

# **T3: Articulation and transcription of vowel phonemes**

**[ɑ:]-[ʌ]; [u:]-[ʊ]**

**Modification of phonemes in speech**

**Allophones.**

**Articulation of vowels.**

**Practice. Exercises, tongue-twisters, dialogues.**

# Kinds of Sound Change

- Assimilation *(become more alike)*
  - Nasalization
  - Voicing
  - Flapping
- Dissimilation *(become less alike)*
  - Metathesis *(shift sounds around)*
  - Epenthesis // Intrusion *(add a sound)*
- Other
  - Elision // Deletion *(take a sound away)*
  - Vowel Reduction *(shorten or 'schwa' a sound)*

## Assimilation

- Nasalization
- Voicing
- Flapping

sing	[sɪŋ]
cabs	[kæbz]
letter	[lɛtɚ]

## Dissimilation

- Metathesis
- Epenthesis

spaghetti	[pskɛdi]
bus+s	[bəsɛz]

## Other

- Elision
- Vowel Reduction

I see them	[aɪ siəm]
careful	[kɛɹfəl]

## The *allophone*

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Each phoneme may have different realisations depending on the context in which it is found.

- the different articulations of /t/
- /s/ in seen and soon.
  - 'seen' is produced with spread lips, as /i/ follows.
  - 'soon' is realised with rounded lips, to prepare for the following rounded vowel, /u/.
- This second, rounded /s/ is a variation, or *allophone* of the phoneme.

*Allophones are what we actually produce and hear.*

# Allophones

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- Formal Definition:  
Sounds that are **NOT** heard *distinctively* by native speakers of a language
- Dave's Translation:  
Sounds that **DO NOT** make meaningful differences in a language



## Phonemes & Allophones

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- [i], [ɪ] - Phonemes
  - [b*i*t], [bɪt] (*beet*, *bit*)
  - Minimal Pairs → phonemic distinction
- [ɪ], [ĩ] - Allophones (*in English*)
  - [sɪt], [sĩŋ] (*sit*, *sing*)
  - Phonetically distinct, phonologically same
  - Complementary distribution

## In Simpler Words

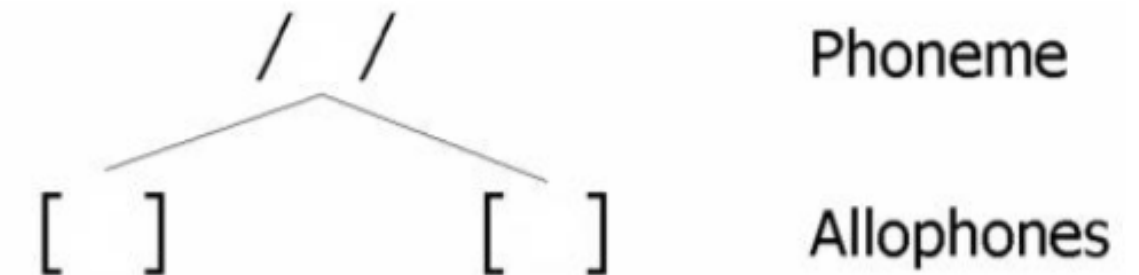
■  $A \rightarrow B / X \_\_ Y$

*A becomes B when it comes  
between X and Y*

*We typically use features for A, B, X and Y...  
For shorthand we may sometimes use segments instead...*

## Now You Try It...

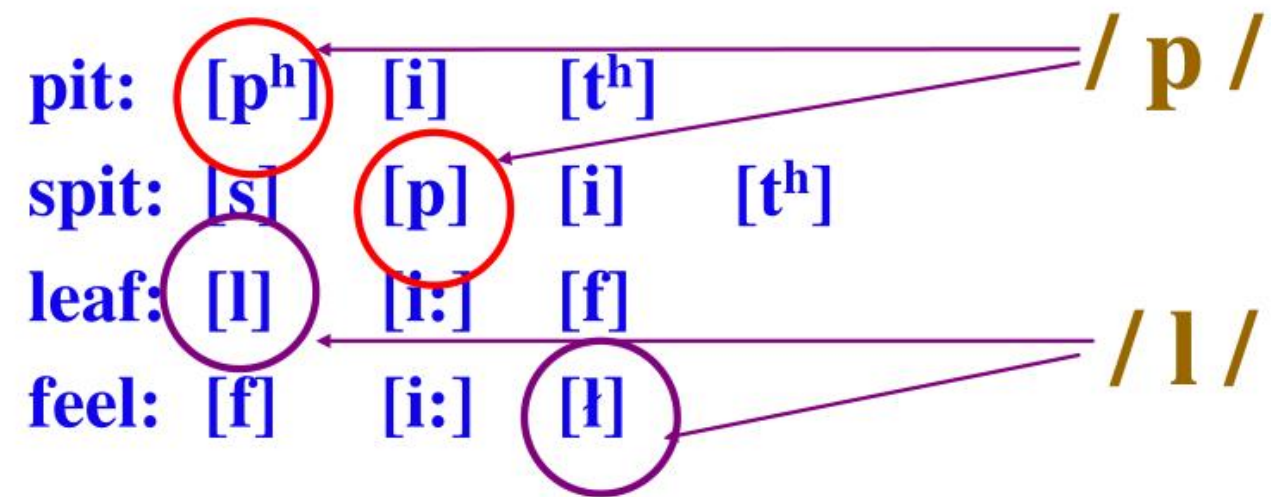
- Find a sound that either
  - Changes from slow to fast speech
  - Changes when you add a morpheme
- Fill in the tree



- Write the rule

$/ \ / \rightarrow [ \ ] / \_\_ \_\_$

- **3. Allophones: the different phones which can represent a phoneme in different phonetic contexts.**



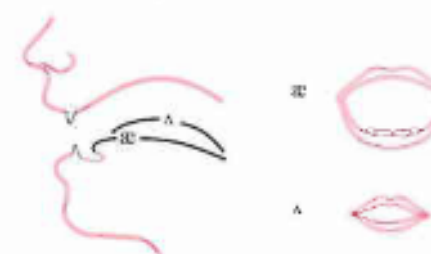
## UNIT 5 /ʌ/ cup

- I'm hungry. How **much** **money's** in the hat?
- **Nothing**.
- **Nothing?** I'm **hungry** too.
- Oh **shut up!** Everybody's **hungry**.



### 1 Target sound /ʌ/

- A35a a** First practise the sound /æ/ (see page 15). Listen and repeat.
- A35b b** Put your tongue back a little to make the short target sound /ʌ/. Listen and repeat.
- A35c c** Listen and repeat both sounds: /æ/ and /ʌ/.



### 2 Minimal pairs

	Sound 1 /æ/	Sound 2 /ʌ/	
	<b>cap</b> Where's my cap?	<b>cup</b> Where's my cup?	
	<b>hat</b> There's a hat in the garden.	<b>hut</b> There's a hut in the garden.	
	<b>track</b> See the tracks on the road.	<b>truck</b> See the trucks on the road.	
	<b>ban</b> There's a ban on it.	<b>bun</b> There's a bun on it.	
	<b>bag</b> She's got a bag.	<b>bug</b> She's got a bug.	
	<b>ankle</b> My ankle was injured.	<b>uncle</b> My uncle was injured.	

## Minimal pair words

A36a a Listen and repeat the words.

A36b b You will hear five words from each minimal pair. For each word write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

EXAMPLE Pair 1: 2, 1, 2, 1, 1

## Minimal pair sentences

A37a c Listen to the minimal pair sentences.

A37b d Listen to six of the sentences and write 1 for /æ/ (sound 1) or 2 for /ʌ/ (sound 2).

A37a e Sentence stress

Listen to the pairs of sentences again and match them with the sentence stress patterns below. The big circles are the strong syllables and the small circles are the weak syllables.

EXAMPLE ooO (Pair 1) Where's my cap? / Where's my cup?

a) oooO b) ooOoo c) ooOooO d) ooOooOo e) oOooOo

Notice that if we put too many strong stresses in a sentence, we may sound angry, especially if the intonation keeps going down. Practise the sentences below.

OOO Where's my cup?OOooOo My uncle was injured.

A38 f Tick the words a) or b) that you hear in the sentences.

- |           |                          |         |                          |
|-----------|--------------------------|---------|--------------------------|
| 1 a) cap  | <input type="checkbox"/> | b) cup  | <input type="checkbox"/> |
| 2 a) hat  | <input type="checkbox"/> | b) hut  | <input type="checkbox"/> |
| 3 a) bag  | <input type="checkbox"/> | b) bug  | <input type="checkbox"/> |
| 4 a) mad  | <input type="checkbox"/> | b) mud  | <input type="checkbox"/> |
| 5 a) hang | <input type="checkbox"/> | b) hung | <input type="checkbox"/> |
| 6 a) ran  | <input type="checkbox"/> | b) run  | <input type="checkbox"/> |



### 3 Dialogue



- a** First practise the sound /ʌ/ in some of the words from the dialogue. Listen and repeat.

lunch just much one love **cousin** **doesn't** **funny** **rubbish**  
**enough** **untrue** **shut up** **unhappy** **understand** **unattractive**  
**worry** **lovely** **honey** **brother** **other** **nothing** **company**  
**wonderful** **month** **does**

A39

- b** Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–10) with the correct words from the box. They are all words like *love* spelled with *o* but pronounced /ʌ/.

worry lovely honey brother other nothing company wonderful month does
--

UNIT 5 /ʌ/ cup 21

**a doesn't love him**

JASMINE: Honey, why are you so sad?

(Duncan says 1 \_\_\_\_\_.)

JASMINE: 2 \_\_\_\_\_, why are you so unhappy? I don't understand.

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!

DUNCAN: That's untrue, Jasmine. You love my cousin.

JASMINE: Justin?

DUNCAN: No, his 3 \_\_\_\_\_.

JASMINE: Dudley?

DUNCAN: No. Stop being funny, Jasmine. Not that one. The 4 \_\_\_\_\_ brother.  
Hunter. You think he's 5 \_\_\_\_\_ and I'm unattractive.

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.

DUNCAN: Yes he 6 \_\_\_\_\_.

JASMINE: Duncan, just once last 7 \_\_\_\_\_ I had lunch with Hunter. You mustn't  
8 \_\_\_\_\_. I like your 9 \_\_\_\_\_ much better than Hunter's.  
Hunter's ...

DUNCAN: Oh, just shut up, Jasmine!

JASMINE: But honey, I think you're 10 \_\_\_\_\_.

DUNCAN: Oh, shut *up*, Jasmine.

JASMINE: Now that's enough! You're just jealous, Duncan. *You* shut up!

A39

- c** Listen to the dialogue again to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.



4 Stress and intonation

Stress and intonation are used to show feelings in English. In the dialogue in 3b, you may have noticed that Jasmine's stress and intonation changed at the end when she got angry with Duncan.

A40 a Study the sentences below, and then listen to the recording.

Emotions	N (neutral)	A (angry)
1 No, he doesn't.	ooOo	OOOo
2 Yes, he does.	ooO	OOO
3 Now that's enough.	oooO	OOoO
4 I don't understand.	ooooO	OOOoO
5 Oh just shut up.	oooO	OOOO



A41 Listen to the sentences and write A for angry or N for neutral.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

Complete this statement.

If someone speaks with a lot of \_\_\_\_\_ly stressed words, with the intonation going \_\_\_\_\_ all the time, they can sound very angry.

A42 b Intonation in a list

The intonation goes up on the last strongly stressed word in each phrase, and then down at the end. Listen and repeat.

He bought a cup and some nuts.

He bought a cup, some nuts and some honey.

He bought a cup, some nuts, some honey and a brush.



c Game

'My uncle (mother/brother/cousin) went to London'

Practise this game with a group of five people. Choose any words from the list below.

EXAMPLE

A: My uncle went to London and he spent a lot of money. He bought a bus company.

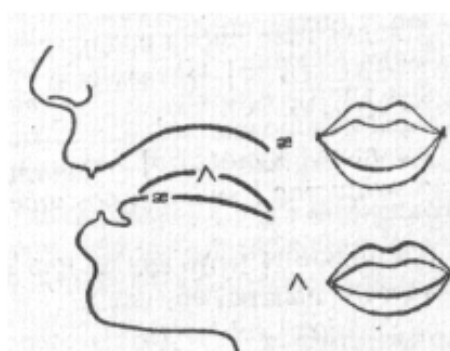
B: My uncle went to London and he spent a lot of money. He bought a bus company and a toy duck.

Each player remembers what the others have said and then adds something to the list.

Practise saying these phrases before you start.

a <b>cup</b>	an onion field	some sacks of <b>nuts</b>
a cuddly <b>monkey</b>	a <b>bus</b> company	a toy <b>duck</b>
some <b>honey</b>	a <b>brush</b>	a lovely <b>butterfly</b>
some comfortable <b>gloves</b>	a <b>bun</b> shop	a hundred <b>buttons</b>
some <b>sunglasses</b>		

/ʌ/



*Definition.* /ʌ/ is central, mid, un-rounded, short.

*Articulation.* The tongue is in the central part of the mouth. The front of the tongue is raised to the back of the hard palate just above the fully open position. No contact is made between the tongue and the upper teeth. The tongue is lax. The jaws are considerably separated. The lips are neutrally open. The vowel is short. This vowel does not occur in the

open syllables. *For example: mother, come, cut, unusual.*

*Suggestion.* Make the sound, and throw your head back slightly as you do it. This works well if contrasted with /æ/.

### *Discussion points and activities*

*Exercise 1.* Read the following words with the phoneme /ʌ/ in different positions:

INITIAL POSITION		MEDIAL POSITION	
us	until	but	must
up	under	cup	jump
undo	unless	sun	drunk
ugly	uncle	fun	funny

*Exercise 2.* Repeat the sentences with the phoneme /ʌ/:

1. Come to lunch, Bunny.
2. There's a bus coming. Hurry up.
3. Your uncle took the umbrella upstairs.
4. My puppy loves to run.
5. You must go to lunch, but come back for supper.
6. The ugly duck is under the hut.
7. Put some honey on the bun, mother.
8. Brush the dust off the cuff.
9. Mother shoved the buns into the oven.
10. When the sun came up the guns began to thunder.

*Exercise 3. Read and learn the following tongue-twisters:*

<i>Tongue-twisters with the phoneme /ʌ/</i>
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Old Mr. Hunt had a cuddy punt Not a cuddy punt but a hunt punt cuddy.	If you understand, say “understand”. If you don't understand, say “don’t understand”. But if you understand and say “don’t understand”. how do I understand that you understand. Understand!
Double bubble gum, bubbles double.	Two Truckee truckers truculently truckling to have truck to truck two trucks of truck.
	A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

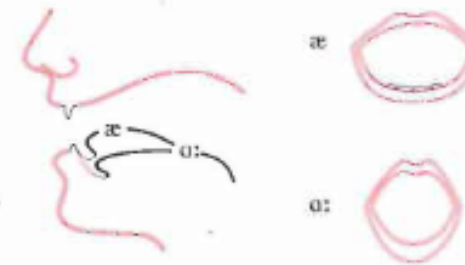
## UNIT 6 /ɑ:/ heart

- Marvellous cars, aren't they?
- Wonderful ... fantastic ... so fast ...
- They are ... they are ...



### 1 Target sound /ɑ:/

- A43a a First practise the sound /æ/ (see page 15). Listen and repeat.
- A43b b Put your tongue further back and down to make the longer target sound /ɑ:/. Listen and repeat.
- A43c c Listen and repeat both sounds together. /æ/ is short. /ɑ:/ is long.



### 2 Minimal pairs A

	Sound 1 /æ/	Sound 2 /ɑ:/	
	<b>cap</b> What a lovely cap!	<b>carp</b> What a lovely carp!	
	<b>hat</b> He touched his hat.	<b>heart</b> He touched his heart.	
	<b>cat</b> It's a farm cat.	<b>cart</b> It's a farm cart.	
	<b>ban</b> There's a ban on it.	<b>barn</b> There's a barn on it.	
	<b>pack</b> I'll pack the car.	<b>park</b> I'll park the car.	

### Minimal pair words

- A44a a Listen and repeat the words.
- A44b b You will hear five words from each minimal pair. For each word write 1 for /æ/ (sound 1) or 2 for /ɑ:/ (sound 2).
- EXAMPLE Pair 1: 2, 1, 1, 2, 2

### Minimal pair sentences

- A45a c** Listen to the minimal pair sentences.
- A45b d** Listen to five of the sentences and write 1 for /æ/ (sound 1) or 2 for /ɑ:/ (sound 2).
- A45a e** **Sentence stress**  
In English sentences, the important words have a strongly stressed syllable that is **LOUDer** and **slower**. The unstressed syllables are quieter and **quicker**. This gives English its rhythm.  
Listen to the minimal pair sentences again and underline the sentence stress (on page 23).
- EXAMPLE** What a lovely carp!

### Minimal pairs B

	Sound 1 /ʌ/	Sound 2 /ɑ:/	
	<b>cup</b> What a beautiful cup!	<b>carp</b> What a beautiful carp!	
	<b>hut</b> There's a problem with my hut.	<b>heart</b> There's a problem with my heart.	
	<b>cut</b> He covered his cut.	<b>cart</b> He covered his cart.	
	<b>bun</b> What's in that bun?	<b>barn</b> What's in that barn?	
	<b>come</b> 'Come down,' she said.	<b>calm</b> 'Calm down,' she said.	


### Minimal pair words

- A46a a** Listen and repeat the words.
- A46b b** You will hear five words from each minimal pair. For each word write 1 for /e/ (sound 1) or 2 for /æ/ (sound 2).
- EXAMPLE** Pair 1: 1, 2, 1, 2, 2

### Minimal pair sentences


- A47a c** Listen to the minimal pair sentences.
- A47b d** Listen to five of the sentences and write 1 for /ʌ/ (sound 1) or 2 for /ɑ:/ (sound 2).
- A47a e** **Sentence stress**  
Listen to the minimal pair sentences again and underline the sentence stress (above).
- EXAMPLE** What's in that bun?



 f Tick the words a), b) or c) that you hear in the sentences.

- |              |                          |            |                          |          |                          |
|--------------|--------------------------|------------|--------------------------|----------|--------------------------|
| 1 a) hat     | <input type="checkbox"/> | b) hut     | <input type="checkbox"/> | c) heart | <input type="checkbox"/> |
| 2 a) cat     | <input type="checkbox"/> | b) cut     | <input type="checkbox"/> | c) cart  | <input type="checkbox"/> |
| 3 a) cap     | <input type="checkbox"/> | b) cup     | <input type="checkbox"/> | c) carp  | <input type="checkbox"/> |
| 4 a) bun     | <input type="checkbox"/> | b) barn    | <input type="checkbox"/> |          |                          |
| 5 a) come    | <input type="checkbox"/> | b) calm    | <input type="checkbox"/> |          |                          |
| 6 a) Patty's | <input type="checkbox"/> | b) parties | <input type="checkbox"/> |          |                          |


### 3 Dialogue

 a First practise the sound /ɑ:/ in some of the names in the dialogue. Read the names aloud or visit the website to practise. Remember that when we say both the first and last names, the last name has the strongest stress.

It's Tara. It's Tara Darling.


Bart Jackson Margaret Markus Marsh Alana

The sound /ɑ:/ is also in some of the words in your instructions.  
example answer the target sound the mask the last name

 b Listen to the dialogue, paying attention to the target sound. Then read the dialogue and fill the gaps (1–5) with the correct adjectives from the box.

marvellous	attractive	fantastic	fabulous	smart
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-  **A49 c** Listen to the dialogue to check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

### a party

*(Margaret and Alana are at the bar. People are laughing in the garden.)*

ALANA: What a 1\_\_\_\_\_ party this is! I'm having so much fun, Margaret.

MARGARET: Where's your glass, Alana?

ALANA: Here you are. Thanks. That's enough.

MARTIN: Alana! Margaret! Come into the garden. Tara Darling and Markus Marsh are dancing on the grass.

MARGARET: In the dark?

MARTIN: They're dancing under the stars.

ALANA: 2\_\_\_\_\_! And Bart Jackson is playing his guitar.

MARGARET: Just look at Tara! She can't dance but she looks very 3\_\_\_\_\_.

MARTIN: Look at Markus. What a 4\_\_\_\_\_ dancer!

ALANA: What an 5\_\_\_\_\_ couple they are! Let's take a photograph of them.

## Intonation in exclamations

We often show the feeling of surprise in an exclamation where the intonation goes a long way up and then down.

A50 a Listen and repeat.

What a fast car!

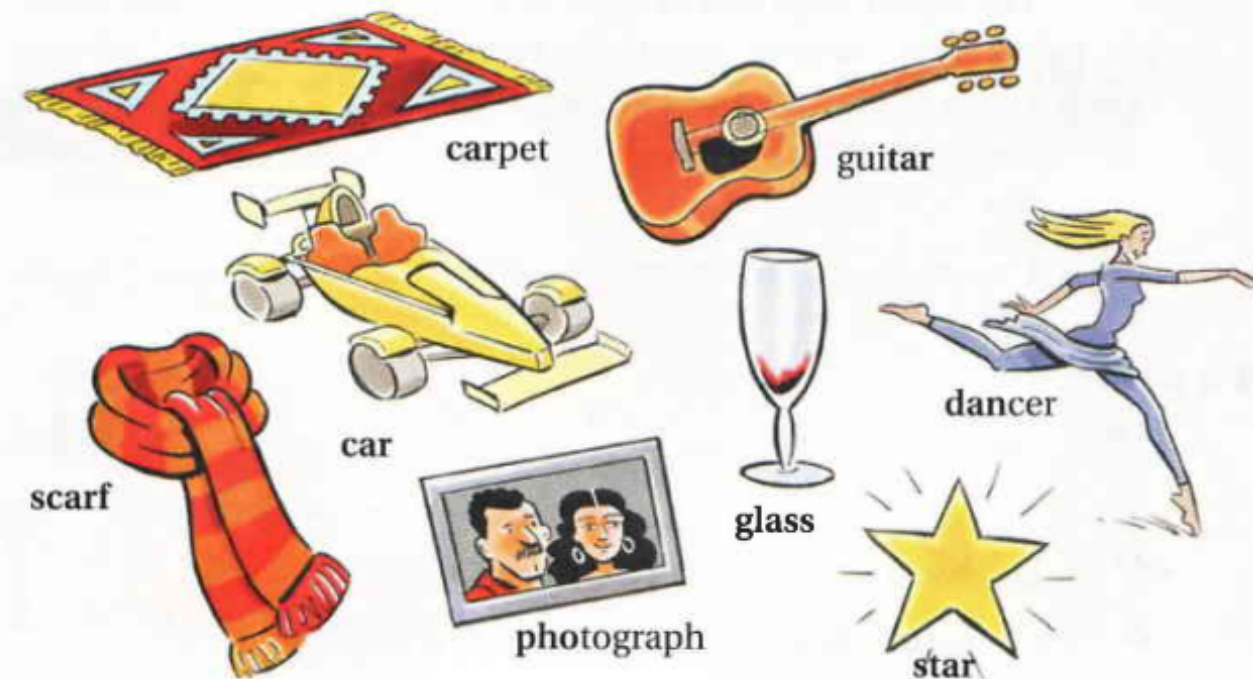
What a funny dancer!

What a marvellous photograph!

What a fantastic guitar!

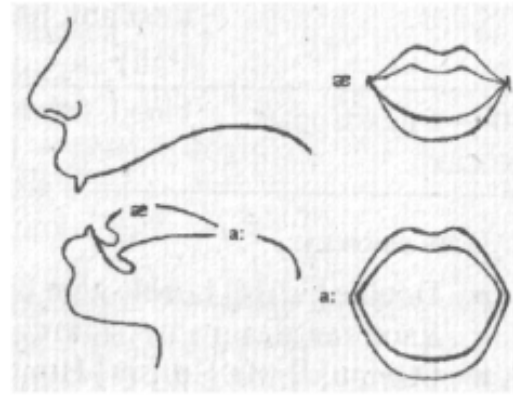
b Use these words to make exclamations about the pictures.

dark dirty fast marvellous smart unusual funny fantastic



/a:/

*Definition.* /a:/ is back, open, un-rounded, long.



*Articulation.* The mouth is open. The tongue is in the back part of the mouth. The back of the tongue is only slightly raised. No contact is made between the rims of the tongue and the upper teeth. The lips are neutral. This vowel may occur in all positions in the word.

*For example:* arm, large, far, artistic.

*Suggestion.* The “holding the baby” sound. Place your arms as though holding a baby, and say /a:/ . Demonstrate

that it is a long sound.

### ***Discussion points and activities***

*Exercise 1.* Read the following words with the phoneme /a:/ in different positions:

INITIAL POSITION		MEDIAL POSITION	
R	arch	far	start
art	arbor	car	palm
arm	argue	star	smart
are	ardent	farm	vast
army	Arnold	barn	mark
aren't	armchair	dark	harm

*Exercise 2.* Repeat the sentences with the phoneme /a:/:

1. Charles, park the car.
2. Are you going far from the farm?
3. My father has a new car.
4. I hurt my arm on the iron bar.
5. Are they large?
6. Sergeant Garner was calm.
7. Arthur argued ardently after the party.
8. His father isn't hard-hearted.
9. After the party we laughed and laughed.
10. Aunt Martha lives near Marble Arch, which isn't far.

*Exercise 3. Distinguish between the phonemes /ʌ/ and /ɑ:/:*

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us – ask	cup – carp	cut – cart	cup – carpet
but – art	hut – heart	bun – barn	shut – smart
nut – cart	bun – barn	duck – dark	much –
			march

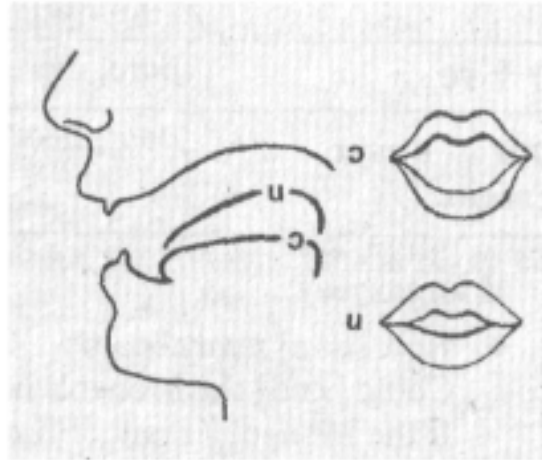
*Exercise 4. Read and learn the following proverbs and the tongue-twister:*

<i>Proverbs and tongue-twisters with the phoneme /ɑ:/</i>	
<ul style="list-style-type: none"><li>● Far from eye, far from heart.</li><li>● My house is my castle.</li><li>● He laughs best who laughs last.</li><li>● After storm comes a calm.</li><li>● Half heart is not heart.</li><li>● Art for art's sake.</li></ul>	<ul style="list-style-type: none"><li>One smart fellow, he felt smart.</li><li>Two smart fellows, they felt smart.</li><li>Three smart fellows, they felt smart.</li><li>Four smart fellows, they felt smart.</li><li>Five smart fellows, they felt smart.</li><li>Six smart fellows, they felt smart.</li></ul>



/u:/ food    /ʊ/ put

*Definition* /ʊ/ is back-advanced, close, rounded, short.



*Articulation.* The whole body of the tongue is in the back part of the mouth. The part of the tongue nearer to the centre than to the back is raised just above the half-close position. There is no firm contact between the side rims of the tongue and the upper teeth. The tongue is rather lax. The lips are rounded about the same amount as for /ɔ:/ but the mouth is not so open. The vowel is short. It never occurs in word

initial positions.

*For example:* good, look, bosom, butcher.

*Suggestion.* A short sound. Exaggerate the forward position of your lips. One way into this sound is to ask students what noise a gorilla makes!

**1 Listen, and practise the difference.**

fool	full	boot	foot
pool	pull	food	good
Luke	look	tool	wool

**Listen to these quotations\*. Which sound is in the words underlined – /u:/ or /ʊ/?**

A good book is the precious life blood of a master spirit (*Milton*)

No sun – no moon!

No morn – no noon..... November! (*Hood*)

A fool and his money are soon parted. (*proverb*)

I could not love thee (Dear) so much,  
Lov'd I not honour more. (*Lovelace*)

Beauty is truth, truth beauty. (*Keats*)

I like work ..... I can sit and look at it for hours.  
(*Jerome K. Jerome*)

I was a stranger and you took me in. (*The Bible*)



Say /u:/

**a Listen, and say these places.**

a supermarket      a shoe shop      a school  
a chemist's      a café      a newsagent's  
a tool shop

**b Listen, and say these sentences.**

'Use a ruler.'  
'I'd like some boots for the winter, and some shoes for school.'  
'Have you got any "Beauty-tooth" toothpaste?'  
'Could I have some fruit juice?'  
'A newspaper and some chewing gum, please.'  
'Excuse me, where are the fruit and vegetables?'

Say /ʊ/

- a** Listen, and practise these conversations in a library. Notice how the librarian's voice rises; she repeats the customer's enquiry, while she thinks what to say.

A: Can I help you?

B: Yes, please. I'm looking for a book about woodwork.

A: A **book** about ~~wood~~<sup>↑</sup>work? What about *Woodwork for Beginners* by Peter Bull? It's full of good ideas.

B: Thank you. I'll look at it.

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A: Can I help you?

B: I hope so. I'm looking for a book about knitting.

A: A **book** about ~~kn~~<sup>↑</sup>itting? Here's a very good book called *Good Looking Woollens*, by Michael Foot. You could look at that.

B: Yes, that looks good.

- b** Make similar conversations using the information given. The customer wants a book about the following.

knitting    wedding cakes    football (for a schoolboy)  
the history of cooking

**The librarian suggests one of these books.**

*Football Annual* by the Football Association

*Teach Yourself Football* by Jack Woolmer

*Pullovers for All* by Catherine Hooker

*Sugar Decoration for Cakes* by Ann Pullen

*Everywoman Guide to Craft and Cookery* by Sally Booker

*Cooks of the World* by Kumud Patel

**First practise the sound /u/ in some of the words from this unit.**

**Read the words aloud or visit the website to practise.**

*good      book      foot    cook   look   took   should      could   would*  
*full   sugar      football    bookshelf    cookery    shouldn't    couldn't*  
*wouldn't*

***Listen to the dialogue, paying attention to the target sound***

**Lost book**  [\(31\) A lost book - Ship or Sheep Unit 10 - YouTube](https://www.youtube.com/watch?v=uz-MUSVZJNl)

<https://www.youtube.com/watch?v=uz-MUSVZJNl>

MR COOK: Could you tell me where you've put my book, Bronwen?

MRS COOK: isn't it on the bookshelf?

MR COOK: No, The bookshelf is full of your cookery books.

MRS COOK: Then you should look in the bedroom, shouldn't you?

MR COOK: I've looked. You took that book and put it somewhere, didn't you?

MRS COOK: The living room?

MR COOK: No. I've looked. I'm going to put all my books in a box and lock it!

MRS COOK: Look, John! It's on the floor next to your foot

MR COOK: Ah! Good

### Intonation: down tags

*EXAMPLE We should put all these books in that box now, ↘ shouldn't we?*

*The intonation in most question tags is **going down**. This means that the speaker **expects agreement**. So down tags are used a lot in conversations to create agreement and rapport between the speakers*

a Listen and repeat.

↘ should you? ↘ shouldn't you? ↘ could you? ↘ couldn't you? ↘ would he? ↘ wouldn't he?

*He couldn't ↘ cook, ↘ could he?*

*She could play ↘ football, ↘ couldn't she?*

*You wouldn't ↘ look, ↘ would you?*

*They would like ↘ sugar, ↘ wouldn't they?*

### Practise in pairs.

#### Listen and respond, like the example.

EXAMPLE      *She couldn't cook.*

*A: She couldn't ↘ cook, ↘ could she?*

*B: No, she ↘ couldn't.*

1 We couldn't cook a cake without sugar.

2 Good footballers shouldn't eat too much pudding.

3 You should look at some good cookery books.

---

4 You wouldn't put your foot in it\*. (\*idiom meaning say or do the wrong thing)

5 They wouldn't 'cook the books'\*. (\*idiom meaning change the accounts to steal money)

*Read and learn the following tongue-twister:*

***Tongue-twister with the phoneme***

*/ʊ/*

How much wood would a  
woodchuck chuck

If a woodchuck could chuck wood?

He would chuck, he would, as  
much as he could,

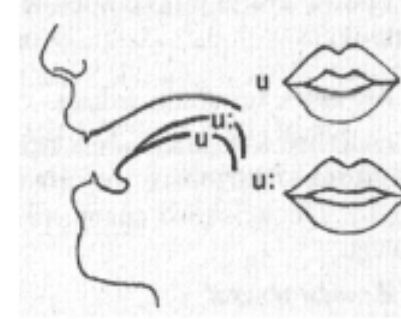
And chuck as much wood as a  
woodchuck would

If a woodchuck could chuck wood.

**/u:/**

*Definition.* /u:/ is back, close, rounded, long.

*Articulation.* The tongue is in the back part of the mouth. The back of the tongue is rather high in the mouth. The vowel is noticeably diphthongized. The tongue glides from a position nearer to /ʊ/ to a more retracted and high position. No firm contact is made between the rims of the tongue and the upper teeth. The tongue is tense. The lips are very closely rounded. The mouth is open only very little. The vowel is long. This vowel occurs in all kinds of syllables. *For example: do, cool, fruit.*



*Suggestion.* Make and hold the sound. Use a rising then falling intonation, as if you've heard something surprising, or some interesting gossip (uuUUuu). Demonstrate that it is a long sound.

## **T A S K 4** Say /u:/ and /ʊ/

### **4.1** Listen, and say these phrases.

a foolish book  
a rude cook  
blue wool

good food  
a wooden spoon  
a full pool



**a Listen, and practise this extract from a radio programme.**

JUDITH BROOKES: In the Food Programme studio today, we have two cooks, Julian Woolf and Susan Fuller. They are going to choose Christmas presents for a new cook. Julian Woolf, your kitchen is full of useful tools. If you could choose just two things for a new cook, what would you choose?

JULIAN WOOLF: I'd choose a fruit juice maker. You just put the fruit in and it produces fruit juice. It's super. And secondly, I'd choose a really good butcher's knife. Every cook could do with a good knife.

SUSAN FULLER: I'd choose a good cookery book, full of beautiful pictures. He could look at the book, and it would give him good ideas. And secondly, I'd choose a computer.

**b Listen to the next part of the conversation. Notice the interviewer's rising intonation on the question.**

SUSAN FULLER: I'd choose a computer.

JUDITH BROOKES: A computer?

SUSAN FULLER: Yes, it would be useful, to keep a record of recipes and menus.

**Listen to the strong and weak stresses in:**

oOoooo a **fool**proof computer.

Then listen and underline the strong stresses in:

OooO waterproof boots

oOoOo a wind-proof jacket

OooOo childproof containers

oOooO an ovenproof dish

oOooO a waterproof coat

oOooO a bullet-proof vest.

---

**Listen to the dialogue and underline the strong stresses. The number in brackets tells you how many strong stresses there are in that line. The first line has been done**

[The two rudest students in the school - Ship or Sheep Unit 11 - YouTube](#)

*The two rudest students in the school*

MISS LUKE: (1) Good afternoon girls.

GIRLS: (2) Good afternoon, Miss Luke.

MISS LUKE: (4) This afternoon we're going to learn how to cook soup.

(5) Turn on your computers and look at unit twenty-two.

LUCY: (2) Excuse me, Miss Luke.

MISS LUKE: (1) Yes, Lucy? LUCY;

(2) There's some chewing gum on your shoe.

MISS LUKE: (5) Who threw their chewing gum on the floor? Was it you, Lucy?

LUCY: (2) No, Miss Luke. It was Susan.

---

MISS LUKE: (1) Who?

LUCY: (2) Susan Duke.

SUSAN: (3) It wasn't me, stupid. It was Julie.

JULIE: (1) It was you!

SUSAN: (8) It wasn't me! My mouth's full of chewing gum. Look Miss Luke!

JULIE: ( 4) Stop pulling my hair, Susan. It was you!

SUSAN: (1) YOU!

JULIE: (1) YOU!

MISS LUKE: (11) Excuse me! If you two continue with this rudeness, you can stay after school instead of going to the pool.

Sentence stress

Listen to this conversation. Notice how the strongly stressed words are LOUDer, and the weakly stressed words are said very quickly.

A: Excuse me.

B: Yes? A: Could you tell me where I can get some (1) shoelaces?

B: Yes. There's a shop next to the (2) supermarket that sells very good (1) shoelaces.  
I'm going there too.

## TEST

You can use a dictionary if you wish, but you don't need to understand every word to do this test.

- A51 1** For each line (1, 2, 3, 4, 5), first listen to the whole line. Then circle the one word that is said twice. Note that meaning is not important in this exercise. The purpose is to review the sounds by hearing them in contrast. Some of the words are rarely used in everyday English, and this is shown by an asterisk \*.

	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
1	bean	bin	Ben	ban	bun	barn
2	beat	bit	bet	bat	but	Bart
3	bead	bid	bed	bad	bud	bard*
4	peak	pick	peck	pack	Puck*	park
5	peaty*	pity	petty	Patty	putty	party

Score  /5

- 2** Circle the words with the same vowel sound as 1–3.

1 cup  
/ʌ/



2 heart  
/ɑ:/






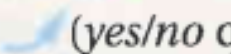
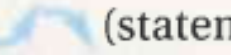
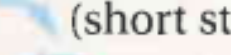
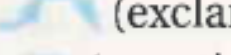
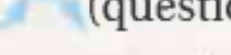
3 sheep  
/i:/



Score /15

### 3 Intonation jumble

Match the correct intonation pattern items a–f with the conversation items 1–6. Number 1 has been done.

- |   |   |
|---|---|
| 1 'I'm going to make some jelly.'                                   | a)  (a list)              |
| 2 'Would you like lemon or cherry?'                                 | b)  (yes/no question)    |
| 3 'Cherry.'   | c)  (statement)          |
| 4 'Can I help?'   | d)  (short statement)    |
| 5 'I need a spoon, a bowl, some jelly crystals and some hot water.' | e)  (exclamation)        |
| 6 'What a lovely colour!'   | f)  (question with 'or') |

Score /5

#### 4 Word stress

Underline the main stressed syllable in these words. (Score half a mark per item.)

advertising   understand   Lebanon   lemonade   sandwich  
expensive   sunglasses   fantastic   photograph   guitar

Score  / 5

## Additional review task using dialogues from Units 1–6

Unit	1	2	3	4	5	6
Target sound	/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
	sheep	ship	pen	man	cup	heart

From the above table, choose any target sounds that you had difficulty with.

- 1 Listen again to the dialogue in that unit, listening for the target sound.
- 2 Circle the target sound in any words in the dialogue.
- 3 Listen to the dialogue again and check your answers.
- 4 Check your answers in the key.
- 5 Listen to the dialogue again, listening for the target sound.
- 6 Practise reading the dialogue aloud, and record your voice to compare your production of the target sound with the recording.

You can also use this review task as a quick self-test, by doing steps 2 and 4 only.