə/
sight/site /saɪt/	side /saɪ/	sigh /saɪ/	size /saɪz/	sizable /'saɪzəbl/
tight /taɪt/	tide /taɪd/	tie /taɪ/	sigh /saɪ/	silently /'saɪləntli/
white /waɪt/	wide /waɪd/	why waɪ/	shine /ʃaɪn/	shiny /'ʃaɪni/
boisterous /'bɔɪstərəs/	boys /bɔɪz/	boy /bɔɪ/	boy /bɔɪ/	boyhood /'bɔɪhʊd/
cloister /'klɔɪstə/	cloys /klɔɪz/	cloy /klɔɪ/	cloy /klɔɪ/	cloyingly /'klɔɪŋli/
joist /dʒɔɪst/	joys /dʒɔɪz/	joy /dʒɔɪ/	joy /dʒɔɪ/	joyful /'dʒɔɪfəl/

Exercise 3

Learning focus: Words for practice → diphthongs in different phonetic contexts

Pronounce the following words with /eɪ/, /aɪ/, and /ɔɪ/. Analyse the phonetic environment, word position, and syllable type.

/eɪ/	/aɪ/	/ɔɪ/
amazement /ə'meɪzmənt/	advise /əd'vaɪz/	annoy /ə'nɔɪ/
amiable /'eɪmiəbl/	alike /ə'laɪk/	choice /tʃɔɪs/
appreciate /ə'pri:ʃiət/	apply /ə'plai/	destroy /dɪ'strɔɪ/
associate /ə'səʊsiət/	beside /bɪ'saɪd/	employ /ɪm'plɔɪ/
Australia /ɒs'treɪliə/	certify /'sɜ:tɪfaɪ/	enjoy /ɪn'dʒɔɪ/
available /ə'veɪləbl/	decide /dɪ'saɪd/	exploit /ɪk'splɔɪt/
behaviour /bɪ'heɪvɪə/	delight /dɪ'laɪt/	joyous /'dʒɔɪəs/
collaborate /kə'læbəreɪt/	deny /dɪ'naɪ/	loiter /'lɔɪtə/
consideration /kən,sɪdə'reɪʃən/	describe /dɪ'skraɪb/	loyal /'lɔɪəl/
contemplate /'kɒntəmpleɪt/	electrify /i'lektɪfaɪ/	moisturizer /'mɔɪstʃəraɪzə/
conversation /ˌkɒnvə'seɪʃən/	exercise /'eksəsaɪz/	noise /nɔɪz/
coordinate /kəʊ'ɔ:dnɪt/	fortify /'fɔ:tɪfaɪ/	ointment /'ɔɪntmənt/
debatable /dɪ'beɪtəbl/	internalise /ɪn'tɜ:nəlaɪz/	oyster /'ɔɪstə/
destination /ˌdestɪ'neɪʃən/	oblige /ə'blaɪdʒ/	poignant /'pɔɪnjənt/
exaggerate /ɪg'zædʒəreɪt/	occupy /'ɒkjʊpaɪ/	poison /'pɔɪzən/
perspiration /ˌpɜ:spə'reɪʃən/	organize /'ɔ:gənaɪz/	rejoice /rɪ'dʒɔɪs/
plagiarism /'pleɪdʒərɪzəm/	realize /'rɪəlaɪz/	royal /'rɔɪəl/
radio /'reɪdiəʊ/	satisfy /'sætɪsfaɪ/	voidable /'vɔɪdəbəl/
unmistakable /ˌʌnmɪ'steɪkəbəl/	terrify /'terɪfaɪ/	voiceless /'vɔɪsləs/
volcano /vɒl'keɪnəʊ/	tonight /tə'naɪt/	voyage /'vɔɪdʒ/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

field.

grain in the **field.**

stains the **grain** in the **field.**

The **rain stains** the **grain** in the **field.**

daylight.

bright in **daylight.**

looks bright in **daylight.**

The **sky looks bright** in **daylight.**

toys.

noise from their **toys.**

enjoy the **noise** from their **toys.**

My **boys enjoy** the **noise** from their **toys.**

/ei/

1. Brave knights praise the queen for her grace.
2. The day fades as the shade spreads across.
3. Play games near the bay and stay safe.
4. Stay awake and pray for day to break.
5. Rays of sun warm the bay as waves sway.
6. The waitress lays the tray on the table.
7. Sail away on the bay and stay away from danger.
8. Play the game and stay safe from the rain.
9. The painting portrays a scene of peace and tranquillity.
10. Stay near the bay and play in the sand.

/ai/

1. High above, the kite flies in the sky.
2. Buy some pie and fries for the drive to the beach.
3. Try to find the right size for your new tie.
4. Smile and wave as the plane flies in the sky.
5. Shy but kind, she tries to hide her pride.
6. The child with bright eyes was crying.
7. Tie your shoes and try to ride your bike.
8. Pies with sliced apples are nice for dessert.
9. Mind the time as you drive to the climb.
10. Fireflies light up the night with delight.

/ɔɪ/

1. Avoid the void where oily spots may boil.
2. The royal boy appoints his teacher of choice.
3. Joy found some old coins in the soil.
4. The boy destroyed his toys and got annoyed.
5. Troy rejoiced at Moira's success.
6. You should moisturise the skin every morning.
7. Roy is very loyal to his friends.
8. Use the ointment to moisten your skin.
9. She is bit of a tomboy and likes noise.
10. She gave me a coy look from under her fringe.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /eɪ/, /aɪ/, and /ɔɪ/ occur. Underline the letter(s) that represent(s) the sound /eɪ/, /aɪ/ or /ɔɪ/ in each set respectively. Learn one sentence.

/eɪ/

1. The examination may take place later.
2. The Australians played a great game yesterday.
3. In spite of his age, he has neither aches nor pains.
4. The baker's boy refused to kiss his fiancée.
5. Did they come to taste the grapes today?
6. The mayor wanted to send the invitations to London.
7. Who can explain why the operation was delayed.
8. The nurse was afraid to see her new patient for the rest of the day.
9. She wore a rather faded, shapeless fray dress.
10. Where's the application form? I saw it on the table eight minutes ago.
11. They waited for the players in the bay but they came very late.
12. Don't delay the engagement for more than eight days.
13. I can't taste these cakes because they are overbaked.
14. Waiting for the waiter, she read all the daily papers she found on the table.
15. I can't explain the page because it contains many mistakes.

/aɪ/

1. The trial is on Friday night in the library.
2. He has a small fly in his eye. That's why he is crying.
3. I decided to describe his private life.
4. Each item you buy is itemised.
5. The island is isolated and difficult to reach.
6. The writer was satisfied with the title.
7. Irene did not realize that Jack had arrived there.
8. They sometimes serve Turkish delight.
9. Be quiet and do your exercises.
10. Your wife has found the sharp knife.
11. Try to hide your private life in front of the guide.
12. When we realized how quiet the island was, we decided to stay for twenty-five days and invited our friends.
13. She arrived with her child on Friday in July.
14. I like the heights when the sun shines in the sky.
15. Fly, kite, high in the shining sky under the bright light.

/ɔɪ/

1. That noisy boy has a most annoying voice.
2. The lawyer spoilt our enjoyment of the play.
3. It was a great joy to watch the boy play.
4. The employer exploited his employees.
5. Don't spoil the joint by boiling it.
6. During our voyage to England, we hope to see the Royal family.
7. A noisy noise annoys the oyster.
8. Joyce hopes to get employment as a radio announcer.
9. The smell of oil was very annoying.
10. Did you find the coin in the moist soil?
11. Though he is a man of Royal origin, he is employed as a liftboy.
12. Don't make noise with your voice.
13. Roy was appointed mayor of the city for being loyal to the Oil Company.
14. The voice of the lawyer spoilt the enjoyment of the play.
15. We must leave the choice to the fall of the coin.

Exercise 6

Learning focus: Passages for practice → diphthongs in context, fluency

The diphthong /eɪ/ is dominant in the following text. Read it aloud paying attention to variants in length.

The fruits, which are native to these mountains, have great weight but little flavour, and only by patient cultivation, improvements can be made. However, most cultivators follow the ancient and sacred ways, which encourage haste and lead to a waste of the gifts which nature has given them. Their hatred of all change makes them obey their aged chiefs whatever the danger of such behaviour. I am in favour of making arrangement to train some of the younger men on the plains, so that a basis may be laid for better improvement.

The diphthong /aɪ/ is dominant in the following text. Read it aloud paying attention to variants in length.

I myself had the idea that we might buy a guidebook to the British Isles before we went. I applied to our library for the title, and in their reply they gave me the name of a shop that could supply it. It was an ideal guide! We went to Britain at the height of the summer. The weather was mild all the time, and we saw all the sights. The thing that delighted and satisfied us most was sitting idly in a private garden by a winding river with no sound of town life as far as the horizon.

The diphthong /ɔɪ/ is dominant in the following text. Read it aloud paying attention to variants in length.

They say it's a joy to watch a little boy play with his toys. But my nephew is no ordinary boy. He is a noisy boy with a most annoying voice. His only way of enjoying himself is to make noise. His parents say he thinks he sings but, in fact, he screams and throws tantrums. He always spoils our enjoyment at family gatherings.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Diphthong	Spelling
/eɪ/	t _ ste, procl _ _ m, aw _ _ , _ _ ght, br _ _ k, h _ _ fpenny, b _ ss, g _ _ ge, caf _ , fianc _ _ , th _ _
Your examples for /eɪ/	

/aɪ/	gl_de, suppl_, h_gh, l_, _ther, _sle, b_, ch_, g_de note: eye /aɪ/
Your examples for /aɪ/	
/ɔɪ/	ch_ce, l_al, l_yer
Your examples for /ɔɪ/	

Part V: Reflection

Think about the diphthongs you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/eɪ/

- I **can** / **cannot** discriminate this diphthong easily.
- I find this diphthong **easy** / **difficult** to pronounce.
- This diphthong:
 - is the same as its Macedonian counterpart.
 - is similar to its Macedonian counterpart.
 - does not have a Macedonian counterpart.
- I learnt that this diphthong has the following features:

- Tip to myself: Try pronouncing this diphthong by ...

/aɪ/

1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

/ɔɪ/

1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

3.2 /aʊ/ and /əʊ/

/aʊ/



/əʊ/

Part I: Diphthong ID

Read the assigned materials for the diphthongs /aʊ/ and /əʊ/. Answer the questions briefly and concisely.

	/aʊ/	/əʊ/
Reference word		
Classification What are the classificatory labels for this diphthong?		
Formation How is this diphthong pronounced? (tongue height/part, lip position, glide)		
Distribution: Word level What word position can this diphthong take up? (initial, medial, final)		
Distribution: Syllable type What type of syllable is this diphthong found in? (stressed only, unstressed only, both stressed and unstressed)		
Distribution: Changes in quantity (word level) Does the length of this diphthong change? If yes, how? Give examples.		
Distribution: Changes in quality (utterance level) Does this diphthong change into a different diphthong due to loss of sentence stress? If yes, how? List the function words.		
Other specific features Does this diphthong show any unique characteristics? (allophones)		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. grand – ground	4. hand – hound	7. row – raw
2. cow – car	5. loud – lard	8. pearl – pole
3. mouse – mass	6. bone – born	9. woke – work

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–4. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 CATCH – COUCH	2 CAN'T – COUNT	3 BOAT – BOUGHT	4 BONE – BURN
1. catch – couch	1. can't – count	1. boat – bought	1. bone – burn
2. catch – couch	2. can't – count	2. boat – bought	2. bone – burn
3. catch – couch	3. can't – count	3. boat – bought	3. bone – burn
4. catch – couch	4. can't – count	4. boat – bought	4. bone – burn
5. catch – couch	5. can't – count	5. boat – bought	5. bone – burn
6. catch – couch	6. can't – count	6. boat – bought	6. bone – burn
7. catch – couch	7. can't – count	7. boat – bought	7. bone – burn

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- the same as the first word ($X=A$),
- the same as the third word ($X=B$), or
- the same as A and B i.e., all words are the same ($A=X=B$),
- all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the diphthong. The speakers are always different 😊

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 5

Listen to the recordings. You will hear four sequences of five different words. For each sequence (1–4) answer the question. Write your answer (i.e., the number) next to the question.

1. How many times do you hear a word with /aʊ/? _____
2. How many times do you hear a word with /əʊ/? _____
3. How many times do you hear a word with /aʊ/? _____
4. How many times do you hear a word with /əʊ/? _____

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with the diphthongs /aʊ/ or /əʊ/ can you hear? Write your answer (i.e., the number).

1. /aʊ/ _____ The words are _____
/əʊ/ _____ The words are _____
2. /aʊ/ _____ The words are _____
/əʊ/ _____ The words are _____

3. /aʊ/ _____ The words are _____
 /əʊ/ _____ The words are _____
4. /aʊ/ _____ The words are _____
 /əʊ/ _____ The words are _____
5. /aʊ/ _____ The words are _____
 /əʊ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English diphthongs /aʊ/ and /əʊ/ with their closest Macedonian counterparts. What do you notice?

Macedonian	English	
/au/, [Cəu ^{unprotruded}]	/aʊ/	/əʊ/
аут	out /aʊt/	-
кауч	couch /kaʊtʃ/	-
каубој	cowboy /'kaʊbɔɪ/	-
фаул	foul /faʊl/	-
бу [bəu]	-	boat
гу [gəu]	-	go
ду [dəu]	-	dough
му [məu]	-	mow
ну [nəu]	-	no
лу [ləu]	-	low
ру [rəu]	-	row
су [səu]	-	so
џу [dʒəu]	-	Joe
шу [ʃəu]	-	show

Exercise 2

Learning focus: Terminology → *clipping, vowel-length allophony*

Pronounce the following groups of words. How does the length of /aʊ/ and /əʊ/ change?

Tip: Focus on the diphthongs and their phonetic environment. Which sound follows /aʊ/ and /əʊ/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
lout /laʊt/	loud /laʊd/	-	loud /laʊd/	loudness /'laʊdnɪs/
mouth (n.) /maʊθ/	mouth (v.) /maʊð/	-	mount /maʊnt/	mountain /'maʊntɪn/
house (n.) /haʊs/	house (v.) /haʊz/	-	clown /klaʊn/	clownish /'klaʊnɪʃ/
boat /bəʊt/	bode /bəʊt/	bow /bəʊ/	joke /'dʒəʊk/	jokingly /'dʒəʊkɪŋli/
coat /keʊt/	code /keʊd/	-	close /kleʊz/	closely /'kleʊsli/
float /fləʊt/	load /ləʊd/	low /ləʊ/	low /ləʊ/	lowered /'ləʊəd/
moat /məʊt/	mode /məʊd/	mow /məʊ/	mow /məʊ/	motring /'məʊtərɪŋ/
oat /əʊt/	ode /əʊd/	oh /əʊ/	poke /pəʊk/	poker /'pəʊkə/
groat /grəʊt/	road /rəʊd/	row /rəʊ/	pole /pəʊl/	polar /'pəʊlə/
rope /rəʊp/	robe /rəʊb/	row /rəʊ/	soap /seʊp/	soapy /'seʊpi/

Exercise 3

Learning focus: Words for practice → diphthongs in different phonetic contexts

Pronounce the following words with /aʊ/ and /əʊ/. Analyse the phonetic environment, word position, and syllable type.

/aʊ/	/əʊ/
announce /ə'naʊns/	barrow /'bærəʊ/
bowels /'baʊəlz/	bellow /'beləʊ/
brownish /'braʊnɪʃ/	borrow /'bɒrəʊ/
cloudy /'klaʊdi/	fellow /'feləʊ/
council /'kaʊnsəl/, /'kaʊnsl/	homeless /'həʊmlɪs/
county /'kaʊnti/	imposing /ɪm'pəʊzɪŋ/
dower /'daʊə/	lotion /'ləʊʃən/
dowry /'daʊəri/	motive /'məʊtɪv/
flour /flaʊə/	motor /'məʊtə/
founder /'faʊndə/	narrow /'nærəʊ/
our /aʊə/	odious /'əʊdiəs/
power /'paʊə/	only /'əʊnli/
powerful /'paʊəfʊl/	potato /pə'tetəʊ/
profound /prə'faʊnd/	shoulder /'ʃəʊldə/
renown /rɪ'naʊn/	sorrow /'sɒrəʊ/
shower /ʃaʊə/	stony /'stəʊni/
sour /saʊə/	token /'təʊkən/
thousand /'θaʊzənd/, /'θaʊznd/	tomato /tə'mɑ:təʊ/
tower /'taʊə/	tomorrow /tə'mɒrəʊ/
underground /ˌʌndə'graʊnd/	total /'təʊtl/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

town.

about the town.

aloud about the town.

shout aloud about the town.

crowds shout aloud about the town.

Loud crowds shout aloud about the town.

tomorrow.

go on tomorrow.

show will go on tomorrow.

knows the show will go on tomorrow.

He knows the show will go on tomorrow.

/aʊ/

1. Now is the time to plough the field.
2. Crowds shouted in protest as they doubted the outcome.
3. Bounce the ball and announce the game now.
4. The crowd found the loud sound astounding.
5. Cows browse the meadow as the clouds roll.
6. Police announced the arrival of the crowd.
7. The crown allowed the town to thrive and grow.
8. Loud sounds surround the town.
9. Crowds browse the stands as the game starts.
10. I had a quick scout around the house.

/əʊ/

1. Below the window, the cat sleeps on the pillow.
2. The shallow water flows below the meadow.
3. Yellow flowers grow by the lower window.
4. She knows the fellow will show up tomorrow.
5. Snow covers the meadow in the winter.
6. Go slowly through the narrow road by the field.
7. The clouds glow yellow in the sunset.
8. There are flowers growing below the willow.
9. The shallow brook flows through the meadow.
10. He knows the boat will float above the flow.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /aʊ/ and /əʊ/ occur. Underline the letter(s) that represent(s) the sound /aʊ/ or /əʊ/ in each set respectively. Learn one sentence.

/aʊ/

1. The vowels should be pronounced louder than all other sounds.
2. Uncountable nouns are nouns that cannot be counted.
3. Does anyone know how the mouse got into the house?
4. He spent hour after hour in the garden among his flowers.
5. She hasn't found out how much he will pay for the owl.
6. The hound ran around and around the cow.
7. Those clouds are moving toward the south.
8. The crowd found the ploughman out of the house behind the barn.
9. What was the row about?
10. He had two houses outside town.
11. Howard was allowed to buy a new pair of trousers.
12. That sounds a bit too loud.
13. Why did you buy the trout at such a high price?
14. There is no doubt; he has gone to the south.
15. Our accountant's house is downtown.

/əʊ/

1. No, no, no, Joe. Don't go alone.
2. Oh, no. He plays the oboe again.
3. Jones won't stay home.
4. His motor gets cold when it snows.
5. The dog hit his nose on a cold tombstone.
6. Joe, go to the butcher's and get a bone for Rover.
7. The boys rolled over and over on the lawn.
8. No notice was given of the closing of the show.
9. Mrs. Joseph is leaving for home in November.
10. For a moment Sue did not know where she was going.
11. Why didn't you fold your clothes more carefully?
12. You loathe old folk music, don't you?

13. Years ago, poets roved all over the globe.
14. He had his coat on and I didn't notice his broken shoulder.
15. Though it was snowy and the wind was blowing, our warm room was cosy.

Exercise 6

Learning focus: Passages for practice → diphthongs in context, fluency

The diphthong /aʊ/ is dominant in the following text. Read it aloud paying attention to variants in length.

We lay on a couch of dry leaves beneath a shady bough at the boundary between the brown plough-land and the lake, which the drought turned into a foul slough. The water-fowl had gone, but an owl hooted loudly behind us and our dog growled. A puff of wind stirred a cloud of powdery dust. I had had enough! I bounded to my feet and vowed that I would leave this parched land. Jill laughed. With her crown of blonde hair and her peasant blouse she looked a child.

The diphthong /əʊ/ is dominant in the following text. Read it aloud paying attention to variants in length.

Although the road only goes as far as the river, and there's no bridge, there's an old boat, which we row across to our host's house; and most of the year, the water is so shallow that we walk across. It's rather cold, but we roll up our trousers and hold on to the rope which is tied to posts on both sides of the river. When the snow melts both posts are under water. A month ago, I saw a photograph of the water and the posts.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Diphthong	Spelling
/aʊ/	f__nd, t__el
Your examples for /aʊ/	
/əʊ/	p__st, l__f, plat___, thr__, d____, s__, br__ch, f__ note: oh /əʊ/
Your examples for /əʊ/	

Part V: Reflection

Think about the diphthongs you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/aʊ/

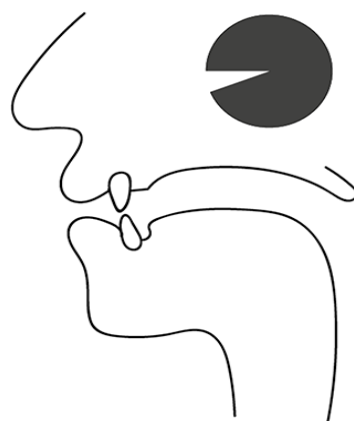
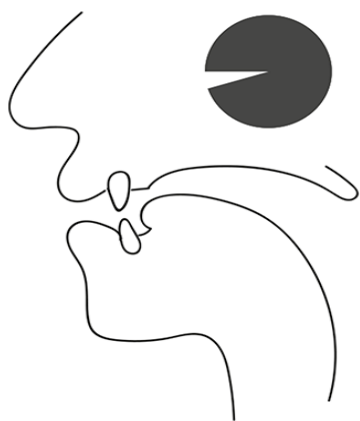
1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

/əʊ/

1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

3.3 /ɪə/, /eə/, and /ʊə/**/ɪə/****/eə/****/ʊə/**

Part I: Diphthong ID

Read the assigned materials for the diphthongs /ɪə/, /eə/, and /ʊə/. Answer the questions briefly and concisely.

	/ɪə/	/eə/	/ʊə/
Reference word			
Classification What are the classificatory labels for this diphthong?			
Formation How is this diphthong pronounced? (tongue height/part, lip position, glide)			
Distribution: Word level What word position can this diphthong take up? (initial, medial, final)			
Distribution: Syllable type What type of syllable is this diphthong found in? (stressed only, unstressed only, both stressed and unstressed)			
Distribution: Changes in quantity (word level) Does the length of this diphthong change? If yes, how? Give examples.			
Distribution: Changes in quality (utterance level) Does this diphthong change into a different diphthong due to loss of sentence stress? If yes, how? List the function words.			
Other specific features Does this diphthong show any unique characteristics? (allophones)			

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

1. a) same The word is _____
 b) different The words are _____ and _____
2. a) same The word is _____
 b) different The words are _____ and _____
3. a) same The word is _____
 b) different The words are _____ and _____
4. a) same The word is _____
 b) different The words are _____ and _____
5. a) same The word is _____
 b) different The words are _____ and _____
6. a) same The word is _____
 b) different The words are _____ and _____
7. a) same The word is _____
 b) different The words are _____ and _____
8. a) same The word is _____
 b) different The words are _____ and _____
9. a) same The word is _____
 b) different The words are _____ and _____
10. a) same The word is _____
 b) different The words are _____ and _____

Exercise 2

Read the minimal pairs below (1–9). Do you know their meaning? Do you know their pronunciation? Underline the words you don't know and look them up in a dictionary. Then, listen to the recording. Circle the word you hear.

Note: You will not hear the numbers on the recording.

1. fears – fizz	4. Mary – merry	7. moor – more
2. ears – ease	5. fare – fur	8. dour – due
3. steer – stir	6. fairy – ferry	9. cure – queue

Exercise 3

Do you know the meaning of the words contrasted in these minimal pairs? If not, look them up in a dictionary. Then, listen to a recording for each minimal pair 1–6. You will hear seven instances of the words (either the first member of the pair or the second). Which of the two words do you hear? Circle the word you hear.

Note: You will not hear the numbers on the recording.

1 BEARD – BEAD	2 VARY – VERY	3 PURE – PEW
1. beard – bead	1. vary – very	1. deed – did
2. beard – bead	2. vary – very	2. deed – did
3. beard – bead	3. vary – very	3. deed – did
4. beard – bead	4. vary – very	4. deed – did
5. beard – bead	5. vary – very	5. deed – did
6. beard – bead	6. vary – very	6. deed – did
7. beard – bead	7. vary – very	7. deed – did

4 PIERCE – PURSE	5 CARE – CUR	6 CURE – CORE
1. pierce – purse	1. care – cur	1. cure – core
2. pierce – purse	2. care – cur	2. cure – core
3. pierce – purse	3. care – cur	3. cure – core
4. pierce – purse	4. care – cur	4. cure – core
5. pierce – purse	5. care – cur	5. cure – core
6. pierce – purse	6. care – cur	6. cure – core
7. pierce – purse	7. care – cur	7. cure – core

Exercise 4

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: Concentrate on the diphthong. The speakers are always different 😊

- | | | | | |
|----|--------------------------|-------|-------|-------|
| 1. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 2. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 3. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 4. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 5. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |
| 6. | Answer: _____ | | | |
| | The sequence you hear is | _____ | _____ | _____ |

Exercise 5

Listen to the recordings. You will hear six sequences of five different words. For each sequence (1–6) answer the question. Write your answer (i.e., the number) next to the question.

- | | | |
|----|--|-------|
| 1. | How many times do you hear a word with /ɪə/? | _____ |
| 2. | How many times do you hear a word with /ʊə/? | _____ |
| 3. | How many times do you hear a word with /eə/? | _____ |
| 4. | How many times do you hear a word with /ɪə/? | _____ |
| 5. | How many times do you hear a word with /eə/? | _____ |
| 6. | How many times do you hear a word with /ʊə/? | _____ |

Exercise 6

Listen to the recordings. You will hear five sentences backchained. How many words with the diphthongs /ɪə/, /eə/ or /ʊə/ can you hear? Write your answer (i.e., the number).

1. /ɪə/ _____ The words are _____
 /eə/ _____ The words are _____
2. /eə/ _____ The words are _____
 /ʊə/ _____ The words are _____
3. /ɪə/ _____ The words are _____
 /ʊə/ _____ The words are _____
4. /eə/ _____ The words are _____
 /ʊə/ _____ The words are _____
5. /ɪə/ _____ The words are _____
 /eə/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English diphthongs /ɪə/, /eə/, and /ʊə/ with their closest Macedonian counterparts. What do you notice?

Macedonian	English		
/ija/, /ea/, /ua/	/ɪə/	/eə/	/ʊə/
чија	cheer /tʃɪə/	-	-
Tea	-	tear /teə/	-
статуа	-	-	tour /tʊə/

Exercise 2

Learning focus: Terminology → clipping, vowel-length allophony

Pronounce the following groups of words. How does the length of /ɪə/, /eə/, and /ʊə/ change?

Tip: Focus on the diphthongs and their phonetic environment. Which sound follows /ɪə/, /eə/, and /ʊə/? Does their length change in monosyllabic vs. polysyllabic words?

Monosyllabic words			Monosyllabic vs. polysyllabic words	
fierce /fɪəs/	fears /fɪəz/	fear /fiə/	fear /fiə/	fearful /'fiəfəl/, /'fiəfl/
pierce /piəs/	piers piəz/	peer /piə/	pierce /piəs/	piercing /'piəsɪŋ/
tierce /tiəs/	tears /tiəz/	tear /tiə/	tear /tiə/	tearfulness /'tiəfəlnəs/
-	cared /keəd/	care /keə/	care /keə/	carefree /'keəfri:/
-	wears /weəz/	wear /weə/	wear /weə/	wearisome /'wɛərisəm/
scarce /skeəs/	scares /skeəz/	scare /skeə/	scare /skeə/	scary /'skeəri/
-	cures /kjʊə/	cure /kjʊə/	cure /kjʊə/	curettage /,kjʊəri'tæ:ʒ/
Stuart /stjuət/	toured /tuəd/	tour /tuə/	tour /tuə/	tourist /'tʊərɪst/
Stuart /stjuət/	steward /stjuəd/	-	pure /pjʊə/	purity /'pjʊərəti/

Exercise 3

Learning focus: Words for practice → diphthongs in different phonetic contexts

Pronounce the following words with /ɪə/, /eə/, and /ʊə/. Analyse the phonetic environment, word position, and syllable type.

/ɪə/	/eə/	/ʊə/
cafeteria /,kæfə'tɪəriə/	aircraft /'eəkra:ft/	congruous /'kɒŋgrʊəs/
cereal /'siəriəl/	airport /'eəpɔ:t/	curious /'kjʊəriəs/
criterion /kraɪ'tɪəriən/	aquarium /ə'kwɛəriəm/	during /'dʒʊəriŋ/
experience /ɪk'spiəriəns/	barefaced /'beəfeɪst/	Europe /'jʊərəp/
exterior /ɪk'stiəriəl/	bearskin /beəskɪn/	February /'febrʊəri/
hysteria /hɪ'stiəriə/	barefoot /'beəfʊt/	furious /'fjʊəriəs/
ideal /aɪ'diəl/	caretaker /'keətɪkə/	fury /'fjʊəri/
imperious /ɪm'piəriəs/	daresay /,deəseɪ/	influence /'ɪnfluəns/
interior /ɪn'tɪəriəl/	hairpin /'heəpɪn/	injurious /ɪn'dʒʊəriəs/
managerial /,mænə'dʒɪəriəl/	librarian /laɪ'breəriən/	January /'dʒænjʊəri/
material /mə'tɪəriəl/	mayor /meə/	jury /'dʒʊəri/
mysterious /mɪ'stiəriəs/	millionaire /,mɪljə'neə/	lure /lʊə/
period /'piəriəd/	nightmare /'naɪtmeə/	luxurious /lʌg'ʒʊəriəs/
query /'kwɪəri/	planetarium /,plæni'teəriəm/	manure /mə'njʊə/
really /'riəli/	prayer /preə/	mature /mə'tʃʊə/
series /'siəri:z/	questionnaire /,kwestʃə'neə/	mural /'mjʊərəl/
serious /'siəriəs/	software /'sɒftweə/	plural /'plʊərl/
severe /si'viə/	threadbare /'θredbeə/	rural /'rʊərəl/
smearred /smiəd/	various /'veəriəs/	spurious /'spjʊəriəs/
sphere /sfɪə/	vegetarian /,vedʒɪ'teəriən/	usual /'ju:ʒʊəl/

Exercise 4

Learning focus: Rhythmic word group practice → backchaining

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

eye.

tear in her **eye.**

led to a **tear** in her **eye.**

failure led to a **tear** in her **eye.**

Fear of **failure led** to a **tear** in her **eye.**

there.

girl over **there.**

fair-haired girl over **there.**

Claire is the **fair-haired girl** over **there.**

cures.

search of **cures.**

moor in **search** of **cures.**

explore the **moor** in **search** of **cures.**

Tourists explore the **moor** in **search** of **cures.**

/ɪə/

1. The beer is near the edge of the table.
2. She looked at him with a sneer on her face.
3. Near the pier, seagulls cheer as boats steer.
4. She volunteers to appear on peer review panels.
5. The mere idea of a career change fills him with fear.
6. The underlying tension in their manner created an atmosphere of fear.
7. Cheerleaders cheered more loudly near the end of the game.
8. The pioneer who persevered despite adversity is greeted with cheer.
9. The engineer admired her fierce determination.
10. Sheer terror clears the mind of all thoughts.

/eə/

1. The bear came near the lair.
2. Don't stare at Blair on the stairs.
3. That's the square where the fair will be held.
4. It'll be a rare treat to see him ride a mare.
5. This pair of trousers put up well with wear and tear.
6. She was wearing a sparkly cocktail dress.
7. Everyone stared at the flaky girl in denim flares.
8. It's rare to see hares out of nests where they bear their young.
9. He carefully invests in stock and shares.
10. She made a careless remark and he was in despair.

/ʊə/

1. Surely, the cure for his flu would work.
2. Fury erupted as the tour was cancelled abruptly.
3. She urged him to be mature and endure the lecture.
4. He stared at the obscure figure in the darkness.
5. The bureau was secured with a lock.
6. The reviewer claimed the arguments were spurious.
7. The doctor wasn't sure that he could cure the poor steward.
8. Residual oil has to be cleaned up.
9. Fury engulfs him as he endures the pressure.
10. Pure joy and bliss spreads as the cure takes effect.

Exercise 5

Learning focus: Sentences for practice → words in context, weak forms, sound-to-spelling

Read aloud the following sentences. Pay special attention to the words where /ɪə/, /eə/, and /ʊə/ occur. Underline the letter(s) that represent(s) the sound /ɪə/, /eə/ or /ʊə/ in each set respectively. Learn one sentence.

/ɪə/

1. A series of mysterious crimes seems to have been committed here.
2. Don't put your beard in the beer.
3. Peter is a superior person with much experience.
4. We're near the end of the year.

5. The audience cheered the actor who played King Lear.
6. He became weird through years of serious study.
7. I didn't realise I was talking to the hero.
8. I sincerely believe that John is a dear.
9. Nearly all of them were at the theatre.
10. The interior of the museum appeared to be very old.
11. This theory is based on my personal experience of dealing with people sick with hysteria.
12. Can't you steer the boat clear?
13. He didn't hear me at first because he was examining the exterior of the weird place.
14. Within a period of a year, they became superior in the pioneer's work.
15. When I was young, I feared my grandfather's appearance. He was wearing beard and whenever I saw him, I'd always burst in tears.

/eə/

1. Clare has a flare for rare antiques.
2. She can't bear having her cuticles pared.
3. Mary is shy but doesn't care to be stared at.
4. Would you dare to go to the lair of the hairy bear?
5. I am not prepared to wear shorts.
6. The Mayor was careful not to swear in public.
7. The caretaker had his haircut at the airport.
8. The air conditioner must be repaired carefully.
9. Take care of your fair hair and wear a hat in bad weather.
10. You'd be scared of riding on a mare, wouldn't you?
11. Take some pears for your parents when you go upstairs.
12. The Mayor declared the results of the election in the square.
13. He began to tear the letter in despair.
14. I don't care whether I live upstairs or downstairs.
15. The heir took care to put out a chair for his uncle.

/ʊə/

1. No one feels secure during the fury of the war.
2. Mary is sure that the boy is very poor.
3. What cannot be cured must be endured.
4. The furious cooks fought a curious duel with skewers.
5. Your roses need pure manure to make them mature.

6. The tourist became furious after dinner.
7. The doctor wasn't able to cure the steward.
8. "This beer's quite pure", said the brewer.
9. Are you sure he is a boor?
10. The jury was not sure who had stolen the jewels.
11. The influence of this rural district on his painting is great.
12. As an amateur, I was anxious to see Italy during our tour.
13. They say curiosity is incurable.
14. The cruelty of his actions was kept obscure.
15. The tap water was categorised as impure.

Exercise 6

Learning focus: Passages for practice → diphthongs in context, fluency

The diphthong /ɪə/ is dominant in the following text. Read it aloud paying attention to variants in length.

He was a fierce man with dirty ears and dirtier beard. He was about fifty years old, I thought. He was looking angrily here and there, getting angrier every minute. He was standing by the theatre near the pier where my dears worked. I walked to the back of the theatre and started to climb the stairs. He didn't hear me at first, but then I slipped. He looked up with real hate in his eyes. His appearance was so weird that I tried to hide in the interior of the theatre.

The diphthong /eə/ is dominant in the following text. Read it aloud paying attention to variants in length.

Our zoo has various pairs of rare deer, which are scarce or disappearing in their own homelands. Great care is taken to keep them cheerful and happy. Instead of bare cages, we had the daring idea of letting them share a piece of land that had been cleared by the engineers during the war. Although we realize that this is not ideal for wild animals, we have no fears about their feeling happy here. I daresay they are happier here than the deer in their homeland.

The diphthong /ʊə/ is dominant in the following text. Read it aloud paying attention to variants in length.

A rich tourist, who was touring in the south, had been dragged out of his car on a lonely moor and cruelly murdered. As an amateur detective, I was curious to see how the rural colonel and his jury would react. I, therefore, played truant from my office for the duration of the case, leaving my poor secretary to cope with furious clients whose fuel was not delivered. She has a fluent tongue, so I was sure that all would be well.

Part IV: Orthography

Fill in the missing letters and then add examples of your own.

Diphthong	Spelling
/ɪə/	engin____, app____, m____, w____d, h_ro, id____, ____n (name), mus____m, th____logical
Your examples for /ɪə/	
/eə/	desp____, st____, w____, v_ry, wh____, h____, sc____ce, ____rial
Your examples for /eə/	
/ʊə/	end____, c_rious, , us__l, d__l, s__er, fl__rine, fl__nt, j__el*, p____*, t____* *check the dictionary for optional pronunciation combinations
Your examples for /ʊə/	

Part V: Reflection

Think about the diphthongs you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian vocalic systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/ɪə/

- I **can** / **cannot** discriminate this diphthong easily.
- I find this diphthong **easy** / **difficult** to pronounce.
- This diphthong:
 - is the same as its Macedonian counterpart.
 - is similar to its Macedonian counterpart.
 - does not have a Macedonian counterpart.
- I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

/eə/

1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

/ʊə/

1. I **can** / **cannot** discriminate this diphthong easily.
2. I find this diphthong **easy** / **difficult** to pronounce.
3. This diphthong:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this diphthong has the following features:

5. Tip to myself: Try pronouncing this diphthong by ...

Revision 1 Vowels and diphthongs

Exercise 1

Circle the classificatory labels that apply to each vowel and diphthong.

Vowel	height of the tongue	part of the tongue	inherent length	tenseness of the muscles of tongue and throat	lip position
/i:/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ɪ/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/e/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/æ/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ʌ/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ɑ:/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ɔ:/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ɒ/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded

/u:/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ʊ/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ɜ:/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded
/ə/	close (high) half-close (mid-high) half-open (mid-low) open (low)	front back central	long short	tense lax	rounded unrounded

Diphthong	Distance between the elements	Audibility of the elements
/eɪ/	wide narrow	falling rising/centring
/aɪ/	wide narrow	falling rising/centring
/ɔɪ/	wide narrow	falling rising/centring
/aʊ/	wide narrow	falling rising/centring
/əʊ/	wide narrow	falling rising/centring
/ɪə/	wide narrow	falling rising/centring
/eə/	wide narrow	falling rising/centring
/ʊə/	wide narrow	falling rising/centring

Exercise 4

Pronounce the following minimal pairs. Pay attention to the movement of the tongue and the position of the lips when producing the vowels and diphthongs.

/i:/ – /ɪ/	/e/ – /æ/	/ɑ:/ – /ʌ/	/ɑ:/ – /ɒ/	/ɒ/ – /ɔ:/
eel – ill feeling – filling field – filled fleet – flit keen – kin leaking – licking leaving – living peep – pip ream – rim sleeping – slipping week – wick	set – sat said – sad beg – bag send – sand lend – land head – had men – man merry – marry letter – latter pen – pan	bark – buck psalm – sum lark – luck harm – hum park – puck harsh – hush staff – stuff darn – done	calf – cough card – cod cart – cot cast – cost dark – dock heart – hot large – lodge lark – lock last – lost mark – mock part – pot shark – shock sharp – shop	cot – court spot – sport pot – port shot – short stock – stork cod – cord fox – forks odder – order

/ɔ:/ – /ɑ:/	/ɪ/ – /ʊ/	/u:/ – /ʊ/	/ɔ:/ – /ɔɪ/	/ɒ/ – /ɔɪ/
port – part form – farm born – barn	fill – full kick – cook kid – could lick – look will – would hid – hood bill – bull women – woman	shoed – should wooded – would cooed – could who’d – hood fool – full pool – pull Luke – look	pause – poise bald – boiled lawn – loin ball – boil gnaws – noise fall – foil saw – soy jaw – joy all – oil corn – coin	John – join boss – boys lot – Lloyd

/e/ – /ɜ:/	/ɒ/ – /ɜ:/	/ɔ:/ – /ɜ:/	/ʌ/ – /ɜ:/	/ɑ:/ – /ɜ:/
ten – turn bed – bird head – heard bent – burnt debt – dirt edge – urge gem – germ	dot – dirt shot – shirt want – weren't cost – cursed hot – hurt	short – shirt saw – sir court – curt form – firm born – burn	bun – burn hut – hurt bud – bird shut – shirt luck – lurk	barn – burn heart – hurt fast – first hard – heard pass – purse dart – dirt carve – curve farm – firm fast – first

/e/ – /eə/	/ɜ:/ – /eə/	/ɪə/ – /eə/	/u:/ – /ʊə/	/eə/ – /ʊə/
fled – flared cherry – chary ferry – fairy bed – bared shed – shared merry – Mary led – laird dead – dared	purr – pair stir – stair fur – fair her – hair were – where purse – pears	here – hair fear – fare beer – bear beard – bared speared – spared smeary – Mary	pew – pure moo – moor shoe – sure blue – bluer new – newer queue – cure too – tour few – fewer	share – sure pair – poor tear – tour mares – moors

/i:/ – /ɜ:/	/aʊ/ – /ɑ:/	/əʊ/ – /u:/	/əʊ/ – /ɜ:/	/əʊ/ – /ɔ:/
bead – bird bean – burn beast – burst heat – hurt lean – learn peal – pearl sheet – shirt team – term teen – turn weak – work weed – word	brow – bra tout – tart cow – car doubts – darts pout – part pouch – parch count – can't	hope – who soap – Sue toe – two wrote – root shows – shoes blow – blue flow – flew chose – choose	cold – curled loan – learn tone – turn post – pursed joke – jerk blow – blur so – sir woke – work boast – burst bone – burn	poke – pork whole – hall flow – flaw moan – mourn code – cord load – lord coke – cork foam – form

/i:/ – /ɪ/ – /e/			/e/ – /æ/ – /ʌ/			/ʌ/ – /æ/ – /ɑ:/		
neat	knit	net	pen	pan	pun	hush	hash	harsh
each	itch	etch	bed	bad	bud	bud	bad	bard
lead	lid	lead	beg	bag	bug	luck	lack	lark
seal	sill	sell	Ben	ban	bun	come	cam	calm
spiel	spill	spell	bet	bat	but	hum	ham	harm
teens	tins	tense	fen	fan	fun	much	match	march
read	rid	read				hut	hat	heart
beat	bit	bet				cut	cat	cart
deed	did	dead				buck	back	bark
seat	sit	set						
feel	fill	fell						
bead	bid	bed						

/e/ – /ɪ/ – /eɪ/			/ɪ/ – /aɪ/ – /eɪ/			/i:/ – /ɜ:/ – /ɪə/		
rest	wrist	raced	till	tile	tale	fee	fur	fear
mess	miss	mace	mill	mile	mail	he	her	here
bell	bill	bale	bit	bight	bait	beat	bird	beard
hell	hill	hail	fit	fight	fate	peace	purse	pierce
well	will	wail	lid	lied	laid	weed	word	weird
bet	bit	bait	wit	white	wait			
fleck	flick	flake	slit	slight	slate			
tell	till	tale	lick	like	lake			
wet	wit	wait	spit	spite	spate			
let	lit	late						
pen	pin	pain						

/eə/ – /eɪ/ – /ɪə/			/e/ – /æ/ – /eə/			/əʊ/ – /aɪ/ – /aʊ/		
stair	stay	steer	head	had	haired	moaned	mind	mound
hair	hey	here	merry	marry	Mary	hoe	high	how
dare	day	deer	fed	fad	fared	boat	bite	bout
rare	ray	rear				wrote	write	rout
mare	may	mere				phoned	find	found
Clare	clay	clear				load	lied	loud
bear	bay	beer						

/i:/ – /ɪ/ – /e/ – /æ/				/i:/ – /a:/ – /ɔ:/ – /ɜ:/			
seat	sit	set	sat	feast	fast	forced	first
lead	lid	led	lad	bead	bard	board	bird
heed	hid	head	had	teen	tarn	torn	turn
bead	bid	bed	bad	key	car	core	cur
				fee	far	four	fir

Exercise 5

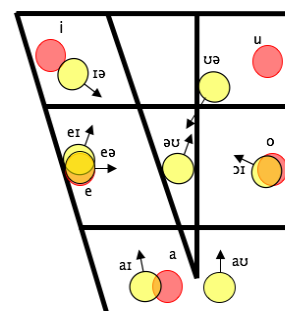
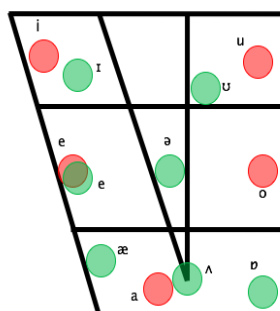
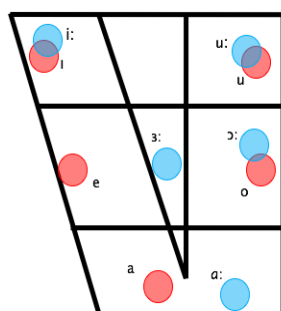
Which sentence do you hear? Circle the correct answer.

- John's leaving with his friend.
 - John's living with his friend.
- The boy beat his sister.
 - The boy bit his sister.
- You'll feel it later.
 - You'll fill it later.
- He had a cup full of odd things.
 - He had a cap full of odd things.
- These beds are interesting.
 - These buds are interesting.
- Her fan didn't last long.
 - Her fun didn't last long.
- Look at the dunce!
 - Look at the dance!
- He bought a bun with the money.
 - He bought a barn with the money.
- I saw a nice cart in the street.
 - I saw a nice car in the street.
- There is no ham in this.
 - There is no harm in this.
- The baby in the cart started to cry.
 - The baby in the cot started to cry.

12. a) It's this pot she wants.
b) It's this part that she wants.
13. a) They found him standing in the dark.
b) They found him standing in the dock.
14. a) There are lots of pots in here.
b) There are lots of ports in here.
15. a) What farm did you get?
b) What form did you get?
16. a) He wasn't far when we met him.
b) He wasn't for when we met him.
17. a) I asked the woman about it.
b) I asked the women about it.
18. a) He couldn't find the bill.
b) He couldn't find the bull.
19. a) His kick is very good.
b) His cook is very good.
20. a) Let's heat it.
b) Let's hit it.

Exercise 6

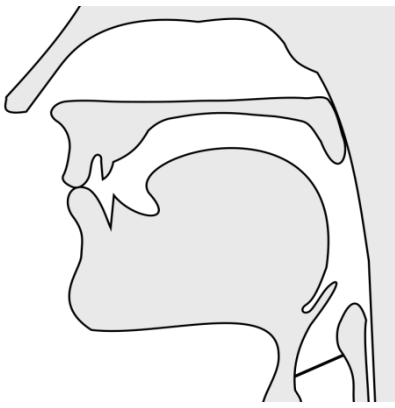
Analyse the position of the English vowels and diphthongs relative to the position of the Macedonian vowels in the diagrams below. What possible pronouncing problems might Macedonian learners of English face when acquiring the English vowels and diphthongs?



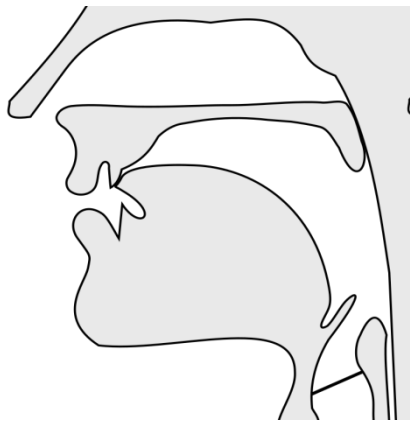
Macedonian vowels	English long vowels	English short vowels	English diphthongs
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4. Consonants

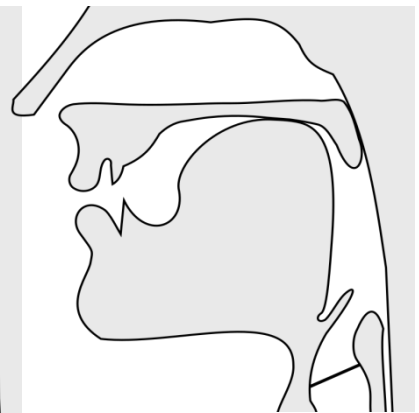
4.1 Plosives: p, b, t, d, k, g



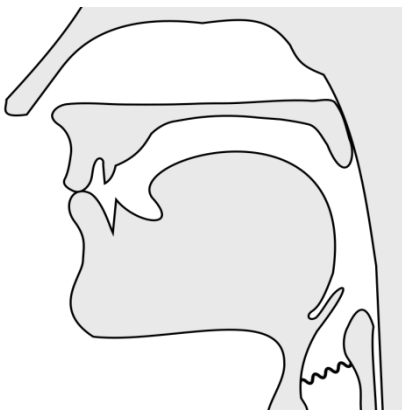
/p/



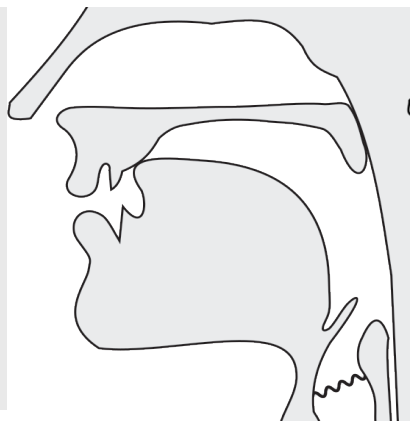
/t/



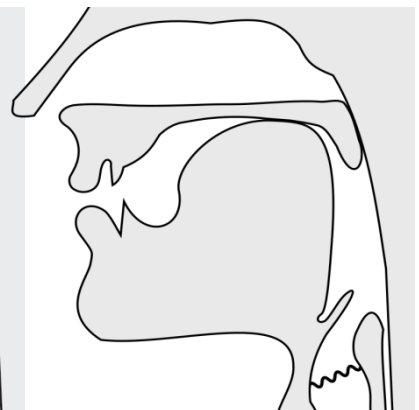
/k/



/b/



/d/



/g/

Part I: Consonant ID

Read the assigned materials for the plosives. Answer the questions briefly and concisely.

Reference word	/p/	/b/	/t/	/d/	/k/	/g/
Classification What are the classificatory labels for these consonants? (VPM + F)	/p/					
	/b/					
	/t/					
	/d/					
	/k/					
	/g/					
Formation How do you pronounce these consonants? (manner of articulation, types of plosive release, place of articulation, voicing)	/p/					
	/b/					
	/t/					
	/d/					
	/k/					
	/g/					
Glottal stop [ʔ] What kind of sound is the glottal stop? Describe its formation and distribution?						

Distribution: Allophones Describe the phonetic environment of plosive allophones (for each sound). Focus on the neighbouring sounds, word position, syllable type, and word stress.	/p/
	/b/
	/t/
	/d/
	/k/
	/g/
Orthography How do you spell these consonants? Give examples for each.	/p/
	/b/
	/t/
	/d/
	/k/
	/g/
Other specific features Do any of the plosive consonants show unique characteristics? Explain. (aspiration, pre-fortis clipping, elision, silent letters, allomorphs <-ed>, homorganic sounds)	

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: The speakers are always different 😊

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 3

Listen to the recordings. You will hear six sentences backchained. How many words with /p, b, t, d, k, g/ can you hear? Write your answer (i.e., the number).

1. /p/ _____ The words are _____
2. /b/ _____ The words are _____
3. /t/ _____ The words are _____
4. /d/ _____ The words are _____
5. /k/ _____ The words are _____
6. /g/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English plosives /p, b, t, d, k, g/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	Macedonian	English
/p/	/p/	/b/	/b/
пак пилот поле пот принц процес	park /pɑ:k/ pilot /'paɪlət/ pole /pəʊl/ pot /pɒt/ prince /prɪns/ process /'prəʊses/	леб → леп слаб → слап даб → дап раб → рап	lab /læb/ slab /slæb/ dab /dæb/ rub /rʌb/

Macedonian	English	Macedonian	English
/t/	/t/	/d/	/d/
тој така три трај ти такси тест	toy /tɔɪ/ Tucker /'tʌkə/ tree /tri:/ try /traɪ/ tea /ti:/ taxi /'tæksi/ test /test/	дига драма дави дај сода мед → мет лед → лет	digger /'dɪgə/ drama /'drɑ:mə/ dive /daɪv/ die /daɪ/ soda /'səʊdə/ mad /mæd/ led /led/

Macedonian	English	Macedonian	English
/k/	/k/	/g/	/g/
кој крај коридор корпус корал кабинет	coy /kɔɪ/ cry /kraɪ/ corridor /'kɒrɪdɔ:/ corpus /'kɒ:pəs/ choral /'kɔ:rəl/ cabinet /'kæbɪnət/	снег → снек тег → тек рог → рок бог → бок гонг → гонк	snag /snæg/ tag /tæg/ rogue /rəʊg/ bog /bɒg/ gong /gɒŋ/

Exercise 2

Learning focus: Terminology → allophones, complementary distribution

The allophones of each plosive /p, b, t, k, g/ are listed in separate columns. Look at the examples for each allophone and think about its phonetic environment. Discuss with a partner.

/p/	/t/	/k/
1. aspirated [p ^h] (e.g., parcel, appeal, spouse) 2. unaspirated [p ⁼] (e.g., spin, sport) 3. unexploded/inaudible release [p ^ˀ] (e.g., tiptoe, keep cool; rapture, cheap jam) 4. nasal [p ⁿ] (e.g., topmost, sharpen) 5. lateral [p ^l] (e.g., sample, couple) 6. labio-dental [p̟] (e.g., cheap veal)	1. aspirated [t ^h] (e.g., team; betake; letter; meet) 2. unaspirated [t ⁼] (e.g., steam, stage) 3. unexploded/inaudible release [t ^ˀ] (e.g., hot pie, coast-guard; that child) 4. nasal [t ⁿ] (e.g., kitten, cotton) 5. lateral [t ^l] (e.g., kettle, vital) 6. postalveolar [tɾ] (e.g., traffic, contrastive) 7. dental [t̪] (e.g., eighth, put these)	1. aspirated [k ^h] (e.g., key; occur; subconscious; correct; check) 2. unaspirated [k ⁼] (e.g., ski, scandal) 3. unexploded/inaudible release [k ^ˀ] (e.g., fact, blackboard; picture) 4. nasal [k ⁿ] (e.g., blackmail, thicken) 5. lateral [k ^l] (e.g., local, uncle)
/b/	/d/	/g/
1. fully voiced [b] (e.g., cupboard, observe; goodbye, embrace) 2. partly devoiced [b̥] (e.g., beef, notebook, pub) 3. unexploded/inaudible release [b ^ˀ] (e.g., sub-title; robbed; subject) 4. nasal [b ⁿ] (e.g., submarine, ribbon) 5. lateral [b ^l] (e.g., bubble) 6. labio-dental [b̟] (e.g., obvious)	1. fully voiced [d] (e.g., adult; midway; mandate; landmark) 2. partly devoiced [d̥] (e.g., detail; birthday; behind) 3. unexploded/inaudible release [d ^ˀ] (e.g., guidebook; good child) 4. nasal [d ⁿ] (e.g., garden; pardon) 5. lateral [d ^l] (e.g., needle; feudal) 6. postalveolar [dɾ] (e.g., draught, bedroom) 7. dental [d̪] (e.g., width, add them)	1. fully voiced [g] (e.g., ago; legs; longer) 2. partly devoiced [g̥] (e.g., gift; disgust; bag) 3. unexploded/inaudible release [g ^ˀ] (e.g., rugby, bagpipe) 4. nasal [g ⁿ] (e.g., magnet, dogmatic) 5. lateral [g ^l] (e.g., eagle, struggle)

Determine the allophone that appears in these words and/or phrases. Add the number of the allophone next to the word/phrase.

/p/	/b/	/t/	/d/	/k/	/g/
apart	abnormal	ability	address	account	agree
apply	above	artful	advance	background	beggar
bipolar	abroad	betray	bad day	bacon	blog
chapel	baby	button	bedtime	baker	dignity
cupcake	backbone	contain	couldn't	bookkeeper	disgrace
cupful	beauty	curtain	dawn	chronicle	drugstore
happen	bill	football	dive	circle	eager
lamp-post	bird	little	dream	cool	fragment
mopped	Bob chose	meet them	fiddle	cord	frog
open	bread	night-time	food	court	geese
pause	bribe	nightclub	glide	dark night	glass
peasant	cable	outdo	good joke	king	grateful
pick	elbow	protrude	guide-post	kiss	gun
pile	football	shuttle	hidden	likeness	ignore
pimple	herb	stare	hot dog	local	jungle
point	horrible	station	ladder	make jokes	last game
ripe banana	husband	stone	madness	mistake	mingle
shipman	life-belt	subtle	medal	neck	nice guy
soap-bubble	obnoxious	tale	model	picnic	pigtail
spam	obtain	that gentleman	order	scare	single
spark	ribbon	that theory	outdo	scheme	segment
spine	subgroup	threaten	red dress	scope	snug jeans
spiteful	submit	tie	sudden	skirt	vague
stop talking	sunblind	treasure	Tuesday	weekday	vulgar
temple	symbol	written	with dogs	wrinkle	wagtail

Exercise 3

Learning focus:

- *Sentences for practice → words in context, sound-to-spelling*
- *Rhythmic word group practice → backchaining*

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable. Pay special attention to the words where /p, b, t, d, k, g/ occur. Underline the letter(s) that represent(s) the sound in each set respectively. Learn one sentence.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

people.
other people.
growl at other people.
tackle, or growl at other people.
kick, tackle, or growl at other people.
push, kick, tackle, or growl at other people.
Don't push, kick, tackle, or growl at other people.

/p/

1. I stopped at the post-office to buy stamps.
2. Prepare to practice plurals and prepositions.
3. Did he drop his pipe in the park?
4. The paper was published without profit.
5. Was his plan opposed by everyone present?
6. Peter keeps a pet in his apartment.
7. This poetry implies pure psychology for a happy life.
8. I put some pounds in my purse before I parked the car.
9. He practices driving at high speed with his sports car.
10. We had pork, potatoes and a piece of apple pie for dinner.

/b/

1. Did the boys sleep in the lab?
2. The big crabs are not eatable.
3. She believed that Bob would get the best job.
4. Betty made me scrub the floor.
5. Robert brought the bottles in a bag.
6. They had bread and butter for breakfast.
7. You'd better not beat around the bush.
8. I'm so bored right now, I might as well just go to bed.
9. Ben has a huge beer belly.
10. Becky is always as busy as a bee.

/t/

1. He's written two letters to his tutor.
2. The bedroom is a bit damp, but it's better than a tent.
3. The tire had been punctured by a small tack.
4. The kitten is sitting on the top step.
5. Tom had difficulties in locating the truck.
6. Put the cup of tea on the table, please.
7. They talked to Peter at the theatre last Tuesday.

8. The teacher taught her students till ten to ten.
9. It's high time Betty started copying that contract.
10. They took ten boys from the town team.

/d/

1. Did you send him your friend's address?
2. The child hid under the bed.
3. Did the Dean talk to David about his grades?
4. You should not stand on the right side of the road.
5. There's a table in the middle of the garden.
6. The driver seldom does what he is told.
7. Who's going to defend your bad behaviour?
8. Peter didn't go for a drive on December the second.
9. Why don't you do your homework in the dining room?
10. I understand that Diana is their adopted daughter.

/k/

1. Can you come at six o'clock?
2. A bad cook constantly looks at her cookbook.
3. She couldn't have taken her coat to the cleaners.
4. Cathy tickled me in the classroom.
5. The queen was greeted by crowds of people.
6. We've taken the stained carpet to be cleaned.
7. Mother baked a delicious cake for the party.
8. Take the key you keep in the pocket of your overcoat and come down to the kitchen.
9. We usually have coffee, bacon, biscuits, and a cake for breakfast.
10. The old clerk was very kind and we all liked him very much.

/g/

1. The dog dug eagerly at the park.
2. The game began as soon as the fog lifted.
3. The little girl cut her finger on a piece of glass.
4. I am glad she stopped giggling.
5. I'm angry that our complaints were ignored.
6. Why did she give both girls good grades?
7. I beg your pardon sir, but the figs are mine.
8. Who told you that Peggy disappeared in the fog?
9. The eagle was found in the jungle.
10. He invited me to play a game of golf.

Exercise 4

Tongue twisters

/p/

Peter Piper picked a pack of pickled peppers,
A pack of pickled peppers Peter Piper picked,
If Peter Piper picked a pack of pickled peppers,
Where's the pack of pickled peppers Peter Piper picked?

/b/

Betty bought a bit of bitter butter. If I put it in my batter, it will make my batter bitter.

/t/

Tom threw thumbtacks at Tim. He threw three free throws.

/d/

Eddie had edited the edition.

/k/

I can catch cats, cats can't catch me.
How can a clam cram in a clean cream can?

/g/

Greedy grandma Gabby Grimmer grabbed a gallon of gummy goulash.

Part IV: Reflection

Think about the consonants you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian consonantal systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/p/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/b/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/t/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/d/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/k/

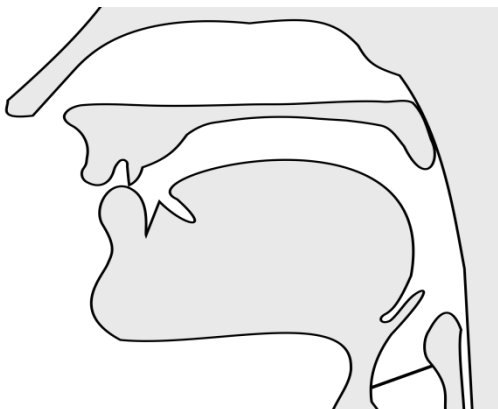
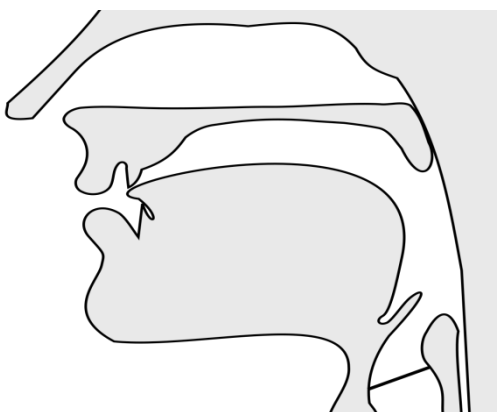
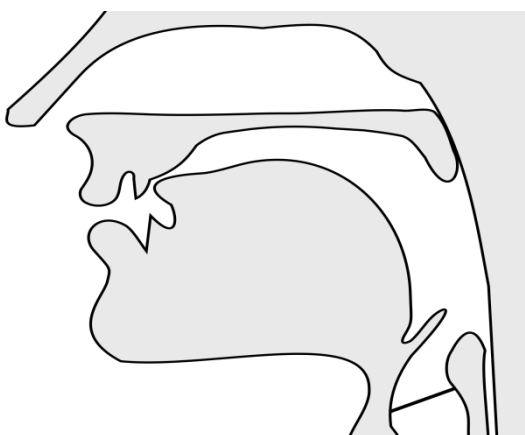
1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/g/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

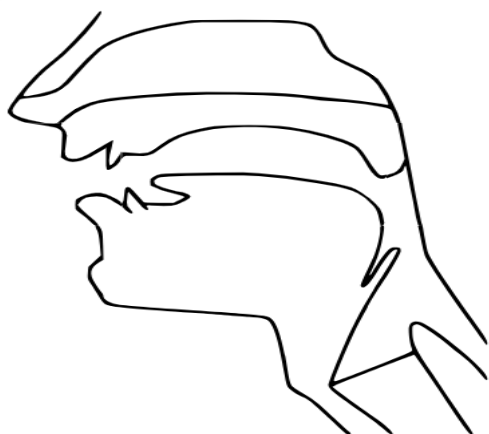
4.2 Fricatives: f, v, θ, ð, s, z, ʃ, ʒ, h**/f/****/v/****/θ/****/ð/****/s/****/z/**



/j/



/ʒ/



/h/

Part I: Consonant ID

Read the assigned materials for the fricatives. Answer the questions briefly and concisely.

Reference word	/f/	/θ/	/s/	/ʃ/	/h/
	/v/	/ð/	/z/	/ʒ/	-
Classification What are the classificatory labels for these consonants? (VPM + F)	/f/				
	/v/				
	/θ/				
	/ð/				
	/s/				
	/z/				
	/ʃ/				
	/ʒ/				
	/h/				
Formation How do you pronounce these consonants? (manner of articulation, place of articulation, voicing)	/f/				
	/v/				
	/θ/				
	/ð/				
	/s/				
	/z/				
	/ʃ/				
	/ʒ/				
	/h/				

Distribution: Allophones Describe the phonetic environment of fricative allophones (for each sound). Focus on the neighbouring sounds, word position, syllable type, and word stress.	/v/
	/ð/
	/z/
	/ʒ/
	/h/
Orthography How do you spell these consonants? Give examples for each.	/f/
	/v/
	/θ/
	/ð/
	/s/
	/z/
	/ʃ/
	/ʒ/
	/h/
Other specific features Do any of the fricative consonants show unique characteristics? Explain. (homorganic sounds, alternative pronunciation, elision, weak forms)	

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: The speakers are always different 😊

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 3

Listen to the recordings. You will hear nine sentences backchained. How many words with /f, v, θ, ð, s, z, ʃ, ʒ, h/ can you hear? Write your answer (i.e., the number).

1. /f/ _____ The words are _____
2. /v/ _____ The words are _____
3. /θ/ _____ The words are _____
4. /ð/ _____ The words are _____
5. /s/ _____ The words are _____

6. /z/ _____ The words are _____
7. /ʃ/ _____ The words are _____
8. /ʒ/ _____ The words are _____
9. /h/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English fricatives /f, v, s, z, ʃ, ʒ, h/ with their closest Macedonian counterpart. What do you notice? Do /θ, ð/ have a Macedonian counterpart?

Macedonian	English	Macedonian	English
/f/	/f/	/v/	/v/
фонд форма инфекција ефект сеф блеф	fond /fɒnd/ form /fɔ:m/ infection /ɪn'fekʃən/ effect /ɪ'fekt/ safe /seɪf/ bluff /blʌf/	вика вандал авенија лав → лаф	vicar /'vɪkə/ vandal /'vændl/ avenue /'ævənju:/ love /lʌv/
Macedonian	English	Macedonian	English
/s/	/s/	/z/	/z/
асистент клас сели син	assistant /ə'sɪstənt/ class /klɑ:s/ Sally /'sæli/ scene /si:n/	резистентен зенит зона ВОЗ → ВОС КВИЗ → КВИС	resistant /rɪ'zɪstənt/ zenith /'zenɪθ/ zone /zəʊn/ was /wɒz/ (strong form) quiz /kwɪz/

Macedonian	English	Macedonian	English
/ʃ/	/ʃ/	/ʒ/	/ʒ/
шуга шатор шоу машина буши кеш	sugar /'ʃʊgə/ shutter /'ʃʌtə/ show /ʃəʊ/ machine /mə'ʃiːn/ bushy /'bʊʃi/ cash /kæʃ/	жанр камуфлажа гаража масажа багаж → багаш	genre /'ʒɒnrə/ camouflage /'kæməflɑːʒ/ garage /'gærɑːʒ/ massage /'mæsɑːʒ/ barrage /'bærɑːʒ/

Macedonian	English
/h/	/h/
хотел хит хазард хармонија хеликоптер хепиенд	hotel /həʊ'tel/ hit /hɪt/ hazard /'hæzəd/ harmony /'hɑːməni/ helicopter /'helɪˌkɒptə/ happy end /ˌhæpi'end/

Exercise 2

Learning focus: Terminology → allophones, complementary distribution

The allophones of the fricatives /v, ð, z, ʒ, h/ are listed in the columns. Look at the examples for each allophone and think about its phonetic environment. Discuss with a partner.

/v, ð, z, ʒ/	/h/
1. fully voiced /v/ - cover, seven, subvention /ð/ - letter, clothes, read this /z/ - easy, business, auxiliary /ʒ/ - measure 2. partly devoiced [ɸ] - visit, livestock, deep voice, brave [ð̥] - though, withhold, push this, with [z̥] - zinc, grows pale, back zone, please [ʒ̥] - prestige	1. voiceless glottal fricative [h] (e.g., heap, horn) 2. voiced glottal fricative [ɦ] (e.g., boyhood) 3. voiceless palatal fricative [ç] (e.g., huge, humiliate, human) 4. voiceless labial-velar fricative [ɬ] (e.g., which, whiskey) 5. voiceless uvular fricative [χ] (e.g., Loch Ness)

Determine the allophone that appears in these words and/or phrases. Add the number of the allophone next to the word/phrase.

/v/	/ð/	/z/	/ʒ/	/h/
arrive	both	abuse	beige	ahead
back vowel	breathe	amuse	camouflage	alcohol
believe	brother	blizzard	casual	behave
divide	either	blouse	closure	behind
heavy	feather	buzz	closure	half
lively	loathe	cousin	confusion	happy
luggage van	northern	crazy	decision	heavy
novel	rather	dessert	equation	hope
oven	sign that	example	evasion	hubris
prove	teach them	observe	genre	hue
relieved	there	resolve	invasion	humid
review	these	season	massage	humour
river	this	xylophone	occasion	rehearse
vision	weather	zenith	pleasure	*where
vow	with love	zoologist	rouge	*why

Exercise 3

Learning focus:

- *Sentences for practice → words in context, sound-to-spelling*
- *Rhythmic word group practice → backchaining*

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable. Pay special attention to /f, v, θ, ð, s, z, ʃ, ʒ, h/ in the words. Underline the letter(s) that represent(s) the sound in each set respectively. Learn one sentence.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

wedding.

occasion of his wedding.

home on the occasion of his wedding.

author's home on the occasion of his wedding.

invited to the author's home on the occasion of his wedding.

mother has been invited to the author's home on the occasion of his wedding.

My shy mother has been invited to the author's home on the occasion of his wedding.

/f/

1. They met at five on the first of February.
2. Philip fought for fifty-five minutes.
3. I fancy you prefer a cup of coffee.
4. In fact, the fool of the family is a fine fellow.
5. Let's go off to the "Ferry Fox".
6. French phonetics and phonology is studied at the Faculty of Philology.
7. He laughed at the photo of his fat brother.
8. I feel fit as a fiddle.
9. Face front and listen carefully.
10. I finally feel like myself after the flu.

/v/

1. He will arrive in New York at five.
2. Do you ever have a vacation holiday?
3. Leave the veal in the oven.
4. Did your nephew give you five loaves of bread or seven?
5. We have a fine view of the valley from our window.
6. The singer's voice did not prove to be above average.
7. The waves managed to overturn the vessel.
8. They've never approved of Vanessa's love for Vincent.
9. Never ever have I heard of such a vegan as Vicky.
10. She vigorously protested the violation of her rights.

/θ/

1. He set forth on his journey north.
2. Did you truthfully thank the youth for his sympathy?
3. Are those pathetic things worth thinking about?
4. This bird has three-thousand and thirty-three feathers.
5. Is Thursday the fifteenth of the month?
6. How much is three times thirteen?
7. Mr. Smith talks of nothing but the theatre.
8. Breathing through the nose is healthy.
9. They thought that Martha was thinner.
10. I think it is worthwhile trying this method of teaching.

/ ð/

1. Is this thick case yours?
2. With these thoughts the author ends his thesis.

3. I couldn't tell whether he was your father or your brother.
4. Is there another path further ahead?
5. The leather is rather smooth.
6. They did not bother, either.
7. Neither of them noticed that the other was getting tired.
8. I found it difficult to breathe there.
9. Though thou, thee, thy and thine are archaic forms, my grandfather uses them more than other people.
10. A crowd had gathered and I was unable to move either one way or the other.

/s/

1. He saved a considerable sum of money.
2. She must've been sad by the sudden turn of events.
3. I was surprised to see him standing on the roof of the house.
4. They have a special sale of men's suits.
5. Will your assistant be sitting close to you?
6. I can't accept such a poor excuse.
7. I absolutely insist that you stay with us.
8. You mustn't upset yourself sweetheart.
9. This makes no sense whatsoever.
10. I'm so sorry to be such a nuisance.

/z/

1. The quiz program was the most interesting of all.
2. Did he give her a dozen roses?
3. The cause of the disaster was easy to discover.
4. She teases her little cousin unreasonably.
5. The bee buzzes busily.
6. She always criticizes her brother's work.
7. Are those razors theirs?
8. Mary needs a dozen eggs to make the cake.
9. Zoe always dramatizes things.
10. There's no reason to gaze in puzzlement.

/ʃ/

1. I wish I could fish in the ocean.
2. Is she gracious?
3. They should have mentioned the mission earlier.
4. The ashtray has the shape of a ship.

5. Peter had no wish to make an issue of the matter.
6. Mrs. Shaw never shines her own shoes.
7. Show us the shortest way to the shore.
8. Patricia was shaking uncontrollably.
9. You shouldn't make any rush speculations.
10. Fashion shows shy away from cashmere garments.

/ʒ/

1. There was an unusual explosion in the garage.
2. They measure his prestige occasionally.
3. We are taking serious measures against espionage.
4. Did the collision of trains cause great confusion?
5. Mr. Walker suggested a revision of our plans.
6. Words such as portage and beige are recent loans in English.
7. Her power of persuasion is unusual.
8. This genre is not usually read for pleasure.
9. Exposure to chemicals blurred his vision.
10. Your casual allusion caused confusion.

/h/

1. John hurried home ahead of us.
2. Henry is having a house built in Ohio.
3. Who told him how the accident had happened?
4. He would've kissed her if she hadn't kicked him quickly.
5. They've been hiding for hours.
6. Why does she humiliate her husband?
7. Henry had a huge hole in the heel of his socks.
8. Did Helen hate his sense of humour?
9. I would've come to your hotel if only I'd known.
10. It must've rained here – look, the asphalt is wet.

Exercise 4

Tongue twisters

/f/

Four fat frozen turkeys were left to thaw in the oven.

Friendly Freddie flew his frisbee far and fast.

/v/

Vivian's vibrant violet vase vividly displayed violets.

Victor's velvety vest was very versatile.

/θ/

Three thoughtful thinkers thoughtfully theorized.

The thin, thirsty thief thought Thursday's theme was thrilling.

/ð/

Father Theodore's birthday is on the third of the month.

Heather, the weather forecaster, offered her daily update.

/s/

Sally sells seashells by the seashore.

Six slippery snails silently slid down the slope.

/z/

Buzzing bees buzzed by the buzzing hive.

Zane's zebra zoomed zealously to the zenith.

/ʃ/

Shelly's shiny shoes shone as she shuffled.

Six shy, sheepish shopkeepers shared a shelf.

/ʒ/

The leisurely voyage on the pleasure yacht was a pleasure.

Jacques's majestic vision of the azure ocean was stunning.

/h/

Harry had a handful of helium balloons.

Hannah's happy hamster hopped on her hand.

Part IV: Reflection

Think about the consonants you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian consonantal systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/f/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/v/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/θ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/ð/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/s/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/z/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/ʃ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/ʒ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/h/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

4.3 Affricates: **tʃ**, **dʒ**



/tʃ/



/dʒ/

Part I: Consonant ID

Read the assigned materials for the affricates. Answer the questions briefly and concisely.

Reference word	/tʃ/	/dʒ/
Classification What are the classificatory labels for these consonants? (VPM + F)	/tʃ/	
	/dʒ/	
Formation How do you pronounce these consonants? (manner of articulation, place of articulation, voicing)	/tʃ/	
	/dʒ/	
Distribution: Allophones Describe the phonetic environment of affricate allophones. Does /tʃ/ have allophones? Focus on the neighbouring sounds, word position, syllable type, and word stress.	/dʒ/	
Orthography How do you spell these consonants? Give examples for each.	/tʃ/	
	/dʒ/	
Affricate clusters Is it possible to classify [ts, dz, tr, dr, tθ, dð] as affricates? Compare to Macedonian <ц, с> /ts, dz/.		
Other specific features Do any of the affricate consonants show unique characteristics? Explain. (pre-fortis clipping)		

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: The speakers are always different ☺

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 3

Listen to the recordings. You will hear four sentences backchained. How many words with /tʃ/ and /dʒ/ can you hear? Write your answer (i.e., the number).

1. /tʃ/ _____ The words are _____
2. /dʒ/ _____ The words are _____
3. /tʃ/ _____ The words are _____
4. /dʒ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English affricates /tʃ, dʒ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	Macedonian	English
/tʃ/	/tʃ/	/dʒ/	/dʒ/
чија	cheer /tʃɪə/	џентлемен	gentleman /'dʒentlmən/
чеп	chap /tʃæp/	џемпер	jumper /'dʒʌmpə/
чартер	charter /'tʃɑ:tə/	џем	jam /dʒæm/
чета	chatter /'tʃætə/	џеб → џеп	jab /dʒæb/
ич	itch /ɪtʃ/	џез → џес	jazz /dʒæz/
линч	lynch /lɪntʃ/	џанка	junk /dʒʌŋk/
маче	matches /'mætʃɪz/	џенџо	banjo /'bændʒəʊ/
бучат	butcher /'bʊtʃə/	беџ-беч	badge /bædʒ/

Exercise 2

Learning focus: Terminology → allophones, complementary distribution

The allophones of each affricate /dʒ/ are listed in the column. Look at the examples for each allophone and think about its phonetic environment. Discuss with a partner.

Tip: Remember that /tʃ/ does not have allophones.

/dʒ/
1. fully voiced [dʒ] (e.g., major; largeness; object) 2. partly devoiced [dʒ̥] (e.g., jam; fruit juice; page six; cottage)

Determine the allophone that appears in these words and/or phrases. Add the number of the allophone next to the word/phrase.

/dʒ/				
agent	cottage	gem	joke	prodigy
angel	danger	genetics	judgment	reject
badge	enjoy	grudge	large part	soldier
bridge	engaged	jar	nice job	suggest
charged	enrage	jolly	page one	unjust

Exercise 3

Learning focus:

- *Sentences for practice* → *words in context, sound-to-spelling*
- *Rhythmic word group practice* → *backchaining*

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable. Pay special attention to the words where /tʃ, dʒ/ occur. Underline the letter(s) that represent(s) the sound in each set respectively. Learn one sentence.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

workers.

checking on his workers.

manager and checking on his workers.

being a manager and checking on his workers.

enjoyed being a manager and checking on his workers.

Charles enjoyed being a manager and checking on his workers.

/tʃ/

1. Charles chose a cheap chop for lunch.
2. The picture in the church was not much admired.
3. Did they cheer the cheerful chap?
4. The chairman never cheated at cards.
5. I'll change the furniture later.
6. Which teacher teaches French?
7. The actual capture of the thief took place today.

8. The child reached up and touched the chair.
9. I watched and saw two chicks hatched.
10. Fetch us some chocolate, chips, and chilled beer.

/dʒ/

1. We generally enjoy the weather in June and July.
2. She injured her thumb on the edge of a broken jar.
3. The German journalist was often in danger.
4. Was John lost on his journey through the savage region?
5. George and James were charged with perjury.
6. I'd like a large glass of orange juice.
7. They had to cross the bridge to buy sandwiches.
8. Nobody enjoyed the joke as much as Jimmy did.
9. How many passengers were injured in the carriage?
10. The village was damaged in the heavy rains.

Exercise 4

Tongue twisters

/tʃ/

Cheerful children chant charming tunes.

/dʒ/

Jean, Joan, Jenny, George, and Gerald judged generously.

Part IV: Reflection

Think about the consonants you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian consonantal systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/tʃ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

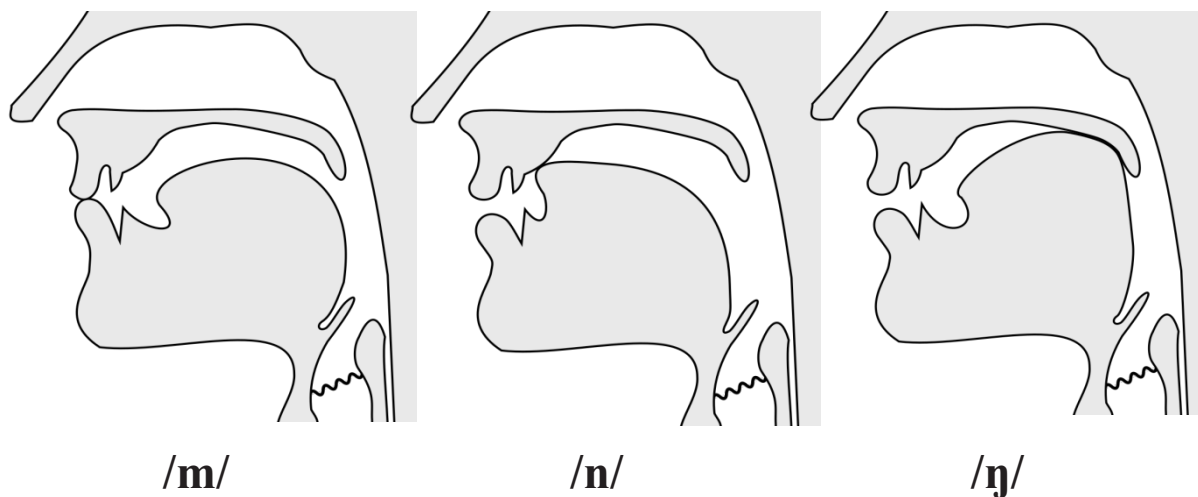
5. Tip to myself: Try pronouncing this consonant by ...

/dʒ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

4.4 Nasals: m, n, ŋ



Part I: Consonant ID

Read the assigned materials for the nasals. Answer the questions briefly and concisely.

Reference word	/m/	/n/	/ŋ/
Classification What are the classificatory labels for these consonants? (VPM + F)	/m/		
	/n/		
	/ŋ/		
Formation How do you pronounce these consonants? (manner of articulation, place of articulation, voicing)	/m/		
	/n/		
	/ŋ/		

Distribution: Allophones Describe the phonetic environment of nasal allophones (for each sound). Focus on the neighbouring sounds, word position, syllable type, and word stress.	/m/
	/n
	/ŋ/
Orthography How do you spell these consonants? Give examples for each.	/m/
	/n
	/ŋ/
Other specific features Do any of the nasal consonants show unique characteristics? Explain. (similarities with plosives, syllabic function, silent letters, spelling /ŋ, ŋg, ŋk/)	

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

1. a) same The word is _____
 b) different The words are _____ and _____

2. a) same The word is _____
 b) different The words are _____ and _____

3. a) same The word is _____
 b) different The words are _____ and _____

4. a) same The word is _____
 b) different The words are _____ and _____

5. a) same The word is _____
 b) different The words are _____ and _____
6. a) same The word is _____
 b) different The words are _____ and _____
7. a) same The word is _____
 b) different The words are _____ and _____
8. a) same The word is _____
 b) different The words are _____ and _____
9. a) same The word is _____
 b) different The words are _____ and _____
10. a) same The word is _____
 b) different The words are _____ and _____

Exercise 2

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: The speakers are always different ☺

1. Answer: _____
 The sequence you hear is _____
2. Answer: _____
 The sequence you hear is _____
3. Answer: _____
 The sequence you hear is _____
4. Answer: _____
 The sequence you hear is _____

5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 3

Listen to the recordings. You will hear six sentences backchained. How many words with /m, n, ŋ/ can you hear? Write your answer (i.e., the number).

1. /m/ _____ The words are _____
2. /n/ _____ The words are _____
3. /ŋ/ _____ The words are _____
4. /m/ _____ The words are _____
5. /n/ _____ The words are _____
6. /ŋ/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English nasals /m, n, ŋ/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	Macedonian	English
/m/	/m/	/n/	/n/
МИЛ	mill /mɪl/	НАШ	gnash /næʃ/
МАТ	mat /mæt/	НОТА	not /nɒt/
МОСТ	most /mɒst/	МАНДАТ	mandate /'mændert/
ДИМ	dim /dɪm/	АНГЕЛ	angel /'eɪndʒəl/
ТИМ	team /ti:m/	КОМАНДАНТ	commander /kə'mɑ:ndə/
КОМПЛЕКС	complex /'kɒmpleks/	ТЕН	ten /ten/

Macedonian	English
/nk, ng/	/ŋ/
синко	sink /sɪŋk/
банка	bank /bæŋk/
тенк	tank /tæŋk/
танго	tango /'tæŋɡəʊ/
хангар	hunger /'hʌŋɡə/
кенгур	kangaroo /ˌkæŋɡər'uː/
манго	mango /'mæŋɡəʊ/

Exercise 2

Learning focus: Terminology → allophones, complementary distribution

The allophones of each nasal /m, n, ŋ/ are listed in separate columns. Look at the examples for each allophone and think about its phonetic environment. Discuss with a partner.

/m/	/n/	/ŋ/
1. fully voiced [m] (e.g. March; among; segment, timber) 2. partly devoiced [m̥] (e.g. topmost, dismiss) 3. labial-dental [m̪] (e.g. nymph)	1. fully voiced [n] (e.g. nurse; honey; kidney; lemon) 2. partly devoiced [n̥] (e.g. witness, stiffness) 3. postalveolar [n̠] (e.g. unroll) 4. dental [n̪] (e.g. month) 5. labial-dental [n̪] (e.g. envy)	1. prevelar [ŋ̟] (e.g. finger) 2. velar [ŋ] (e.g. youngish) 3. postvelar [ŋ̠] (e.g. donkey)

Determine the allophone that appears in these words and/or phrases. Add the number of the allophone next to the word/phrase.

/m/	/n/	/ŋ/
admit	acknowledge	among
animal	alone	angle
boatmen	attitudinal	ankle
coming	denied	England
emphasize	evening	gong
helmet	Henry	hanger
lymphatic	looseness	hangman
messy	neither	hunger
miner	snow	monkey
monkey	southern	prank
romantic	suddenly	prolonged
smoke	ten feet	songbook
some verbs	tenth	strengthen
submit	tunnel	tongue
summarise	unreal	young

Exercise 3

Learning focus:

- *Sentences for practice* → *words in context, sound-to-spelling*
- *Rhythmic word group practice* → *backchaining*

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable. Pay special attention to the words where /m, n, ŋ/ occur. Underline the letter(s) that represent(s) the sound in each set respectively. Learn one sentence.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

tea.

drinking tea.

sandwiches and drinking tea.

eating sandwiches and drinking tea.

Ben and Monna were eating sandwiches and drinking tea.

/m/

1. She may remain here until Monday.
2. Does he come from a family of moderate income?
3. The warm summer sun made everyone very comfortable.
4. The smell of smoke was very strong.
5. I don't give a dime for the climate of Maryland.
6. My mother will memorise his address.
7. Members of the Parliament do not live in one-room apartments.
8. She's made up her mind.
9. Molly might have just made my day.
10. That seems most improbable to me.

/n/

1. I had telephoned him at least nine or ten times.
2. She never knew when to expect him.
3. A number of new applications have been received.
4. Did the newspapers report the news that the President had spent a night in New York?
5. I couldn't miss the opportunity to see the old friends.
6. The novel will not be finished by next November.
7. She received no letter from him for nearly a month.
8. There is no one to explain how to get to the inn.
9. That's no concern of mine Nick.
10. None of them knew the meaning of the expression.

/ŋ/

1. I had a strong feeling that we were taking the wrong road.
2. Ingrid has been hoping to make a living by writing novels.
3. Were they getting tired of eating such poor food?
4. I think she lost her ring at the banquet.
5. They rang the bells to welcome the conquering king.
6. Bring those things in and hang them up.
7. His uncle hurt his ankle in the ring.
8. Was she looking forward to meeting the singer?
9. The young lovers are getting along very well; he's hugging her and she's smiling.
10. Last evening, I had a drink with Frank in the back wing of the restaurant by the river bank.

Exercise 4

Tongue twisters

/m/

Maggie's marmalade muffin melted in her mouth.

Martin's mom made a marvellous marshmallow pie.

/n/

Nick neatly navigated the narrow, noisy neighbourhood.

Nancy's nimble fingers knitted nine new neon scarves.

/ŋ/

King Kong played ping-pong in Hong Kong.

Singing songbirds sang songs all night long.

Hungry kangaroos jumped in the jungle.

Part IV: Reflection

Think about the consonants you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian consonantal systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/m/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/n/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/ŋ/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

4.5 Approximants: l, r, j, w**/l/****/r/****/j/****/w/**

Part I: Consonant ID

Read the assigned materials for the approximants. Answer the questions briefly and concisely.

Reference word	/l/	/r/	/j/	/w/
Classification What are the classificatory labels for these consonants? (VPM + F)	/l/			
	/r/			
	/j/			
	/w/			
Formation How do you pronounce these consonants? (manner of articulation, place of articulation, voicing)	/l/			
	/r/			
	/j/			
	/w/			
Distribution: Allophones Describe the phonetic environment of approximant allophones (for each sound). Focus on the neighbouring sounds, word position, syllable type, and word stress.	/l/			
	/r/			
	/j/			
	/w/			
Orthography How do you spell these consonants? Give examples for each.	/l/			
	/r/			
	/j/			
	/w/			
Other specific features Do any of the approximant consonants show unique characteristics? Explain. (syllabic function, silent letters, linking and intrusive sounds, semi-vowels, lip-rounding)				

Part II: Perception exercises

Exercise 1

Listen to the recordings 1–10. In each recording you will hear two words. Are they the same or different?

- | | | | |
|-----|----|-----------|-------------------------------|
| 1. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 2. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 3. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 4. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 5. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 6. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 7. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 8. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 9. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |
| 10. | a) | same | The word is _____ |
| | b) | different | The words are _____ and _____ |

Exercise 2

Listen to the recordings 1–6. You will hear sequences of three words i.e., A–X–B. Concentrate on the second word (X) and decide whether it is:

- a) the same as the first word ($X=A$),
- b) the same as the third word ($X=B$), or
- c) the same as A and B i.e., all words are the same ($A=X=B$),
- d) all three words are different ($A \neq X \neq B$).

Write down the answer (options: a, b, c, or d). Write the word sequence you hear.

Tip: The speakers are always different ☺

1. Answer: _____
The sequence you hear is _____
2. Answer: _____
The sequence you hear is _____
3. Answer: _____
The sequence you hear is _____
4. Answer: _____
The sequence you hear is _____
5. Answer: _____
The sequence you hear is _____
6. Answer: _____
The sequence you hear is _____

Exercise 3

Listen to the recordings. You will hear four sentences backchained. How many words with /l/, r, j, w/ can you hear? Write your answer (i.e., the number).

1. /l/ _____ The words are _____
2. /r/ _____ The words are _____
3. /j/ _____ The words are _____
4. /w/ _____ The words are _____

Part III: Production exercises

Exercise 1

Learning focus: Cross-language comparison

Compare the pronunciation of the English approximants /l, r, j, w/ with their closest Macedonian counterpart. What do you notice?

Macedonian	English	Macedonian	English
/l/	/l/	/r/	/r/
липа	leap /li:p/	реди	ready /'redi/
леб	lab /læb/	рампа	ramp /ræmp/
лига	league /li:g/	ромб	rhomb /'rɒm/
лист	list /list/	рима	rhyme /raim/
лак	luck /lʌk/	грам	gram /græm/
лук	look /lʊk/	брич	bridge /brɪdʒ/
лока	locker /'lɒkər/	бригада	brigade /brɪ'geɪd/
бел	bell /bel/	сериозен	serious /'sɪəriəs/
кол	call /kɔ:l/	вери	very /'veri/
дал	dull /dʌl/	бери	berry /'beri/
филм	film /film/	мери	merry /'meri/

Macedonian	English	Macedonian	English
/j/	/j/	/v/	/w/
јад	yard /jɑ:d/	виски	whisky /'wɪs.ki/
јак	yak /jæk/		
Јенки	Yankee /'jæŋki/		
јогурт	yoghurt /'jɒgət/		
јод	yod /jɒd/		
кој	coy /kɔɪ/		
тој	toy /tɔɪ/		
мај	my /maɪ/		
бој	boy /bɔɪ/		

Exercise 2

Learning focus: Terminology → allophones, complementary distribution

The allophones of each approximant /l, r, j, w/ are listed in separate columns. Look at the examples for each allophone and think about its phonetic environment. Discuss with a partner.

/l/	/r/
1. voiced, palatalised, lateral [l̥] – clear [l̥] (e.g., leave, land; million; ugly) 2. voiced, velarised, lateral [ɫ] – dark [ɫ] (e.g., people, full; bulb) 3. voiceless, alveolar, lateral [ɭ] (e.g., play, plough, clean, clue)	1. postalveolar [ɹ] (e.g., reason, rifle; grim) 2. fricative [ɹ̥] (e.g., drive, dream, draw) 3. devoiced fricative [ɹ̥̥] (e.g., pride, trust, crew; sprinkle, strong, scream) 4. semi-roll (alveolar tap) [ɾ] (e.g., three, throat; carry, horrible, story) 5. lingual roll (alveolar trill) [rr] (e.g., *rarely, *really) 6. retroflex [ɻ] (e.g., *bird, *card ® General American)

/j/	/w/
1. fully voiced [j] (e.g., young, yawn) 2. partly devoiced [j̥] (e.g., accurate, deputy; spume, stew, skew; few, Matthew, suitable) 3. voiceless [j̥̥] (e.g., pure, tune, cue) 4. vocalised [j ⁱ , j ^u] (e.g., alien, Bob yelled; beauty, his yacht)	1. fully voiced [w] (e.g., witch, wonder) 2. partly devoiced [w̥] (e.g., outward, sequel, squeeze, thwart, sweat) 3. voiceless [w̥̥] (e.g., twin, quarter) 4. vocalised [w ^u] (e.g., Gwen, as well, with wine)

Determine the allophone that appears in these words and/or phrases. Add the number of the allophone next to the word/phrase.

/l/	/r/	/j/	/w/
bell	brim	big yard	between
billion	burry	cupidity	Bob will
bottle	cream	curfew	dwindle
claim	credit	curious	edgeways
claw	drift	farmyard	long way
decline	driving	feud	meanwhile
doll	drop	fuming	once
eagle	drum	impute	quality
help	great	infuse	queen
learn	price	long yawn	quite
loss	prince	mature	quotation
loser	rapid	mute	railway
lover	ready	old year	request
mainly	rhythm	purify	somewhere
milk	risky	puristic	squarish
owl	rumour	secure	sweetheart
parcel	scrutiny	skewer	thwack
place	sorry	sputum	twenty
please	spread	stupid	twice
pleasure	stream	suit	twilight
pulse	through	superior	weather
relate	throw	tell you	weigh
riddle	track	tuition	weird
Welsh	try	tumour	whale
wrongly	worry	yacht	white

Exercise 3

Learning focus:

- *Sentences for practice* → *words in context, sound-to-spelling*
- *Rhythmic word group practice* → *backchaining*

Practice reading the following sentences from the end, in groups of rhythmic word units each beginning with a strong syllable. Pay special attention to the words where /l, r, j, w/ occur. Underline the letter(s) that represent(s) the sound in each set respectively. Learn one sentence.

Tip: Look for content words in the sentence to determine the strong syllables of the rhythmic units. Try changing the pace as you read to improve fluency.

e.g.

tune.

merry tune.

simple merry tune.

whistling a simple merry tune.

radio whistling a simple merry tune.

news on the radio whistling a simple merry tune.

He **listened** to the **news** on the **radio whistling** a **simple merry tune.**

/l/

1. He who laughs last laughs best.
2. Do you believe that lazy people learn little?
3. The yellow umbrella lay floating in middle of the lake.
4. The butler giggled loudly and carelessly.
5. Tall buildings and hospitals are being built in London.
6. Will you wait in the hall, please?
7. He lost his life in the struggle for liberty.
8. The foolish fellow left his wallet lying on the table.
9. All the players played well and the football fans applauded happily.
10. There is a small river which flows slowly in the park and cools the whole area.

/r/

1. Those roses are really very pretty.
2. Larry rarely needs literary reviews.
3. She wore a dress made of rough material.
4. Butter and cheese are rare in this country.
5. Is the bridge across the river over a hundred years old?

6. The drummer did not drink more beer than usual.
7. The view of the river from here is perfect.
8. I need much practice in reading and writing.
9. George hurt his right wrist.
10. Peter arrived four hours ago with Mary he married in January
11. Richard, take a piece of paper and pen and write a short story.
12. It's over eight years since we began to work on this project.
13. Year after year we've been trying to teach them to read and write.
14. Robert arrived on the first of January and left on the thirteenth of February.
15. Our firm grows larger and larger, but we are far away from being a first-rate export and import company.

/j/

1. I heard a beautiful tune yesterday.
2. Do you know the value of duty?
3. The new yacht was used for smuggling.
4. Excuse me if I refuse, but this suit is not suitable.
5. You will make him furious if you argue with him.
6. William is a brilliant young man.
7. The population of New York City is about eight million.
8. I'm not curious about your excuses.
9. This fruit yoghurt is yummy and refreshing.
10. Yoga helped her change her behaviour from neurotic to mindful.

/w/

1. I wonder where his wicked brother went.
2. A weird white wolf is wandering in the woods.
3. You will be required to keep quiet for a while.
4. Is the quality of the kitchenware worth inquiring into?
5. What will he wear, a waistcoat or a sweater?
6. What, why, and where are interrogative words.
7. We visit William once a week.
8. A warm wind blew from the west.
9. Did the change from warm to cold weather come without warning?
10. We waited for Mr. White quietly, aware of his temper.

Exercise 4

Tongue twisters

/l/

Little Linda likes licking lollies.

Lilly's lively lemonade stand lit up the lane.

/r/

Round and round the rugged rocks the ragged rascals ran.

Rita's red roses really radiate a rich, rosy fragrance.

Ricky's rusty old car raced recklessly along the road.

/j/

Yasmine's yellow canary sang a beautiful song.

Yolanda is young for her years.

/w/

Wendy wore a warm woollen winter wardrobe.

The wagon wobbled wildly on the winding road.

Part IV: Reflection

Think about the consonants you practiced. Circle the word in bold type that applies to you (sentences 1 and 2). Compare the English and Macedonian consonantal systems and choose one option that applies (a, b, or c in sentence 3). Finish sentences 4 and 5.

/l/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/r/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/j/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

/w/

1. I **can** / **cannot** discriminate this consonant easily.
2. I find this consonant **easy** / **difficult** to pronounce.
3. This consonant:
 - a) is the same as its Macedonian counterpart.
 - b) is similar to its Macedonian counterpart.
 - c) does not have a Macedonian counterpart.
4. I learnt that this consonant has the following features:

5. Tip to myself: Try pronouncing this consonant by ...

Revision 2 Consonants

Exercise 1

In the following table a false classification of the English consonants is given, where three classificatory labels are correct and one is not. Which one? Cross out the wrong one and write the correct one.

consonant	manner of articulation	place of articulation	voicing	force of articulation
/p/	nasal	bilabial	voiceless	fortis
/b/	plosive	labio-dental	voiced	lenis
/t/	fricative	alveolar	voiceless	fortis
/d/	plosive	dental	voiced	lenis
/k/	plosive	glottal	voiceless	fortis
/g/	plosive	velar	voiceless	lenis
/f/	fricative	labio-dental	voiced	fortis
/v/	plosive	labio-dental	voiced	lenis
/θ/	fricative	alveolar	voiceless	fortis
/ð/	plosive	interdental	voiced	lenis
/s/	fricative	alveolar	voiced	fortis
/z/	fricative	postalveolar	voiced	lenis
/ʃ/	affricate	palato-alveolar	voiceless	fortis
/ʒ/	fricative	palato-alveolar	voiceless	lenis
/h/	fricative	velar	voiceless	fortis
/tʃ/	affricate	pre-alveolar	voiceless	lenis
/dʒ/	affricate	palate-alveolar	voiceless	lenis
/m/	plosive	bilabial	voiced	lenis
/n/	nasal	dental	voiced	lenis
/ŋ/	nasal	uvular	voiced	lenis
/l/	approximant	palatal	voiced	lenis
/r/	fricative	postalveolar	voiced	lenis
/j/	approximant	palatal	voiceless	lenis
/w/	approximant	labial	voiced	lenis

Exercise 2

Pronounce the following minimal pairs. Pay attention to the articulators used to produce the consonants.

/p/ – /b/	/t/ – /d/	/g/ – /k/
pace – base pail – bail pat – bat parley – barley pea – bee pox – box pun – bun push – bush praise – braise cup – cub gap – gab lope – lobe nap – nab rope – robe rip – rib tap – tab	hit – hid traitor – trader neat – need bleating – bleeding debt – dead patting – padding cat – cad scenting – sending cot – cod hurting – herding cart – card rating – raiding bright – bride slighting – sliding	frog – frock brig – brick bug – buck crag – crack wig – wick stag – stack peg – peck league – leak lag – lack bag – back muggy – mucky piggy – picky degree – decree bagging – backing pegging – pecking gutter – cutter guard – card grave – crave girl – curl

/f/ – /v/	/θ/ – /t/	/θ/ – /f/	/θ/ – /s/	/ð/ – /d/
leaf – leave calf – carve half – halve fife – five safe – save infest – invest proof – prove belief – believe safer – saver rifle – rival shuffle – shovel	three – tree thank – tank theme – team thick – tick thin – tin thought – taught thread – tread thrill – trill tenths – tents ether – eater deaths – debts sheaths – sheets hearth – heart both – boat faith – fate oath – oat forth – fort	three – free thin – fin thrill – frill thresh – fresh think – fink thought – fought thirst – first oath – oaf wreath – reef sheath – sheaf loath – loaf death – deaf lath – laugh hearth – half	thin – sin thick – sick thank – sank think – sink think – sing faith – face thought – sought	thence – dense then – den teethe – teed they – day thy – die those – doze thine – dine though – dough there – dare breathe – breed other – udder lathe – laid worthy – wordy writhe – ride loathe – load

/ð/ – /θ/	/ð/ – /z/	/s/ – /z/	/h/ – /θ/	/tʃ/ – /dʒ/
thy – thigh breather – ether teethe – teeth wreathes – wreaths southern – south	breathe – breeze writhe – rise seething – seizing clothe – close bathe – bays	see – zee grisly – grizzly peace – peas seal – zeal muscle – muzzle since – sins sip – zip racer – razor pence – pens sink – zinc races – raises bus – buzz sipped – zipped lacy – lazy sue – zoo fierce – fears sewn – zone use – use	hair – air here – ear had – add harm – arm heat – eat hold – old heel – eel heart – art halter – alter hedge – edge	rich – ridge larch – large catch – cadge etch – edge batch – badge

/n/ – /ŋ/	/ŋ/ – /ŋk/	/ŋg/ – /ŋk/	/l/ – /r/	/w/ – /v/
tons–tongues sun–sung sin–sing win–wing ran–rang thin–thing hand–hanged banner–banger win – wing sin – sing	thing – think banger – banker sing – sink singing – sinking bang – bank wings – winks ring – rink	anger – anchor angle – ankle wrangle – rankle	alive – arrive belly – berry blues – bruise clown – crown collect – correct fly – fry gland – grand glow – grow lane – rain late – rate law – raw laze – raise leech – reach leek – reek light – right long – wrong loyal – royal play – pray	wheel – veal worse – verse wiser – visor wow – vow wicker – vicar whale – veil we’re – veer went – vent wet – vet wiper – viper wary – vary west – vest

Exercise 3

Practice the pronunciation of /θ/ in a word final position accompanied by other consonants.

1. moths /mɒθs/
2. lengths /leŋθs/
3. earths /eɪθs/
4. births /bɜːθs/
5. months /mʌnθs/
6. hearths /hɑːθs/
7. fifth /fɪfθ/
8. sixth /sɪksθ/
9. seventh /'sevənθ/
10. ninth /naɪnθ/
11. tenth /tenθ/
12. twelfth /twelfθ/

Exercise 4

What function do /m/, /n/, and /l/ perform in the examples? Pronounce the word.

1. bottle /'bɒtl/
2. cripple /'krɪpl/
3. fashion /'fæʃn/
4. fiddle /'fɪdl/
5. listen /'lɪsn/
6. mitten /'mɪtn/
7. parcel /'pɑːsl/
8. person /'pɜːsn/
9. prism /'prɪznm/
10. quarrel /'kwɒrl/
11. settle /'setl/
12. simple /'sɪmpl/
13. socialism /'səʊʃəlɪznm/
14. useful /'juːsfəl/
15. whistle /'wɪsl/

Exercise 5

Pronounce the following examples. Discuss the phenomenon of silent <r>, linking [r] and intrusive [r].

silent <r>	linking [r] or intrusive [r]	
bargain	It's near enough.	/ɪts 'niə r ɪ 'nʌf/
beard	more and more	/'mɔ:r ən 'mɔ:/
born	a pair of shoes	/ə 'peər əv 'ʃu:z/
butcher	Don't wear it!	/'dəʊnt 'weər ɪt/
carpet	The door is new.	/ðə 'dɔ:r ɪz 'nju:/
curtain	Answer it, please.	/'ɑ:nsər ɪt 'pli:z/
darling	He's far away.	/hɪz 'fɑ:r ə 'weɪ/
dirty	They went for a walk.	/ðeɪ 'went fərə 'wɔ:k/
fearful	There are two books here.	/ðə rə 'tu: 'bʊks 'hɪə/
forth	Is your sister at home?	/ɪz jə 'sɪstər ət 'həʊm/
girl	Where is the boy?	/'weər ɪz ðə 'bɔɪ/
heart	The idea of it.	/ ðɪ aɪ 'dɪər əv ɪt/
mare	I saw it first.	/'aɪ 'sɔ:r ɪt 'fɜ:st/
nearly	law and order	/'lɔ:r ən 'ɔ:də/
reader	ma and pa	/'mɑ:r ənd 'pɑ:/
secure	China and Taiwan	/'tʃaɪnə r ən taɪ 'wɑ:n/
short	The banana is ripe.	/ðə bə 'nʌnər ɪz 'raɪp/
work	Put a comma after the word.	/pʊt ə 'kɒmə r 'ɑ:ftə ðə 'wɜ:d/

Exercise 6

Circle the silent letters in the following words. Transcribe the words.

castle	feign	lamb	pneumonia	sign
Christmas	glisten	limb	psalm	solemn
comb	gnaw	listen	psychology	subtle
cupboard	knew	moisten	psychopath	thumb
debt	knight	muscle	receipt	whistle
diaphragm	knit	palm	reign	whole
doubt	knowledge	pestle	science	year

5. Phonemic transcription

Remember → Phonemic symbols and letter correspondence

New phonemic symbols (no letter correspondence)	Phonemic symbols = Letters	Letters not used as phonemic symbols
i: u: ɔ: α: ɜ: ɪ æ ʌ ʊ ɒ ə ɪə eə ʊə əʊ eɪ aɪ ɔɪ aʊ θ ð ʃ ʒ ʧ ʤ ŋ	i, u (in /i:/ and /u:/) a, e (in /aɪ/, /aʊ/, /eɪ/, and /eə/) p b t d k g s z f v h m n l r j w	o c q x y

Exercise 1

Learning focus: Basic transcription rules

Circle the correct answer.

1. Phonemic symbols must be learnt and used as given. Personal handwriting (such as adding loops to symbols, writing symbols as capital letters, cursive writing, etc.) is _____.

- a) allowed.
- b) not allowed.

2. When transcribing speech sounds, you _____

- a) can use punctuation but not capital letters.
- b) can use capital letters but not punctuation.
- c) must not use capital letters nor punctuation.

3. When transcribing phonemes, we use _____

- a) square brackets [].
- b) forward slash marks / /.

4. When transcribing allophones, we use _____
- a) square brackets [].
 - b) forward slash marks / /.
5. Contractions are transcribed _____
- a) as one word.
 - b) as separate words.
6. For better readability, individual words should be transcribed _____
- a) with spaces between them.
 - b) as a string of sounds.
7. Stress marks are placed _____
- a) above the vowel (peak of the syllable).
 - b) before the stressed syllable (i.e., the first phoneme of the stressed syllable).
8. Only the stressed syllables in polysyllabic words are marked. Stressed monosyllabic words _____ stress marks.
- a) also receive.
 - b) do not receive.
9. Secondary stress only occurs in words of _____
- a) three syllables.
 - b) four or more syllables.

Exercise 2

Learning focus: Comparing spelling to transcription

Match the words with their transcription.

1. arrive	1. /paɪ/
2. believe	2. /bəl/
3. belly	3. /pet/
4. bull	4. /tʌk/
5. cane	5. /daʊn/
6. chain	6. /tu:/
7. chunk	7. /keɪn/
8. coat	8. /gʊd/
9. correct	9. /kəʊt/
10. curl	10. /gæp/
11. down	11. /kɜ:l/
12. easy	12. /dʒɪn/
13. Euro	13. /ˈfɛm/
14. fool	14. /ˈfʌŋk/
15. fussy	15. /dʒəʊk/
16. gap	16. /peɪl/
17. gin	17. /fu:l/
18. good	18. /ʃeɪm/
19. joke	19. /ʃɔ:t/
20. juice	20. /saɪ/
21. light	21. /si:t/
22. marrow	22. /dʒu:s/
23. mirror	23. /ˈʃʊərəʊ/
24. pale	24. /jæm/
25. pet	25. /laɪt/
26. pie	26. /rɒŋ/
27. raw	27. /rɔ:/
28. seat	28. /əˈraɪv/
29. shame	29. /kəˈrekt/
30. short	30. /bəˈli:v/
31. sigh	31. /ˈmɪrə/
32. tuck	32. /ˈbeli/
33. two	33. /ˈmæɪəʊ/
34. wrong	34. /ˈfʌsi/
35. yam	35. /ˈi:zi/

Exercise 3

Learning focus: Phonemic symbol transcription practice

Transcribe the following words.

1. alive / _____ /
2. boat / _____ /
3. cap / _____ /
4. chair / _____ /
5. cheer / _____ /
6. coffee / _____ /
7. could / _____ /
8. flavour / _____ /
9. girl / _____ /
10. junk / _____ /
11. law / _____ /
12. long / _____ /
13. lover / _____ /
14. other / _____ /
15. price / _____ /
16. shock / _____ /
17. sort / _____ /
18. supper / _____ /
19. taught / _____ /
20. thank / _____ /
21. theme / _____ /
22. town / _____ /
23. vet / _____ /
24. vote / _____ /
25. vowels / _____ /

Exercise 4

Learning focus: Phonemic symbol reading practice

Write the following transcribed words.

1. _____ /ə'balv/
2. _____ /ə'tʃi:v/
3. _____ /ə'dæpt/
4. _____ /ə'pɑ:t/
5. _____ /bɪ'fɔ:/

6. _____ /'bɪtə/
7. _____ /bʌlb/
8. _____ /'kʌmfət/
9. _____ /'kɒtɪdʒ/
10. _____ /'deɪzi/
11. _____ /dɪ'skraɪb/
12. _____ /faɪt/
13. _____ /help/
14. _____ /'meɪʒə/
15. _____ /'meθəd/
16. _____ /'mɪdl/
17. _____ /'mɪsɪŋ/
18. _____ /'ɒbvɪəs/
19. _____ /'pɑːti/
20. _____ /'pɪktʃə/
21. _____ /kwɑɪt/
22. _____ /'sʌdn/
23. _____ /ti:m/
24. _____ /tri:/
25. _____ /tju:n/

Exercise 5

Learning focus: Letter-to-sound relationship

- a) Transcribe the following words. What do you notice about the letter in each word that represents the vocalic sound?

1. again / _____ /
2. hare / _____ /
3. hate / _____ /
4. last / _____ /
5. man / _____ /
6. many / _____ /
7. water / _____ /
8. what / _____ /

- b) Transcribe the following words. What do you notice about the vowel in each word and the letter(s) that represent it?

1. clue / _____ /
2. queue / _____ /
3. shoe / _____ /
4. threw / _____ /

- | | |
|------------|-----------|
| 5. through | / _____ / |
| 6. to | / _____ / |
| 7. too | / _____ / |
| 8. two | / _____ / |

Exercise 6

Learning focus: Transcription mistakes

The following words have been transcribed with mistakes. Find the mistakes and write the correct transcription. Discuss the reasons why learners make these mistakes.

Note: You might notice more than one mistake in a word.

- | | | |
|--------------|--------------|-----------|
| 1. allow | /əl'lau/ | / _____ / |
| 2. ashamed | /ʌ'ʃeɪmed/ | / _____ / |
| 3. avoid | /a'vɔɪd/ | / _____ / |
| 4. contain | /kon'teɪn/ | / _____ / |
| 5. cry | /kraɪ/ | / _____ / |
| 6. human | /'hu:mən/ | / _____ / |
| 7. knife | /knaɪf/ | / _____ / |
| 8. length | /lengθ/ | / _____ / |
| 9. playful | /'pleɪfəl/ | / _____ / |
| 10. simple | /'sɪmpəl/ | / _____ / |
| 11. sixteen | /,sɪks'ti:n/ | / _____ / |
| 12. storage | /'stɔrɪdʒ/ | / _____ / |
| 13. supper | /'səpə/ | / _____ / |
| 14. this | /dɪs/ | / _____ / |
| 15. umbrella | /ʊm'brelə/ | / _____ / |

Exercise 7

Learning focus: Silent letters

Transcribe the following words. Which letters are silent (i.e., they are present in spelling but not pronounced)? Circle the consonant letters.

- | | |
|-------------|-----------|
| 1. assign | / _____ / |
| 2. autumn | / _____ / |
| 3. debt | / _____ / |
| 4. design | / _____ / |
| 5. doubtful | / _____ / |
| 6. dumb | / _____ / |

- | | |
|--------------|-----------|
| 7. half | / _____ / |
| 8. island | / _____ / |
| 9. knight | / _____ / |
| 10. listen | / _____ / |
| 11. mnemonic | / _____ / |
| 12. muscle | / _____ / |
| 13. psalm | / _____ / |
| 14. salmon | / _____ / |
| 15. shepherd | / _____ / |
| 16. singing | / _____ / |
| 17. solemnly | / _____ / |
| 18. sword | / _____ / |
| 19. vehicle | / _____ / |
| 20. yolk | / _____ / |

Exercise 8

Learning focus: Homophones

Homophones are words with same pronunciation but different meaning and spelling. Analyse the transcribed words below. Provide as many orthographic forms as possible.

- | | |
|---------------|-------|
| 1. /beə/ | _____ |
| 2. /breɪk/ | _____ |
| 3. /seɪl/ | _____ |
| 4. /sent/ | _____ |
| 5. /'sɪəriəl/ | _____ |
| 6. /dɪə/ | _____ |
| 7. /flaʊə/ | _____ |
| 8. /heə/ | _____ |
| 9. /hɪə/ | _____ |
| 10. /həʊl/ | _____ |
| 11. /naɪt/ | _____ |
| 12. /meɪd/ | _____ |
| 13. /mi:t/ | _____ |
| 14. /'mɔ:nɪŋ/ | _____ |
| 15. /peə/ | _____ |
| 16. /pleɪn/ | _____ |
| 17. /raɪt/ | _____ |
| 18. /saɪd/ | _____ |
| 19. /teɪl/ | _____ |
| 20. /ðeə/ | _____ |

1. /wi:k/ _____
2. /waɪst/ _____
3. /weɪt/ _____
4. /weə/ _____

Exercise 9

Learning focus: *Optional pronunciation* → *free variation* / *parallel distribution*

Many words in English have two or more acceptable/correct pronunciations. Sometimes this phenomenon of free variation can be found within one language variety (e.g., British English) or across language varieties (e.g., British English vs. American English). Think about the words below and transcribe them by providing two optional pronunciations.

- | | | |
|------------|-----------|-----------|
| 1. absurd | / _____ / | / _____ / |
| 2. adult | / _____ / | / _____ / |
| 3. aunt | / _____ / | / _____ / |
| 4. can't | / _____ / | / _____ / |
| 5. data | / _____ / | / _____ / |
| 6. either | / _____ / | / _____ / |
| 7. often | / _____ / | / _____ / |
| 8. status | / _____ / | / _____ / |
| 9. sure | / _____ / | / _____ / |
| 10. tissue | / _____ / | / _____ / |

6. Autonomous learning

Improving L2 pronunciation requires patience and time. Although classroom practice and getting corrective feedback from the teacher and/or the peers helps learners raise their phonological awareness and enhances their sound perception and production, additional individual practice is necessary for better processing of the gained knowledge and for further refining speaking skills. Therefore, learners are advised to practice on their own frequently and consistently. In time, they will develop learner autonomy and experience many benefits such as enhanced motivation and engagement. Having a sense of control and ownership over one's learning can lead to a deeper understanding of the subject matter, increased academic performance and achievement, and greater self-confidence.

The following selection of materials, websites, and mobile applications is meant to help and empower students to become active and self-directed learners. The short descriptions explain the benefits of the websites² and give suggestions for practice. Additional resources come on-line regularly and more and more frequently, especially as the potential of artificial intelligence is harnessed. For example, the paying version of the application Duolingo³ can now provide AI-generated conversation partners. Certain suggestions for practice provided in this chapter can easily be modified to such new resources.

BBC Learning English: The Sounds of English

https://www.bbc.co.uk/learningenglish/english/learn_pronunciation

This website is a treasure trove of videos with experts giving simple explanations about different language phenomena as well as examples of everyday language spoken by real people, usually native speakers of English. There is a separate section devoted to pronunciation where all English sounds (of the British variant) are divided into six categories: short vowel sounds, long vowel sounds, diphthong sounds, voiceless consonant sounds, voiced consonant sounds, and other consonant sounds. Each subcategory features one-minute videos for every sound, with a native speaker describing the formation of the sound and pronouncing several example words. The speaker can be seen pronouncing the sound from a front face view and a side face view. Watching the speaker allows learners to see the articulators moving in real time. They can then practice on their own by imitating and repeating.

² At the time of publication all URLs were valid, but they may change. The precise name of the resource could then be searched for.

³ Duolingo <https://www.duolingo.com/>

Interactive Phonemic Chart

<https://www.britishaccentacademy.com/interactive-ipa-chart/>

This website features an interactive speech sound chart. The English phonemes are arranged in squares. By clicking on the squares, learners can hear the speech sounds pronounced in isolation (for the vowels) or surrounded by the neutral vowel (for the consonants). The squares also flip over to show an animated sagittal section of a head, which helps learners visualise the mouth shape and the articulators which contribute to the production of the sound. Interacting with the chart helps learners to focus on the pronunciation of individual sounds and to make a better sound-to-symbol connection.

Sounds of Speech™

mobile application

This mobile app features a complete list of American English speech sounds (vowels, diphthongs, consonants) with detailed explanations of how they are formed. For each sound, there is an animated video with a sagittal section image showing the movement of the articulators while the sound is produced. The articulators are annotated and, by clicking on annotations, each articulator involved in the production of that particular sound is enlarged and specific instructions and phonetic information are provided. There are also videos of people producing the sound and audio recordings of words with the sound in initial, medial, and final word position. Typing a word in the search tool on the menu causes the IPA transcription of the word to appear, and it is then possible to listen and watch how every sound in that word is pronounced.

Online dictionaries for practicing perception and phonemic transcription

- **Cambridge Dictionary**
<https://dictionary.cambridge.org/>
- **Oxford Learner's Dictionaries**
<https://www.oxfordlearnersdictionaries.com/>
- **Longman Dictionary of Contemporary English**
<https://www.ldoceonline.com/>
- **Collins English Dictionary**
<https://www.collinsdictionary.com/dictionary/english>

Online dictionaries are the most practical and freely available tools for practising sound perception and phonemic transcription. The four listed here feature audio recordings for every word entry in British and American. Learners can create word lists and, together with a partner, they can practice perception and transcription. First learner A plays the recordings of each word on the list and learner B listens attentively and transcribes the word. Then they change roles. The benefits of this exercise are manifold: a) learners enhance their perceptive skills by exposing themselves to variable language input (numerous speakers, both male and female speakers of various age and origin); b) they can get immediate feedback as all word entries are

transcribed in the dictionaries; and c) they can raise their awareness of optional pronunciation patterns for different words. Additional benefits include improving vocabulary and having fun with a learning buddy.

British Accent Academy

<https://www.britishaccentacademy.com/higgins-minimal-pairs-for-received-pronunciation/>

This website features all possible minimal pairs combinations among English phonemes. The phonemes are arranged on a grid where any two phonemes can be combined and the number of minimal pair combinations can be seen. By clicking on the number, a list of the pairs is presented. This website is very useful for learners who experience problems with particular sound. They can familiarise themselves with a list of minimal pairs and then listen to dictionary audio recordings of those words, thus tuning in to the fine acoustic differences between the sounds and improving their perception and production.

English Accent Coach

<https://www.englishaccentcoach.com/>

English Accent Coach is an online tool for developing pronunciation (perceptual) skills in North American English. It uses an interactive game approach – learners/users hear syllables or words with English sounds and they must click on the symbol for the sound they hear. The sounds are arranged in a diagram chart. Learners can click on each sound and a window with vowel/consonant summary appears giving short description of that particular sound. After this familiarisation stage, learners can play the game – guessing the sound they hear – for which they get immediate feedback and a score is kept. This way, learners can track their improvement over a period of time.

Phonemic/phonetic transcription practice

- **Phonemic Chart Keyboard**

<https://www.phonemicchart.com/>

This website features a chart with English phonemes and a reference word for every sound. Learners can practice word transcription by clicking on the symbol – the symbol appears in a box below the chart. The transcribed word can then be checked whether it is correct or not. Words can be transcribed from spelling or vice versa. A special feature is that the chart adapts to a British or American sound system (by choosing the option on the menu).

- **PhoTransEdit**

<http://www.photransedit.com/>

This website allows the learner to practice phonemic transcription using IPA annotation. The learner can choose between an online or a desktop version. It features tools such as: a) Text to Phonetics (Text2Phonetics), and b) Phonetic Keyboard (TypeIPA). The Text2Phonetics is an application that transcribes words or short texts into broad phonetic transcriptions. The learner

can choose the type of pronunciation: Received Pronunciation (RP) or General American (GA). The TypeIPA is an application that features an IPA keyboard with the most common phonetic symbols in English. The learner can practice transcribing words and texts by clicking on the symbols.

- **CUBE – Current British English searchable transcriptions**

<http://cubedictionary.org/>

This website is useful for practising phonemic transcription and allows the learner to find and explore pronunciation patterns in English. Search windows are provided for spelling and sound, which can be used separately or together to search words with a given spelling and/or a given pronunciation. Features include: searching for word beginnings/endings, searching among a set of sound categories, displaying results in several transcription systems, links to natural speech clips from YouGlish providing spoken examples of the words, minimal pairs search, and filters for word frequency and grammar categories.

- **Type IPA phonetic symbols**

<https://ipa.typeit.org/full/>

On this website, phonetic transcriptions can be typed in the International Phonetic Alphabet (IPA). Phonetic symbols are simply arranged as a keyboard together with diacritics and tonetic marks. Learners can type words and whole texts and practice phonetic transcription. They can edit the text and then copy it onto a document. The font used is Doulos SIL.

Pronunciation Skills with Adrian Underhill

https://www.youtube.com/playlist?list=PLbEWGLATRxw_2hL5hY164nvHdTpwHEOXC

The link takes learners to a YouTube playlist of short videos by Adrian Underhill, a teacher and professional trainer specialising in English pronunciation. The author provides the following description of the video series: “A practical, physical and visible approach, designed to help teachers and students to discover easily how to make Standard British English sounds, what is going on in the mouth, how to correct mistakes, and above all how to find the ‘pronunciation muscles’ that make the difference.” The videos offer practical advice on sound description, pronunciation learning, and pronunciation teaching. The approach focuses on developing proprioceptive skills when learning new sounds, words, and connected speech.

Tongue twisters

- **Consonants**

<https://bettertoeflscores.com/tough-toefl-tongue-twisters/14372/>

- **Vowels**

<https://bettertoeflscores.com/tough-toefl-tongue-twisters-for-vowel-sounds/14408/>

These websites aim to help learners improve their speaking skills by practicing a variety of tongue twisters. For every sound, there is a list of sentences focusing on a particular sound. The

website also features an AI-voiceover audio recording of the tongue twisters (the sentences). Learners can practice individually or as a group. It is advisable that they focus on each sentence separately, by first pronouncing it slowly to familiarise themselves, and then gradually increasing the speed, i.e., voice pacing.

Golden Speaker Builder

<https://goldenspeaker.engl.iastate.edu/speech/>

At some point during their learning experience, learners need to rely on a speech model as a reference point for assessing their own pronunciation. This means that they need to listen to a model speaker and then use different techniques for pronunciation practice, including:

- Parroting – involves mechanical repetition of words, phrases, and sentences after a model speaker; learners mimic the speech they hear.
- Shadowing – involves listening to the speech of a model speaker and simultaneously repeating all the while learners must keep up with the pace of the speaker; learners process speech in real-time and gradually develop better fluency.
- Imitation – implies that learners imitate the speech of a model speaker (native or non-native); they take on the acoustic features of the person they imitate and gradually form new sound categories.
- Self-imitation – implies that learners imitate their own voice which has been manipulated to approximate the acoustic characteristics of native speaker speech, i.e., a learner's own voice is synthesised with that of a native speaker.

The Golden Speaker Builder is an online interactive tool that is very useful for practising pronunciation. It uses a native speaker model as the reference. The tool generates a personalised 'golden speaker' voice, i.e., a synthetically created voice that mirrors a learner's voice but with a native accent (General American English). In this way, a learner's model is their own voice and the process of pronunciation practice is more engaging and tailored to individual needs.

YouGlish

<https://youglish.com/>

This website uses YouTube as a massive corpus and can be used as a video pronunciation dictionary. Learners can type in a word or words (e.g., *mutation*, *what are you going to do*) and occurrences in YouTube videos are found. The interface displays the pertinent segment of video with subtitles or closed captions, aligns the video to the written form, and then learners can (repeatedly) listen to that search term in context. Queries can be narrowed down by word class or speaker gender, for example. Creative pronunciation practice is possible, i.e., shadowing, and other pronunciation learning tips are also provided. YouGlish is also valuable for working on perception, as learners are exposed to multiple forms of the same word or sequence, as pronounced by a range of speakers in authentic and varied contexts.

TED Talks: Ideas worth spreading

<https://www.ted.com/talks>

TED talks are authentic, audiovisual spoken materials ideal for practicing verbal, non-verbal, and paraverbal language. The learners can watch the video multiple times and analyse particular features such as: body language, facial gestures, silences and pauses, filled pauses, interjections, segmental (vocalic and consonantal) variations, accented and deaccented information, weak forms of function words, tones, pitch variations, and voice pacing. By mirroring the speaker (a native speaker or a non-native proficient user of English), the learners can practice improving any of these features and focus on their pronunciation, fluency, and spoken presentation skills.

Native and non-native varieties

- **IDEA – International Dialects of English Archive**

<https://www.dialectsarchive.com/>

- **The Speech Accent Archive**

<https://accent.gmu.edu/>

These websites feature a large sets of speech samples from a variety of language backgrounds. Native and non-native speakers of English read the same paragraph. Learners can compare and analyse the accents and dialects of different English speakers. They can listen to the recordings to familiarise themselves with the features of specific accents. They can compare their pronunciation to that of a native speaker or a non-native speaker. This exercise is very beneficial: learners not only expose themselves to varied language input, but they may also become more accepting of language variation and different accents.

Glossary of phonetic terms

Англиско-македонски фонетски термини

ГЛАСОВИ (општо)	
vowel	вокал, самогласка, вокалоид
consonant	консонант, согласка, консонантоид
monophthong	монофтонг
diphthong	дифтонг, двоглас
triphthong	трифтонг
cardinal vowel	кардинален вокал, основен вокал

ДЕЛОВИ НА ЈАЗИКОТ	
tip/point of the tongue	врв на јазикот
blade of the tongue	завршок
front of the tongue	преден дел на јазикот
body of the tongue	тело на јазикот
back part of the tongue	заден дел на јазикот
rim of the tongue	страни на јазикот
root of the tongue	корен на јазикот

ПОЛОЖБА НА УСНИТЕ	
spread lips	растегнати усни, развлечени усни
neutrally open lips	неутрално отворени усни
close rounded lips	затворено заокружени усни
open rounded lips	отворено заокружени усни
protruded lips	испупчени усни

КЛАСИФИКАЦИЈА НА ВОКАЛИТЕ	
1. според делот на јазикот (движењето на јазикот по хоризонталната оска):	
front	преден
central	централен, централизиран
back	заден
2. според висината на јазикот (движењето на јазикот по вертикалната оска):	
<i>- поделба според четири степени на подигнување на јазикот при артикулација</i>	
high / close	висок / затворен
mid-high / half-close	полувисок / полузатворен
mid-low / half-open	полунизок / полуотворен
low / open	низок / отворен
<i>- поделба според три степени на подигање на јазикот при артикулација</i>	
high	висок
mid	среден
low	низок
3. според заокруженоста на усните:	
rounded	заокружен, лабијализиран
unrounded	незаокружен, нелабијализиран
4. според природната должина на вокалот:	
long	долг
short	краток
5. според стегнатоста на говорните органи:	
tense	стегнат
lax	лабав

КЛАСИФИКАЦИЈА НА ДИФТОНЗИТЕ	
1. според насоката на движење кон вториот елемент:	
centring	средиштен, средишен
closing	затворувачки
2. според звучноста на елементите:	
falling	надолен
rising	нагорен

3. според оддалеченоста на елементите:	
narrow	тесен
wide	широк

КЛАСИФИКАЦИЈА НА КОНСОНАНТИТЕ	
1. според треперењето на гласилките:	
voiced	звучен
voiceless	беззвучен, незвучен
2. според местото на образување во усната празнина:	
bilabial	билабијален, двоусен, уснен
labio-dental	лабио-дентален, забноустен
dental	дентален, забен
interdental	интердентален, меѓузабен
dentoalveolar	дентоалвеоларен, забновенечен
alveolar	алвеоларен, венечен
postalveolar	посталвеоларен, задвенечен
palatoalveolar	палато-алвеоларен, венечнотврдонепчен
retroflex	ретрофлексен
palatal	палатален, тврдонепчен
velar	веларен, меконепчен, заднонепчен
labio-velar	лабио-веларен
uvular	увуларен
pharyngeal	фарингален
glottal	глотален
3. според начинот на образување во усната празнина:	
plosive (stop)	експлозив, експлозивен, избувлив, преграден, оклузивен
nasal	назал, носовка, носен
trill	повеќеударен, тркалив, треперлив, вибрант
tap or flap	едноударен
fricative	спирант, фрикатив, струен, теснински (теснечен), пискав
lateral fricative	латерален фрикатив

lateral	латерал, латерален, страничен
approximant	апроксимант, приближен
lateral approximant	латерален апроксимант
affricate	африкат, преградно-теснински
semi-vowel	полувокал
liquid	ликвид, течен
glide	глајд
4. според степенот на мускулен напор /јачина на воздушна (издишана) енергија:	
fortis, strong	јак
lenis, weak	слаб

ДРУГИ ТЕРМИНИ	
articulator (passive/active)	артикулатор (пасивен/активен), говорен орган
continuant	продолжителен, непрекинат, струен
glide	глајд
liquid	ликвид
occlusive	преграден, оклузивен
sonorant	сонант
obstruent	опструент
sibilant	сибилант
strident	стридентен
spirant	пискав
frictionless	непискав, нефрикативен
syllabic consonant	слоготворен консонант, самогласен консонант, вокален консонант, силабичен консонантоид
linking /r/	врзувачко /r/
intrusive /r/	вметнато /r/
retroflex, inverted /r/	повлечено /r/, ретрофлексно
rolled /r/	повеќеударно /r/, тркалив
glottal reinforcement	гркланско поткрепување, глотализација
t-voicing	озвучување на /t/
schwa	темен вокал, шва
weak form	редуциран облик; редуцирана форма
stress	нагласок, акцент
word stress	зборовен нагласок

sentence stress	реченичен нагласок
emphatic stress	експресивен нагласок, експресивен акцент
nuclear (tonic) stress	стожерен нагласок, стожерен акцент
nuclear (tonic) syllable	стожерен слог
functional load	функционален полнеж

Класификација на македонските фонemi

Гласовниот систем на македонскиот јазик брои 31 фонема од кои 5 вокали (самогласки) и 26 консонанти (согласки).

Класификацијата на вокалите е направена според следниве параметри (во табелата термините се дадени во истиот редослед):

- а) движењето на јазикот по хоризонталната оска (делот од јазикот);
- б) движењето на јазикот по вертикалната оска (висината на јазикот); и
- в) положбата на усните.

вокал	референтен збор	класификација
/i/	пи <u>с</u> мен	преден, висок/затворен, незаокружен
/e/	пе <u>с</u>	преден, среден/полузатворен, незаокружен
/a/	па <u>с</u> ош	заден, низок/отворен, незаокружен
/o/	по <u>с</u> т	заден, среден/полузатворен, заокружен
/u/	пу <u>с</u> ти	заден, висок/затворен, заокружен

Забелешка:

Конески (2004) при класификација на вокалите како параметар го вклучува и влијанието на вокалите врз акустичкиот ефект на некои консонанти и ги дели на: а) меки: /i/ и /e/, кои го смекнуваат изговорот на консонантите, и б) тврди: /a/, /o/ и /u/, кои го стврдуваат изговорот на консонантите. Ова влијание се чувствува, на пример, при изговор на консонантите /k/ и /l/ во примерите *кола–коли*, *мака–маки*.

Класификацијата на консонантите е направена според следниве параметри (во табелата термините се дадени во истиот редослед):

- а) треперењето на гласилките;
- б) местото на образување во усната празнина; и
- в) начинот на образување во усната празнина.

консонант	референтен збор	класификација
/p/	п <u>а</u> т	безвучен билабијален експлозив/оклузив
/b/	б <u>а</u> ба	звучен билабијален експлозив/оклузив
/t/	т <u>а</u> тко	безвучен дентален експлозив/оклузив
/d/	д <u>а</u> тум	звучен дентален експлозив/оклузив
/k/	к <u>а</u> па	безвучен веларен експлозив/оклузив
/g/	г <u>а</u> јда	звучен веларен експлозив/оклузив
/f/	ф <u>а</u> лба	безвучен лабио-дентален фрикатив
/v/	в <u>а</u> га	звучен лабио-дентален фрикатив
/s/	с <u>а</u> бота	безвучен алвеоларен фрикатив
/z/	з <u>а</u> твор	звучен алвеоларен фрикатив
/ʃ/	ш <u>а</u> рка	безвучен палато-алвеоларен фрикатив
/ʒ/	ж <u>а</u> ба	звучен палато-алвеоларен фрикатив
/x/	х <u>а</u> ртија	безвучен веларен фрикатив
/tʃ/	ч <u>а</u> дор	безвучен палато-алвеоларен африкат
/dʒ/	џ <u>а</u> гор	звучен палато-алвеоларен африкат
/ts/	ц <u>а</u> р	безвучен дентален африкат
/dz/	џ <u>е</u> нџа	звучен дентален африкат
/c/	ќ <u>а</u> р	безвучен палатален африкат
/ɟ/	ѓ <u>а</u> вол	звучен палатален африкат
/m/	м <u>а</u> јка	звучен билабијален назал
/n/	н <u>а</u> деж	звучен дентален назал
/ɲ/	к <u>о</u> њ	звучен палатален назал
/l/	л <u>а</u> га	звучен дентален латерален ликвид
/ʎ/	љ <u>у</u> бов	звучен палатален латерален ликвид
/r/	р <u>а</u> дост	звучен алвеоларен едноударен/повеќеударен вибрант
/j/	ј <u>а</u> тка	звучен палатален глајд/апроксимант

Класификација на англиските фонemi

Гласовниот систем на англискиот јазик (Standard Southern British English - SSBE) брои 44 фонemi од кои 20 вокали (12 монофтонзи и 8 дифтонзи) и 24 консонанти.

Класификацијата на вокалите е направена според следниве параметри (во табелата термините се дадени во истиот редослед):

- а) движењето на јазикот по хоризонталната оска (делот од јазикот);
- б) движењето на јазикот по вертикалната оска (висината на јазикот);
- в) положбата на усните;
- г) природната должина; и
- д) стегнатоста на говорните органи.

вокал	референтен збор	класификација
/i:/	<u>fleece</u>	преден, висок/затворен, незаокружен, долг, стегнат
/ɪ/	<u>kit</u>	преден, висок/затворен, незаокружен, краток, лабав
/e/	<u>dress</u>	преден, среден/полузатворен, незаокружен, краток, лабав
/æ/	<u>trap</u>	преден, низок/полуотворен, незаокружен, краток, лабав
/ʌ/	<u>strut</u>	централен, среден/полуотворен, незаокружен, краток, лабав
/ɑ:/	<u>palm</u>	заден, низок/отворен, незаокружен, долг, лабав
/ɒ/	<u>lot</u>	заден, низок/полуотворен, заокружен, краток, лабав
/ɔ:/	<u>thought</u>	заден, висок/полузатворен, заокружен, долг, лабав
/ʊ/	<u>foot</u>	заден, висок/затворен, заокружен, краток, лабав
/u:/	<u>goose</u>	заден, висок/затворен, заокружен, долг, стегнат
/ɜ:/	<u>nurse</u>	централен, среден/полуотворен, незаокружен, долг, лабав
/ə/	<u>about, bonus</u>	централен, среден/полуотворен, незаокружен, краток, лабав

Класификацијата на дифтонзите е направена според следниве параметри (во табелата термините се дадени во истиот редослед):

- а) насоката на движење кон вториот елемент (централен или затворен вокал)
- б) звучноста на елементите; и
- в) оддалеченоста на елементите.

дифтонг	референтен збор	класификација
/aɪ/	pr <u>i</u> ce	затворувачки, надолан, широк
/eɪ/	f <u>a</u> ce	затворувачки, надолан, тесен
/ɔɪ/	ch <u>oi</u> ce	затворувачки, надолан, широк
/aʊ/	m <u>ou</u> th	затворувачки, надолан, широк
/əʊ/	g <u>oa</u> t	затворувачки, надолан, тесен
/ɪə/	n <u>ea</u> r	средиштен, надолан (нагорен), тесен
/eə/	ch <u>ai</u> r	средиштен, надолан, тесен
/ʊə/	t <u>ou</u> r	средиштен, надолан (нагорен), тесен

Класификацијата на консонантите е направена според следниве параметри (во табелата термините се дадени во истиот редослед):

- а) треперењето на гласилките;
- б) местото на образување во усната празнина; и
- в) начинот на образување во усната празнина.

консонант	референтен збор	класификација
/p/	<u>p</u> et	безвучен билабијален експлозив
/b/	<u>b</u> ed	звучен билабијален експлозив
/t/	<u>t</u> en	безвучен алвеоларен експлозив
/d/	<u>d</u> eaf	звучен алвеоларен експлозив
/k/	<u>k</u> at	безвучен веларен експлозив
/g/	<u>g</u> ap	звучен веларен експлозив
/f/	<u>f</u> at	безвучен лабио-дентален фрикатив
/v/	<u>v</u> et	звучен лабио-дентален фрикатив
/θ/	<u>th</u> in	безвучен (интер)дентален фрикатив
/ð/	<u>th</u> is	звучен (интер)дентален фрикатив
/s/	<u>s</u> ad	безвучен алвеоларен фрикатив
/z/	<u>z</u> est	звучен алвеоларен фрикатив
/ʃ/	<u>sh</u> out	безвучен палато-алвеоларен фрикатив

/ʒ/	mea <u>s</u> ure	звучен палато-алвеоларен фрикатив
/h/	<u>h</u> ay	безвучен глотален фрикатив
/tʃ/	ch at	безвучен палато-алвеоларен африкат
/dʒ/	j azz	звучен палато-алвеоларен африкат
/m/	m ap	звучен билабијален назал
/n/	n et	звучен алвеоларен назал
/ŋ/	ki ng	звучен веларен назал
/l/	le l	звучен алвеоларен латерален апроксимант
/r/	r ib	звучен посталвеоларен апроксимант
/j/	y ellow	звучен палатален полувокал/апроксимант
/w/	w itch	звучен лабио-веларен полувокал/апроксимант

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