



Student-centered pronunciation course

Booklet for intermediate students

INTRODUCTION

This booklet is a part of the Bachelor's thesis English pronunciation difficulties among Czech speakers: Causes and Compensation Strategies. It is a study material centered on the intermediate Czech speakers of English.

This booklet is divided into 5 chapters covering the topics *Dental Fricative /θ/*, *Dental fricative /ð/*, *Aspirated plosives /p, t, k/*, *Bilabial approximant /w/* and *Velar nasal /ŋ/*. Each chapter is divided into 4 parts.

The first part is focused on a warm up prior the actual exercises. It deals with the theoretical background of the production of a particular consonant. Since this material is primarily dedicated to the Czech speakers, a comparison is made between the Czech and English production of the sounds.

The following three parts introduce the learning strategies *Visual channel*, *Auditory channel* and *Kinaesthetic channel*. The tactile channel which is mentioned in the thesis has not been included for its comparable techniques with the kinaesthetic channel. Each chapter, dedicated to the particular learning strategy, is donated by 4 exercises. These exercises are compiled of those which have already been used in the existing publications of pronunciation acquisition, such as *Hewings: Pronunciation Tasks: A course for pre-intermediate learners* and *Baker: Ship of Sheep? An intermediate pronunciation course*, and those conducted by the author. Each chapter is followed by the key.

This booklet is also enhanced by the enclosed CD which was recorded by the author and complemented by the recordings of the native speakers used in the practical part of the thesis.

The aim of the booklet is to provide the Czech speakers with a different approach friendly to their L1 phonetic system, to involve the learners of all types and to provide them with a known and friendly environment. For this purpose the whole booklet was directed by the Czech speaker in order to incorporate such methods which will be of use in the Czech environment.

The author firmly hopes that the booklet will be of some help to those speakers of English who have put their interest into the English pronunciation and its acquisition by the foreign learners.

The author

Θ THEATER /θi:ətə/

WARM UP – Pronunciation of /θ/ in isolation

a. Hissing snake

Protrude your tongue half the way and put the upper front teeth on the blade of the tongue. The air is blown out without using the voice. Repeat the sound of /s/ several times with a gradual increase in the frequency; when reaching the highest frequency, prolong /s/ into a hissing sound like a snake.



+ /s/, /s/, /s/, /s/, /s/ ... → /sssss/



b. Sinking or thinking?

Stick your tongue out and hold it with fingers while trying to pronounce the word *sink*. Do you pronounce *sink* /sɪŋk/ or *think* /θɪŋk/?



+ SINK → /θɪŋk/ → THINK

You can also expand on this exercise by altering between pronouncing *sink* /sɪŋk/ with and without holding the tongue.

Since *think* has become the case of a phonetic deviation in which /θ/ is actually replaced with the sound /s/ and consequently the meaning can be derived solely from the context, be aware of the differentiation in terms of the phonetic symbols and correct pronunciation.

To keep the “overdo” mode is a crucial part of the practice, therefore, make sure that you do not get off the course.



VISUAL CHANNEL



1.1. Minimal pairs (Baker 2006,151-152). Listen and repeat.



| SOUND 1 | | SOUND 2 | |
|---|---|---|---|
| /s/ | | /θ/ | |
| sigh When recalling his childhood, he sighed. |  | thigh His thigh was hurting. |  |
| sink The boy is sinking. |  | think She is thinking deeply. |  |
| close They are really close friends. |  | cloth The cloth is hanging next to the sink. |  |
| /f/ | | /θ/ | |
| fought The kids fought over the sweets. |  | thought I thought I had locked the door. |  |
| deaf The programme was dedicated to the deaf people. |  | death The race was a matter of life and death. |  |
| free The coke is sugar free. |  | three We were a team of three. |  |
| /t/ | | /θ/ | |
| tanks We saw a parade of tanks. |  | thanks Many thanks to our supporters. |  |
| boat The boat floated on the sea. |  | both They were both thinking about |  |

| | | |
|---|---|--|
| | | the same. |
| fort |  | fourth |
| During our trip we visited an old fort. | | The fourth of July is our anniversary. |

IV

You can also cut the table into pieces and organize the windows according to the consonant group; with such system in each consonant group you can create a comprehensive overview of practical examples and their corresponding consonants.



1.2. Match the sentences with the pictures. Read the sentences out loud. (Hewings 1993, 24).



- a. There is a pedestrian path next to the road.
- b. The doctor says: "Open your mouth".
- c. The boat is sinking.
- d. She has three apples and three oranges left.
- e. She is thinking thoroughly.
- f. There was a mouse in the kitchen!

- 1.3. Pronunciation of /θ/ in combination with other fricatives. Listen and repeat, focus on the phonetic symbols. Highlight the target consonant into the phonetic transcription. 

a. Take a deep breath.

/ teɪk ə di:p breθ /

b. Is it worth it?

/ ɪz ɪt wɜ:θ ɪt /

c. It is my birthday on Thursday.

/ ɪt ɪz maɪ 'bɜ:θdeɪ ɒn 'θɜ:zdeɪ /

d. Think twice before you do anything.

/ 'θɪŋk twaɪs bɪ'fɔ: ju də 'eniθɪŋ /

e. I take a bath and brush my teeth.

/ 'aɪ teɪk ə bɑ:θ ənd brʌʃ maɪ ti:θ /

f. The fourth of February two thousand and three.

/ ðə 'fɔ:θ əv 'febjuəri 'tu: 'θaʊznd ənd θri: /

- 1.4. Cut those flashcards into pieces. Pick one flashcard and try to read it. Focus on the target consonant. Do you find it difficult or easy? Rely on the system of the English phonetic symbols when needed.

| |
|-------------|
| / 'θaʊznd / |
| / bəʊθ / |
| / sɪksθ / |
| / 'θɜ:ti / |

| |
|-------------|
| / θæŋk ju / |
| / 'θɪŋkə / |
| / ti:θ / |
| / wɜ:θ / |

| |
|-----------|
| / θʌm / |
| / θɪk / |
| / maʊθ / |
| / 'ɔ:θə / |

AUDITORY CHANNEL

2.1. Work in pairs. Your partner should say those words to you *silently*. Decide which of these words (a) or (b) your partner actually said. For example: I think you said “pass”; if you cannot decide ask your partner: ‘Did you say “pass” or “path”?’ (Hewings 1993, 17)

| (a) |
|-------|
| mouse |
| tick |
| sum |
| pass |
| tree |
| fin |
| first |

| (b) |
|--------|
| mouth |
| thick |
| thumb |
| path |
| three |
| thin |
| thirst |

2.2. Silent post. Work in a small group. Sit in a circle which will serve as a post tube. One of you thinks of a word from the exercise 2.1. and whispers it to his or her partner, thus to the post tube, other follow until it gets back to the sender. What is the final word, and what was the original one?

2.3. Read those tongue twisters. Firstly, focus on the accurate pronunciation, and then speed up.

- a. Thousands thinkers thought of thanking the thrilled enthusiasts.
- b. Thoughts fly, thinkers think and thieves breathe thoroughly.
- c. Mr. Smith threw a thick brick on the path.

2.4. Work in pairs. Try to remember as many of these words in their order as possible. Tell your partner.

Thunder, throw, thinker, both, cloth, thick, ethics, method, author, fourth, seventh, length, strength, death, healthy, filthy, warmth, thumb, thief, tooth, sooth, mouth, earth, thirsty.

KINAESTHETIC CHANNEL



3.1. You are in a role of a teacher. Tell your class to stand in a circle in front of their chairs. Read through the following words and alter between the consonant /θ/ and others. When student hear the consonant /θ/, they sit down. If they hear it twice in a row they keep sitting. On the contrary, if they hear a different consonant, they stand back. To make the game more effective, you can speed up.

TREE

TEETH

TACKLE

PIECE

THIRTY

CLOTH

COUGH

SOLVE

WORTH

WARMTH

DRAFT

EARTH

SIXTH

TICK

AUTHOR

PASS

FLASH

FIRST

Words containing /θ/: thirty, worth, sixth, author, teeth, cloth, warmth, earth

3.2. Listen to the story. Clap your hands every time you hear the consonant /θ/. 

I would like to be a famous author one day. Nothing really interests me more than different life paths. I have never given it much thought, but I think that authors are not really wealthy. They have literally nothing before they sell a book. My friend Samantha is very successful. She wrote a book about three famous thinkers of the nineteenth century and sold thousands of books. It was really worth it and she can thank her natural ability to write worthy pieces of work.

3.3. Say these sentences and include the gestures to express the meaning.

Example: I brush my teeth. (*I am demonstrating that I am holding a toothbrush and I am showing my teeth.*) It is crucial to keep the “overdo” mode, therefore, try to exaggerate in both pronunciation and gestures as well.

- a) I can feel the warmth.
- b) It is worth it?
- c) Do you know the author of the book?
- d) I use the cloth for cleaning the floor.
- e) I was the fourth in the race.
- f) People should protect the Earth.
- g) I threw the paper to the basket.
- h) I think I will go to the cinema.
- i) I am thirsty.
- j) Look at my mouth.

Key

1.2. 1 e), 2 d), 3 f), 4 a), 5 c), 6 b)

1.4. Flashcards

thousand, thirty, both, thank you, sixth, thinker, teeth, thick, worth, mouth, thumb, author

1.2. Occurrence of the sound /θ/

I would like to be a famous author one day. Nothing really interests me more than different life paths. I have never given it much thought, but I think that authors are not really wealthy. They have literally nothing before they sell a book. My friend Samantha is very successful. She wrote a book about three famous thinkers of the nineteenth century and sold thousands of books. It was really worth it and she can thank her natural ability to write such worthy pieces of work.

ð THIS AND THAT

/ ðis ənd ðæt/

WARM UP – Pronunciation of /ð/ in isolation

a. Dental Drill

Put the tip of the tongue on the inside of the front upper teeth. The teeth are not touching each other, neither during the process of the production! Now try to say /z/ several times in a row with and gradually speed up. Keep the sound for 5s. Does it feel like a dental drill in your mouth?

Hewings' picture + /z,z,z,z,z/



b. /s/ and /z/ altering

In order to practice both fricatives and realize the difference in the production we will now try to alter between the sounds of /s/ and /z/. Put your tongue on the inside of the front upper teeth, teeth are not touching each other. Try to pronounce /z/ as in the practice strategy above. Then change the position of the tip of the tongue between the front upper and lower teeth and try to say /s/. Alter between these two sounds, do not speed up, rather focus on the quality of the production.

Hewing's picture for /ð/ + /z/ + Hewing's picture for /θ/ + /s/

Since /ð/ has become a common case of a phonetic deviation in which it is replaced by /d/, make sure you focus on the manner of production. Devote the practice a considerable time since it is a matter of drill and repetition. Do not slip to the pronunciation of /d/.





1. VISUAL CHANNEL

1.1. Minimal pairs. (Baker 2006, 155-156) Listen and repeat. 

| SOUND 1 | SOUND 2 |
|---|--|
| /d/ | /ð/ |
| <p>dough</p> <p>Mark made dough and baked a cake.</p>  | <p>though</p> <p>The cake was very tasty, though Mark never baked before.</p>  |
| <p>dare</p> <p>He didn't dare to fight with him.</p>  | <p>there</p> <p>There is a fingerprint on the wall.</p>  |
| <p>wordy</p> <p>The book was overly wordy.</p>  | <p>worthy</p> <p>The musician is really worthy to be heard.</p>  |
| /z/ | /ð/ |
| <p>breeze</p> <p>Gentle breeze blew from the sea.</p>  | <p>breathe</p> <p>The dog breathed heavily.</p>  |
| <p>seas</p> <p>The seas were calm in the morning.</p>  | <p>seethe</p> <p>On the surface he was calm but he was seething deep down.</p>  |
| <p>close</p> <p>The factory was closed.</p>  | <p>clothe</p> <p>She has got three children to feed and clothe.</p>  |

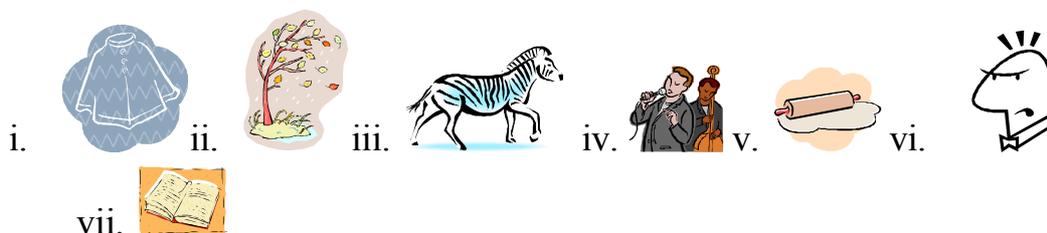
You can also cut the table into pieces and organize the windows according to the consonant group; with such system in each consonant group you can create a comprehensive overview of practical examples and their corresponding consonants.



1.2. Match the Wh questions (1-7) with the statements (a-g) and with their pictures (i-vii). Listen and respond. (Baker 2006, 158)



| | |
|---------------------------------|---------------------------------|
| 1. What is this? | a. I am seething! |
| 2. What are those? | b. They are worthy to be heard. |
| 3. What is the book like? | c. I feel the gentle breeze. |
| 4. What do you feel? | d. They are wearing clothes. |
| 5. How do you feel? | e. These are zebras. |
| 6. What are the musicians like? | f. This is dough. |
| 7. What are they wearing? | g. The book is wordy. |



1.3. Pronunciation of /ð/ in combination with other fricatives. Listen and repeat, focus on the phonetic symbols. Highlight the target consonant into the phonetic transcription.



a. This is better than that.

/ðɪs ɪz 'betə ðən ðæt/

b. I like wearing leather clothes.

/'aɪ 'laɪk 'weəriŋ 'leðə kləʊðz/

c. I would rather see my mother than my brother.

/ 'aɪ wʊd 'rɑ:ðə 'si: maɪ 'mʌðə ðən maɪ 'brʌðə/

d. These parts go together with those.

/ ði:z pɑ:ts ɡəʊ tə'ɡeðə wɪð ðəʊz/

e. The course of true love never did run smooth.

/ðə kɔ:s əv tru: 'lʌv 'nevə dɪd rʌn smu:ð/

f. Either you pass or fail.

/ 'aɪðə ju pɑ:s ɔ: feɪl/

1.4. Cut those flashcards into pieces. Pick one flashcard and try to read it. Focus on the target consonant. Do you find it difficult or easy? Rely on the system of the English phonetic symbols when needed.

| |
|----------|
| /ðəʊ/ |
| /brɪ:ð/ |
| /smu:ð/ |
| /'leðə/ |
| /'brʌðə/ |
| /'rɪðəm/ |

| |
|-----------|
| /'gæðə/ |
| /ðeə/ |
| /'ʌðə/ |
| /'aɪðə/ |
| /'mʌðə/ |
| /ɔ:l'ðəʊ/ |



AUDITORY CHANNEL

2.1. Work in pairs. Your partner should say those words to you *silently*. Decide which of these words (a) or (b) your partner actually said. For example: I think you said “pass”; if you cannot decide ask your partner: ‘Did you say “pass” or “path”?’ (Hewings 1993, 17)

| (a) | (b) |
|------|--------|
| say | they |
| fair | there |
| zone | though |
| fat | that |
| seas | these |
| done | than |
| fist | this |

2.2. Silent post. Work in a small group. Sit in a circle which will serve as a post tube. One of you thinks of a word from the exercise 2.1. and whispers it to his or her partner, thus to the post tube, other follow until it gets back to the sender. What is the final word, and what was the original one?

2.3. Read those tongue twisters. Firstly, focus on the accurate pronunciation, and then speed up.

a. Mothers and fathers gathered in leather.

b. Southern breeze let me breathe.

c. There those other seething fathers dared to close the door.

2.4. Work in pairs. Try to remember as many of these words in their order as possible. Tell your partner. Only those accurately pronounced count, for the accurate pronunciation have a look to the key.

Although, these, then, breathe, leather, mother, southern, either, worthy, clothe, dough, then, the, feathers, smoothers, brothers, together, another, rather, with, rhythm, seethe, thy, writhe



KINAESTHETIC CHANNEL

3.1. You are in a role of a teacher. Tell your class to stand in a circle in front of their chairs. Read through the following words and alter between the consonant /θ/ and others. When student hear the consonant /ð/, they sit down. If they hear it twice in a row they keep sitting. On the contrary, if they hear a different consonant, they stand back. To make the game more effective, you can speed up.

DARE

BREATHE

THOUGH

MOTHER

WORD

TAUGHT

WORTHY

CLOTHES

FIST

SEAS

THIS

WITH

THAT

ZONE

BREEZE

RHYTHM

DAN

THREE

Words containing /ð/: though, worthy, this, that, breathe, mother, clothes, with, rhythm

3.2. Listen to the story. Clap your hands every time you hear the consonant /ð/.



Later, one of you can also read the text to the class. Focus on the accurate pronunciation of the sounds.

The gentle southern breeze was blowing from the sea and I could breathe freely. I heard the rhythm of my heart and the three birds above me. My mother enjoyed these worthy times and always wore beautiful clothes. I was perfectly settled in my comfort zone when the other three guys came seething that somebody stole their dough.

3.3. Play a role of an actor, say these sentences and include the gestures to express the meaning. Example: I brush my teeth. (*I am demonstrating that I am holding a toothbrush and I am showing my teeth.*) It is crucial to keep the “overdo” mode, therefore, try to exaggerate in both pronunciation and gestures as well.

- a) I am breathing heavily.
- b) I can sing, though, I never attended singing classes.
- c) The organization collected the money for a worthy cause.
- d) I think I am better than the other candidates.
- e) When he crashed my car I was seething.
- f) I like leather bags.
- g) Do you like my hat with feathers?
- h) Either you agree or not.
- i) Do I look like my brother?
- j) Yes are taking after your mother.

3.4. Throw a ball to your classmates saying a word with the target sound /ð/. Make sure you have a comprehensive source of those words ready. Students will have to repeat after you. Try to be as loud as possible and make you classmates do the same.

Key

1.2. 1) f, 2) e, 3) g, 4) c, 5) a, 6) b, 7) d

1.4. though, breathe, smooth, leather, brother, rhythm, gather, their, other, either, mother, although

3.2.

The gentle southern breeze was blowing from the sea and I could breathe freely. I heard the rhythm of my heart and the three birds above me. My mother enjoyed these worthy times and always wore beautiful clothes. I was perfectly settled in my comfort zone when the other three guys came seeing that somebody stole their dough.

p, t, k TAKE CARE, PETER!

/teɪk/ /keə/ /'pɪ:tə/

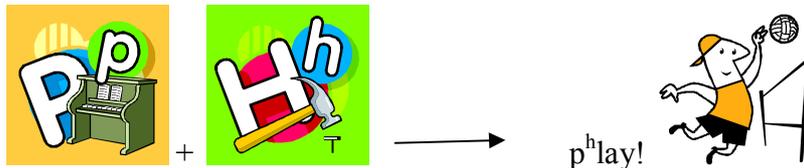
a. /p/

English /p/ is aspirated whereas the Czech one is not. To make our Czech /p/ aspirated, we will most probably add the sound /h/ right after.

“P^hlay, P^heople!”

*^h marks the aspiration= sudden air release

Since the sound /p/, as the other voiceless plosives, bear the aspiration, which is the sudden air release through your lips, we will take it even further. Start slowly and repeat /p/ and /h/ in a row. Gradually speed up until you reach the sound /p^h/. Now, try to say p^hlay, p^heople, p^hlay, p^heople. How does it sound? Try again and p^hlay with the language p^heople!!



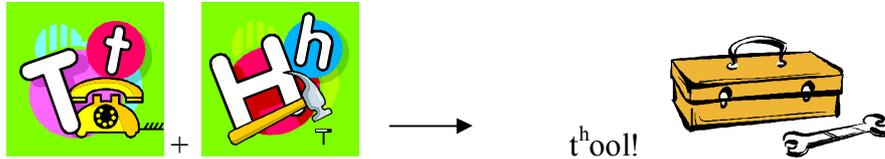
b. /t/

English /t/ also bears the aspiration. How to do an aspirated /t/ from the unaspirated czech /t/?

“Tss”

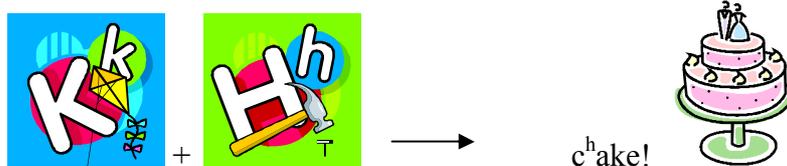
Imagine that somebody tells you that you cannot do something, e.g.: succeed in your life. In Czech you will most likely respond with something like „Tss! Jasně, že můžu!“. Repeat „tss“ again. Can you feel the tongue position? It is actually resembling the target pronunciation we try to reach. However, from

this position, raise the tongue higher so that it touches the place above the inside of your front upper teeth (vnitřní dásně). Push the air forward in your mouth and release suddenly. Keep the manner and try to say t^hake, t^hoo, t^homato.



c. /k/

We will follow the same pattern as with /p/. Start slowly and repeat /k/ and /h/ in a row. Speed up until you reach the sound /k^h/. Now try to say c^hake, c^holour, k^heeep, c^hase /k/ is voiceless as well as /t/ and /p/, therefore, do not use your voice.



“Gargling“

Prepare your mouth as if you are about to gargle (kloktat). Do you feel the position of the tongue? Now, just accumulate the air behind the tongue and move it from the roof of the mouth with a sudden release. Try it several times without using your voice.



1. VISUAL CHANNEL

1.1. Minimal pairs (Baker 2006, 81,87,89). Listen and repeat.



NOTICE: Even though, the Czech and English words resemble, the production of each sound is different! Listen to the tape and repeat.



| SOUND 1 | | SOUND 2 |
|---|---|--|
| Czech /p/ | | /p ^h / |
| pin Zadej svůj pin. |  | pin Pin it to the board, please.  |
| pot Z hráčů cákal při zápase pot. |  | pot I boiled the water in a pot.  |
| pán Po ulici šel starý pán. |  | pan I stewed the vegetables on a pan.  |
| /t/ | | /t ^h / |
| také Dostal jsem za A a Jirka také. |  | take Take care!  |
| mít Chtěl bych mít to co chlapi mívaj. |  | meet I will meet you tomorrow at 4.  |
| karta Zde je vaše karta pacienta. |  | cart She brought the books in a cart.  |
| /k/ | | /k ^h / |

| | | | |
|---|---|-------------------------------|---|
| kat Kat přistoupil k odsouzenému. |  | cut I cut the onion. |  |
| kam Kam jdete? |  | come Come with me, please. |  |
| Kůlna Jako skladiště na nářadí slouží kůlna. |  | cool That's a cool idea! |  |

1.2. Match the words on the left with the pictures on the right. Say the word out loud and point to the picture. Focus on the target sound.

/p/

PASTA

PIN

POSTCARD

PEOPLE

PLACE

PEPPER

PLATE

GRAPES

PEAR

PARFUME

/t/

TABLE

TV

T-SHIRT

TEMPLE

TOP

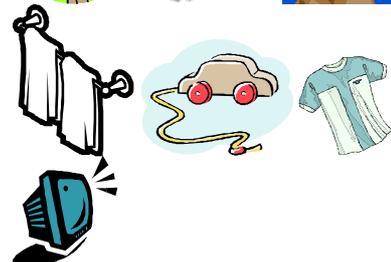
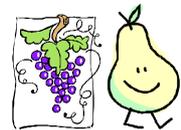
TEENAGER

TOY

TOWEL

PETER

COAT



/k/

CAT

KETTLE

KISS

CAR

KEY

BOOK

CHOCOLATE

CLOCK

COFFEE

CURL



- 1.3 Take a sheet of paper and place it on your palm in front of your mouth. Say the words bellow and focus on the release of the air which should be sudden and intensive so that the paper tend to vibrate.



PAPER, TAKE, CAR, PLEASE, TRY, COME, PEOPLE, TWO, CARMEL, PASTE, TEETH, CAKE, PARK, TEN, CURLY, POUR, TASTE, KILL, PERHAPS, TILL, CALL.

- 1.4 Implement your pronunciation training even to your home activities. When you are cooking, cleaning or doing your homework, try to describe what you are doing and focus on the target sounds. This practice may be used also with the other consonants.

Example: *I am cooking my favourite meal. Pass me the **plate**, please. I need some sheets of **papers**. I will call my friend. Tell me what to do...*

2. AUDITORY CHANNEL



2.1. Notice what happens to the consonants in different positions in a word.
(Baker 2006, 82-83)

/p/

| | |
|---|--|
| Initial position: pocket, pepper, perhaps, police, park | - /p/ is aspirated, louder, especially before a vowel |
| Medial position (before a consonant): empty, helpful, dropped, help me, upstairs | - /p/ is quieter, sometimes silent, before a consonant |
| Final position: stamp, lamp, cup, sip, ape | - /p/ is quieter at the end of the word |

Compare with the Czech /p/:

| | |
|---|--|
| Initial position: pokrýt, pepř, pravděpodobně, policie, park | - /p/ is unaspirated and slightly louder than in other positions; still the stress is not as significant as in the English initial /p/ |
| Medial position (before a consonant): oprášit, uplést, aplikovat, implantovat, nepřiměřeně | - /p/ is slightly quieter before the consonant, however, hardly ever silent in comparison with the English medial /p/ |
| Final position: lup, op, otep, polep, sup | - /p/ is quiet and sometimes hardly hearable |

/k/

| | |
|---|---|
| Initial position: cake, kettle, key, camel, crazy, cold | - /k/ is aspirated, loud, especially before a vowel |
| Medial position (before a consonant): next, expensive, scream, incredible, asked | - /k/ is quieter before a consonant |

| | |
|--|---|
| Final position: black, sick, plastic, book, walk | - /k/ is often quiet at the end of a word |
|--|---|

Compare with the Czech /k/:

Notice that the Czech /k/ does not change its quality as significantly as the English /k/ does.

| | |
|---|-------------------------------------|
| Initial position: kočka, krém, kýbl, klas, klíč | - /k/ is unaspirated (bez příděchu) |
|---|-------------------------------------|

| | |
|---|---|
| Initial position: table, take, temple, tear, task | - /t/ is loud, especially before a vowel |
| Medial position (before a consonant): hats, coats, eighth, department, important | - /t/ is quieter before a consonant |
| Final position: next, bat, basement, want, shirt | - /t/ is often quiet at the end of a word |
| Medial position (before a consonant): oktáva, odkrýt, aklimatizovat, nakrmit, překrásný | - /k/ has a similar quality as in the initial position |
| Final position: potok, kluk, balík, ručník, kolík | - though /k/ is in the final position, it does not lose its quality |

/t/

Compare with the Czech /t/:

Notice that the Czech /t/ does not change its quality according to the place, however, rather according to the neighbouring sounds, e.g. **tlouci**, **podstínit**.

| | |
|---|--|
| Initial position: tráva, tykev, tamburína, televize, tlouci | - /t/ is unaspirated and louder, especially before the vowel - notice the change in the quality of Czech /t/ when followed by /l/ |
|---|--|

| | |
|--|---|
| Medial position: otrávit, otep, utrhnout, podstínit, potřebný | - /t/ is just slightly quieter, however, significant changes in its quality are observed when followed by /i,í/ or /ř/ |
| Final position: vybrat, student, text, projekt, let | - /t/ is slightly quieter, however, hardly ever omitted |

2.2 Listen to the tape and differentiate between: 

/t/

| English | Czech |
|---------|-------|
| ten | ten |
| let | let |
| trick | trik |
| still | styl |

/p/

| English | Czech |
|---------|-------|
| put | pud |
| pool | půl |
| sheep | šíp |
| tip | typ |

/k/

| English | Czech |
|---------|-------|
| keel | kýl |
| cool | kůl |
| come | kam |
| luck | lak |

- 2.3 One of you will read a list of words with the target sounds. The others will listen and when they cannot hear the aspiration in /p, t, k/ or they hear the Czech /p, t, k/, they will clap their hands. The reader has to re-pronounce the word until all are satisfied. To make it more difficult, you can gradually speed up.

| | | |
|------|-------|--------|
| PASS | TRADE | COOL |
| COLD | PICK | TASK |
| TILL | CLAP | PLEASE |
| PEAL | TWO | KEY |
| CAKE | PAPER | TWELVE |

- 2.4. Read those tongue twisters. Firstly, focus on the accurate pronunciation, and then speed up. (English Tongue Twisters 2013)

/p/

- a. Little Penny pleased her nanny to buy a tiny little pony.
- b. A proper cup of coffee from a proper copper coffee pot.
(English Tongue Twisters 2013)
- c. Picky people pick Peter Pan Peanut Butter.
Peter Pan Peanut is the peanut picky people pick.
(English Tongue Twisters 2013)

/k/

- a. Carol combed her curly hair.
- b. Christmas crackers, christmas crackers, christmas crackers.
- c. Clean clams crammed in clean cans.
(English Tongue Twisters 2013)

/t/

- a. Two tiny tigers take two taxis to town.
(English Tongue Twisters 2013)
- b. Ted is ten times taller than Timo.
- c. Take your time to take a seat.



3. KINAESTHETIC CHANNEL

3.1. Focus on the difference between the aspirated English plosives /p, t, k/ and unaspirated Czech plosives /p, t, k/. Your teacher/friend will throw you a ball saying one of the words mentioned below. Make your teacher/friend aware of each pronunciation mistake by re-pronouncing the word out loud.

| | | |
|---------|------------|----------|
| PAY | TALK | CREDIBLE |
| TAKE | CREATIVITY | PLAY |
| CAKE | PINT | TRADE |
| PROMISE | TASTE | COMPARE |

Can you hear the difference? You can add your own list of words with the target sounds.

3.2. Cut out those noodles and the flashcards and fill in the gaps with an appropriate word. Pronounce the words out loud.

1. The company diversified its _____ range.
2. Do you like _____ or beef?
3. _____, you did not fulfill the task.
4. It was almost _____ to change her mind.
5. I took _____ in the marathon.
6. Do not _____ for granted the opportunity to study.
7. She works from 8 am _____ 2pm.
8. They would like to have their wedding in a _____.
9. What is your _____ towards lazy people?
10. What's the _____ with you?

11. _____ and contrast the pictures.
12. When writing a thesis you have to rely solely on the _____ information.
13. The moment I found out she was standing behind me was really _____.
14. The meeting of the company was _____.
15. It is really _____ outside!

| | | |
|------------|----------|----------|
| PORK | ATTITUDE | PERHAPS |
| CANCELLED | COLD | TILL |
| TEMPLE | MATTER | ACCURATE |
| IMPOSSIBLE | COMPARE | AWKWARD |
| TAKE | PART | PRODUCT |

3.3. Say these sentences and include the gestures to express the meaning.
 Example: I brush my teeth. (*I am demonstrating that I am holding a toothbrush and I am showing my teeth.*) It is crucial to keep the “overdo” mode, therefore, try to exaggerate in both pronunciation and gestures as well.

- a) I passed the paper to my friend.
- b) I poured some water into the cup.
- c) Please, pick the one you like.
- d) I promise.
- e) I packed my suitcase perfectly.
- f) I do not like pork.

- g) I bought a pint of milk.
- h) I have got impeccable English.
- i) When pronouncing /p/ use your lips properly.
- j) I boiled some water in a pot.

3.4. Throw a ball to your classmates saying a word with the target sound /ð/. Make sure you have a comprehensive source of those words ready. Students will have to repeat after you. Try to be as loud as possible and make you classmates do the same.

Key

3.2. 1) product, 2) pork, 3) perhaps, 4) impossible, 5) part, 6) take, 7) till, 8) temple, 9) attitude, 10) matter, 11) compare, 12) accurate, 13) awkward, 14) cancelled, 15) cold

W WELCOME! /welkəm/

- a. ‘Practice your muscles first’

Keep an ‘overdo’ mode and say:

| | | |
|-------------|-------------|----------------|
| AAA-UUU-OOO | A-U-A-U-A-U | WOW!-WOW!-WOW! |
|-------------|-------------|----------------|

- b. ‘Czech /ú/’

Open your mouth as you want to pronounce the Czech /ú/. The English equivalent for /ú/ would be /u:/. Make the sound for 2s. Now pronounce the word *welcome* above and keep the initial sound for a second, like this: *welcome* /u:elkəm/. Keep your mouth rounded. How does it sound?

- c. Open your mouth as if you want to pronounce the Czech /ú/, make the sound. Keep the manner and pronounce the following words (the initial sound will have a quality of Czech /ú/):

| | | |
|----------------------------|--------|--------|
| 1. WAU | 2. WUF | 3. WEE |
| (1./úau/, 2./úuf/, 3./úí/) | | |

When pronouncing English /w/, it is crucial that you keep your lips rounded. Since Czech speakers do not involve the rounded lips as much in the pronunciation as English does, make sure you train your muscles first.



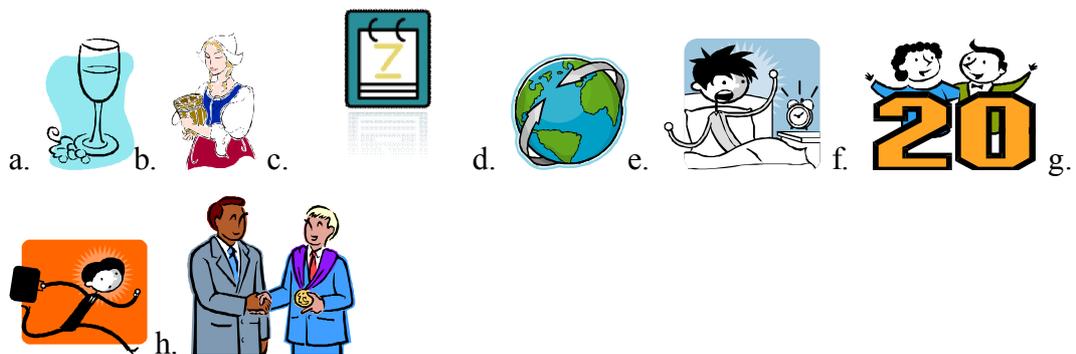


1. VISUAL CHANNEL

1.1. Minimal pairs (Baker 2006, 139). Listen and repeat. 

| SOUND 1 | SOUND 2 |
|---|---|
| Czech /v/ | English /w/ |
| Ví Lucka ví jak na to.  | We We are really good friends with Lucy.  |
| vrt Za městem udělali podzemní vrt.  | word I do not know this word.  |
| kvik Prasátko kvičelo kvik kvik.  | quick The runner was really quick.  |
| ven Půjdeš se mnou ven?  | when When do you want to go out?  |
| Vilém My bratranec se jmenuje Vilém.  | William. William married Kate.  |

1.2. Match the sentences with the pictures. Read the sentences out loud (Hewings 1993, 24).



- 1) She won the award for the best employee of the year.
- 2) They celebrated their twentieth anniversary.
- 3) He is always late.
- 4) When he woke up he realized it was already 10 o'clock.
- 5) I wasn't at home the whole week.
- 6) I would like to travel all around the world.
- 7) Do like white wine?
- 8) She is wearing a national costume.

1.3. Cut those flashcards into pieces. Pick one flashcard and try to read it. Focus on the target consonant. Do you find it difficult or easy? Rely on the system of the English phonetic symbols when needed.

| | |
|------------------|--------------------|
| /kwikli/ | /wam/ |
| /twenti/ | /swi:t/ |
| /kwaɪət/ | /wɒd/ |
| /skwɪrəl/ | /wɜ:ldwaɪd/ |
| /wɔ:m/ | /waɪf/ |
| /reɪlweɪ/ | /fɔ:wəd/ |

1.4. Use the flashcards from the previous exercise. Pick one and show it to your partner. Ask your partner to pronounce the words and keep your mouth rounded as a hint. Before you start, use the 'warm up' at the beginning to get your mouth ready.



AUDITORY CHANNEL

2.1. Notice what happens to the consonant /w/ in different positions in a word.
(Baker 2006, 82-83)

NOTICE: /w/ is not influenced by its neighbouring sounds, therefore, we have to keep the quality in both initial and medial position.

| | |
|---|---|
| Initial position: Welcome, wonder, walk, white, when | - /w/ is pronounced in a full quality, lips are rounded |
| Medial position (before a consonant): Quite, quickly, quit, squirrel, queen | - /w/ does not lose its quality, lips are still rounded |

Consider the consonant /w/ in the **final position**. Do we actually pronounce /w/ at the end of the following words?

- Bow, willow, throw, how

Differentiate between /w/ as a phoneme, thus a part of the English phonetic system, and a letter which actually appears in the word. Phonetic transcription of the sample words is as follows:

- /baʊ/, /wɪləʊ/, /θrəʊ/, /haʊ/



2.2. Work in pairs. Your partner should say those words to you silently. Decide which of these words (a) or (b) your partner actually said. For example: I think you said “vet”; if you cannot decide ask your partner: ‘Did you say “vet” or “wet”?’ (Hewings 1993, 17)

| |
|-------|
| (a) |
| Veil |
| Van |
| Verse |

| |
|------|
| Vet |
| V |
| Vest |
| Vrt |

| |
|--------------|
| (b) |
| Whale |
| When |
| Worse |

| |
|-------------|
| Wet |
| We |
| West |
| Word |

2.3. Pronunciation of /θ/ in combination with other fricatives. Listen and repeat, focus on the phonetic symbols. Highlight the target consonant into the phonetic transcription.



a. I exercise twice a week.

/'aɪ 'eksəsaɪz twaɪs ə wi:k/

b. Wifi is used worldwide.

/'waɪ faɪ z ju:st 'wɜ:lɔːwaɪd/

c. Wherever I go I will always love you.

/,weə'revə 'aɪ gəʊ 'aɪ wɪl 'ɔ:lweɪz lʌv ju/

d. Take one step forward.

/teɪk wʌn step 'fɔ:wəd/

e. Prince William and the queen of England.

/prɪns 'wɪlɪəm ənd ðə kwi:n əv 'ɪŋɡlənd/

f. She was awarded the best actress.

/'ʃi wəz ə'wɔ:dɪd ðə best 'æktɹəs/

2.4. Silent post. Work in a small group. Sit in a circle which will serve as a post tube. One of you thinks of a word from the exercise 1.3. and whispers it to his or her partner, thus to the post tube, other follow until it gets back to the sender. What is the final word, and what was the original one? Differentiate clearly between /v/ and /w/.



KINAESTHETIC CHANNEL

- 3.1. You are in a role of a teacher. Tell your class to stand in a circle in front of their chairs. Throw them a ball saying either /v/ or /w/. The student should respond with an appropriate word starting with the target consonant.

Example:  + /v/ → Veil!

- 3.2. Firstly, only listen to the story. Clap your hands every time you hear the consonant /w/. Later, one of you can also read the text to the class. Focus on the accurate pronunciation of the sounds. 

When I walked through the valley I felt free. The warm weather and blue sky made me smile. Then I walked into a deep wood where it was much colder. It was very quiet and I even saw some wild animals. I quickly ran out of the wood. Wow! It was wonderful but I will never visit such places on my own again.

- 3.3. Play a role of an actor, say these sentences and include the gestures to express the meaning. Example: I brush my teeth. (*I am demonstrating that I am holding a toothbrush and I am showing my teeth.*) It is crucial to keep the “overdo” mode, therefore, try to exaggerate in both pronunciation and gestures as well.

- a) The weather was just wonderful.
- b) There is only one wish that I have.
- c) Be quiet!
- d) Would you like to have some sweet wine?
- e) I like wearing warm sweatshirts.
- f) I have got a sweet tooth.
- g) I usually wake up early on Wednesday.

- h) North or West, home is best.
- i) We had a whale of time!
- j) Wow! What a delicious walnut cake!

3.4. Work in pairs. Tell your partner one word from the list below and throw them a ball. They should respond with the sound they hear. Alter between the words!

Example: A: worm – B: /w/!

VAN

VILLAIN

WOLF

WHEN

WEAR

WRAP

VET

VEIL

WIN

WHALE

QUICK

WASTE

SQUIRREL

VEST

SWEET

VAST

Key

1.2. 1) h, 2) f, 3) g, 4) e, 5) c, 6) d, 7) a, 8) b

1.3. quickly, twenty, quiet, squirrel, warm, railway, wine, sweet, would, worldwide, wife, forward

3.2.

When I walked through the valley I felt free. The warm weather and blue sky made me smile. Then I walked into a deep wood where it was much colder. It was very quiet and I even saw some wild animals. I quickly ran out of the wood. Wow! It was wonderful but I will never visit such places on my own again.

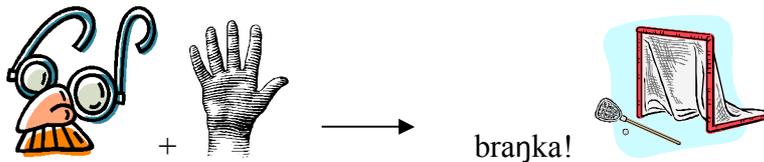
ŋ GOODMORNING!

/gʊd 'mɔːniŋ/

WARM UP

- a. 'Speak through your nose'

You have surely heard somebody speak 'through his or her nose'. In this manner you keep the back of your tongue and the 'rear' of your mouth in touch while the air escapes through the nose. /ŋ/ is a voiced consonant; therefore, in its production you use your voice. Try to hold your nose and say *branka*. Can you feel the voicing vibrating in your nose? By holding your nose you prevent the air from escaping and the consonant /ŋ/ loses its voicing.



Try to say the Czech words *sponka*, *hangár*, *angličtina*. In Czech we also have the sound /ŋ/, however, only in the assimilation with /k/ and /g/.

- b. 'Gargling'

Let's use the same practice as with the sound /k/. Prepare your mouth as if you are about to gargle. You can feel the back of your tongue touching the 'rear' of your mouth. The only difference between /k/ and /ŋ/ is that the air does not escape through your mouth, however, escapes through your nose.

While having the mouth ready for gargling, you will now start crooning (broukat si); just as you do when you are having a good time. While you are crooning, the back of your tongue and the 'rear' of your mouth are touching each other. Use your vocal folds and keep the sound for 3s, move the tongue away from the 'mouth rear'. Did you hear it? You have now reached our target sound.

1. VISUAL CHANNEL

1.1.Minimal pairs. (Baker 2006) Listen and repeat. 

NOTICE: Though, /ŋ/ has the same manner of production in Czech as well as in English, it only serves as an example of a minimal pronunciation similarity within these two languages.

| SOUND 1 | SOUND 2 |
|---|---|
| Czech /ŋ/ | English /ŋ/ |
| banka Kde se tady nachází banka?  | bank /ŋk/ I have to go the the bank.  |
| tank Po ulici se řítíl tank.  | tank /ŋk/ The think tank came up with a brilliant idea.  |
| hangár Letadlo je zaparkované v hangáru.  | hang /ŋ/ We could hang the picture above the bed.  |
| English /n/ | English /ŋ/ |
| ban It was banned to go outside.  | bang He heard a huge bang!  |
| win I would like to win the race.  | wing The left wing of the plane was damaged.  |
| son He has a three-year old son.  | sung I have never sung in front of an audience.  |
| English /ŋk/ | English /ŋ/ |

| | |
|---|--|
| <p>think</p> <p>I do not think he did it.</p>  | <p>thing</p> <p>The only thing I found was your pen.</p>  |
| <p>sink</p> <p>He saw the boat sink into the waves.</p>  | <p>sing</p> <p>I would like to sing on a huge stage.</p>  |
| <p>rink</p> <p>The ice rink was closed during summer.</p>  | <p>ring</p> <p>I got a diamond ring!</p>  |
| English /ŋ/ | English /ŋg/ |
| <p>long</p> <p>I have gone a long way.</p>  | <p>longer</p> <p>The highway is longer than it used to be.</p>  |
| <p>young</p> <p>I want to be forever young.</p>  | <p>younger</p> <p>I have a younger sister.</p>  |
| <p>strong</p> <p>He is a really strong man.</p>  | <p>stronger</p> <p>I exercise to be stronger and fitter.</p>  |

1.2. Write down the English word for the phonetic transcription. Highlight the target sound in the word. Example: /lŋz/

- a.  /tŋ/ _____
- b.  /lŋ/ _____
- c.  /ŋk/ _____

- d.  /ɪŋkʌm/ _____
- e.  /pɪŋk/ _____
- f.  /sɪŋə/ _____

1.3. Work in pairs. Cut out those flashcards, spread them on a table. Each of you will pick one flashcard and read it out loud. Focus on the target sound. Can you read it? Follow the key to check your answers.

| | |
|----------------|----------|
| /æŋgə/ | /jʌŋstə/ |
| /hæŋə / | /lɪŋgə/ |
| /fɪŋgə/ | /lɒŋgə/ |
| /ʌndə'stændɪŋ/ | /ʌŋkl/ |

1.4. Read. At each word tick the sound that you hear.

| | /n/ | /ŋ/ | /ŋg/ | /ŋk/ | /ŋθ/ |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| bodylength | <input type="checkbox"/> |
| unchallenged | <input type="checkbox"/> |
| earning | <input type="checkbox"/> |
| instinct | <input type="checkbox"/> |
| thing | <input type="checkbox"/> |
| think | <input type="checkbox"/> |

| | | | | | |
|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Ron | <input type="checkbox"/> |
| sing | <input type="checkbox"/> |
| wink | <input type="checkbox"/> |
| strength | <input type="checkbox"/> |

AUDITORY CHANNEL

2.1. Notice what happens to the consonant /ŋ/ in different positions in a word.
(Baker 2006, 82-83)

| | |
|---|---|
| <p>Initial position:</p> <ul style="list-style-type: none"> - ungrateful, encourage | <ul style="list-style-type: none"> - the prefixes are pronounced with the alveolar /n/ |
| <p>Medial position (before a consonant): in the middle of the morpheme:</p> <ul style="list-style-type: none"> - finger, England <p>in comparative and superlative forms:</p> <ul style="list-style-type: none"> - longer, the longest, stronger, the strongest | <ul style="list-style-type: none"> - we pronounce /ŋg/ |
| <p>Medial position – in the words derived from the verbs ending with –ng</p> <ul style="list-style-type: none"> - longing, singing, singer <p>In the words derived from the adj.</p> <ul style="list-style-type: none"> - strongly, youngster | <ul style="list-style-type: none"> - we pronounce /ŋ/ |
| <p>Final position:</p> <ul style="list-style-type: none"> - bring, sing, understating | <ul style="list-style-type: none"> - we pronounce /ŋ/ at the final position |

Compare with the Czech allophone /ŋ/

| | |
|--|--|
| <p>Medial position (before /k/ and /g/):</p> <ul style="list-style-type: none"> - branka, Hanka, tango | <ul style="list-style-type: none"> - /ŋk/ in branka, Hanka - /ŋg/ in tango |
|--|--|

/ŋ/ is used in Czech only as an allophone; understand a variety of a sound. It occurs only in front of /k/ and /g/ and can be replaced by an alveolar /n/ as well, however, this would sound very artificially.



2.2. Pronunciation of /ŋ/ in a context. Listen and repeat, focus on the phonetic symbols. Highlight the target consonant into the phonetic transcription.



a. When I woke up in the morning I was hungry.

/wen 'aɪ wəʊk ʌp ɪn ðə 'mɔːnɪŋ 'aɪ wəz 'hʌŋɡri/

b. We sang the song yesterday evening.

/wi sæŋ ðə sɒŋ 'jestədi 'iːvɪŋ/

c. I think you are wrong again.

/'aɪ 'θɪŋk ju ə rɒŋ ə 'ɡen/

d. I am longing for a diamond ring.

/'aɪ əm 'lɒŋŋ fər ə 'daɪəmənd rɪŋ/

e. I want to be forever young.

/'aɪ wɒnt tə bi fə'revə jʌŋ/

f. What do you think you are doing?

/'wɒt də ju 'θɪŋk ju ə 'duːɪŋ/

2.3. Silent post. Work in a small group. Sit in a circle which will serve as a post tube. One of you thinks of a word from the exercise 1.1. and whispers it to his or her partner, thus to the post tube, other follow until it gets back to the sender. What is the final word, and what was the original one?

2.4. Read those tongue twisters. Firstly, focus on the accurate pronunciation, and then speed up.

a. Singing Sammy sung songs on sinking sand.
(English Tongue Twisters 2013)

b. If you're keen on stunning kites and cunning stunts,
buy a cunning stunning stunt kite.
(English Tongue Twisters 2013)

c. We sang the song yesterday evening.



KINAESTHETIC CHANNEL

3.1. Listen to the story. Clap your hands every time you hear the consonant /ŋ/, also in its possible combinations. Later, one of you can also read the text to the class. Focus on the accurate pronunciation of the sounds.



I love singing that song! It is called Bang, bang! Does it ring the bell? The singer was working in a bank at first; however, something told him to stop doing it. Standing on the stage, singing to the microphone and getting a lot of money is much better I think. I have always dreamt about running on the stage with thousands of fans screaming my name but now I am sitting in a bank and keep dreaming. Bang!

3.2. Play a role of an actor, say these sentences and include the gestures to express the meaning. Example: I brush my teeth. (*I am demonstrating that I am holding a toothbrush and I am showing my teeth.*) It is crucial to keep the “overdo” mode, therefore, try to exaggerate in both pronunciation and gestures as well.

- a) I am love relaxing on the beach.
- b) Would you like to be a singer?
- c) Do you envy the wings to the birds?
- d) I never run in my free time.
- e) What’s wrong with you?
- f) Are you hungry in the morning?
- g) I want to be fit and strong.
- h) The string on my guitar snapped.
- i) The ring is too small for me.
- j) Have you ever seen the king of jungle?

- 3.3. Work in pairs. Hide the sentences from your partner. Tell your partner what to do using the utterances bellow. Example: You are running fast! Your partner simulates the activity. Pay attention to the sounds and the overall meaning of the word.

| |
|--------------------------------------|
| SINK AS A SHIP. |
| PUT YOUR RING ON YOUR FINGER. |
| SING LOUDLY. |
| HURRY UP TO THE BANK. |
| BAN THE BOOK. |
| BANG THE DOOR. |
| RUN TO THE SHOP! |
| RING FOR ASSISTANCE. |
| WHISPER SOMETHING FUNNY. |
| WINK AT A GIRL. |

- 3.4. Work in pairs. Tell your partner one word from the list bellow and throw them a ball. They should respond with the sound they hear.
Example: A: donkey – B: /ŋk/!

THINK

BRING

RUN

RUNG

DOING

DONKEY

BANK

WING

MORNING

PINK

SLEEPING

DRINK

Key

1.2. tongue, long, uncle, income, pink, singer

1.3. anger, hanger, finger, understanding, youngster, linger, longer, uncle

1.4. bodylength /ŋθ/, unchallenged /n/, earning /ŋ/, instinct /ŋk/, thing /ŋ/, think /ŋk/, Ron /n/, sing /ŋ/, wink /ŋk/, strength /ŋθ/

3.1.

I love singing that song! It is called Bang, bang! Does it ring the bell? The singer was working in a bank at first; however, something told him to stop doing it. Standing on the stage, singing to the microphone and getting a lot of money is much better I think. I have always dreamt about running on the stage with thousands of fans screaming my name but now I am sitting in a bank and keep dreaming. Bang!

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