

TEMA: **CÓMO ESTUDIAR PARA PRONUNCIACIÓN INGLESA**

OBJETIVO CENTRAL:

Mejorar nuestra pronunciación inglesa, mediante el buen estudio de la materia, utilizando para ello el uso de las competencias adecuadas para lograr así un mejoramiento sustancial en nuestro aprendizaje.

ALCANCE:

El estudio de la fonética y de la pronunciación inglesa exige el desarrollo de 3 competencias, las cuales se pueden potenciar a través del trabajo dedicado y constante en torno a actividades específicas para cada competencia. Este trabajo requiere tiempo, memorización, escucha e imitación. No es suficiente con escuchar o repetir una sola vez, sino tantas como sean necesarias para lograr una suficiencia en habilidades receptivas, productivas y aún en la fundamentación teórica.

LOGROS:

- » Reconocer acústicamente sonidos específicos especialmente en contraste.
- » Pronunciar de forma clara y fluida palabras, oraciones completas, diálogos y fragmentos, teniendo en cuenta acentuación de palabras, unión de sonidos, entonación, pronunciación de sonidos vocálicos y consonánticos, y ritmo.
- » Manejar terminología, conceptos, reglas y símbolos.

EVALUACIÓN:

Realice un esquema en donde se muestren claramente todos los símbolos fonéticos de la pronunciación inglesa, con por lo menos 5 palabras que contengan cada sonido.

Auto Evaluación:

Saque listas al azar de 10 palabras que estén en los handout's de fonética, pronuncie cada palabra y escriba el símbolo correspondiente sin ver las fotocopias. Después revise sus respuestas y refuerce los símbolos y sonidos que requieren mejoramiento. Trabaje con tantas listas como sea necesario para obtener seguridad en el tema.

Otra actividad más global, que ayuda mucho al desarrollo de la pronunciación y al afinamiento de aspectos suprasegmentales, como el RITMO, LA ACENTUACIÓN, Y LA UNIÓN DE SONIDOS (Linking) es oír música en inglés, cantar siguiendo la letra si no se la saben, y ver televisión en inglés sin leer los subtítulos

ENGLISH FONETIC SYMBOLS

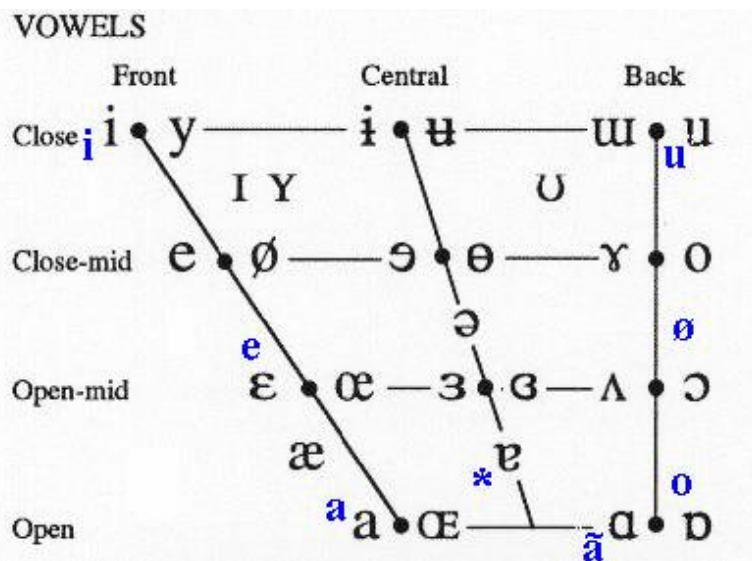
Short vowels

1.	[ɪ]	e.g. b <u>i</u> g, Br <u>i</u> tain, b <u>u</u> sy
2.	[e]	e.g. d <u>e</u> sk, fr <u>i</u> end, w <u>e</u> ather
3.	[æ]	e.g. c <u>a</u> t, l <u>a</u> ng <u>u</u> age, ex <u>a</u> ctly
4.	[ɒ]	e.g. h <u>o</u> t, ac <u>o</u> ss, c <u>o</u> ntinent
5.	[ʊ]	e.g. b <u>o</u> ok, w <u>o</u> man, f <u>u</u> ll
6.	[ʌ]	e.g. c <u>u</u> t, b <u>u</u> tter, c <u>o</u> lourful
7.	[ə]	e.g. a <u>f</u> raid, L <u>o</u> ndon, br <u>e</u> akf <u>a</u> st

Long vowels

1.	[iː]	e.g. tr <u>e</u> e, p <u>e</u> ople, p <u>o</u> lice
2.	[aː]	e.g. b <u>a</u> s <u>k</u> et, <u>a</u> s <u>k</u> , p <u>h</u> ot <u>o</u> graph
3.	[ɔː]	e.g. b <u>a</u> ll, b <u>l</u> ack <u>b</u> o <u>a</u> rd, d <u>a</u> ught <u>e</u> r
4.	[uː]	e.g. b <u>l</u> ue, s <u>ch</u> ool, aft <u>e</u> rnoon
5.	[ɜː]	e.g. b <u>u</u> rn, g <u>ir</u> l, p <u>r</u> ef <u>e</u> r

VOWEL'S POSITION



Diphthongs

1.	[ei]	e.g. <u>day</u> , <u>afraid</u> , <u>great</u>
2.	[ai]	e.g. <u>July</u> , <u>decide</u> , <u>buy</u>
3.	[oi]	e.g. <u>boy</u> , <u>voice</u> , <u>enjoy</u>
4.	[əʊ]	e.g. <u>close</u> , <u>know</u> , <u>moment</u>
5.	[aʊ]	e.g. <u>town</u> , <u>flower</u> , <u>mountain</u>
6.	[iə]	e.g. <u>hear</u> , <u>here</u> , <u>appear</u>
7.	[eə]	e.g. <u>hair</u> , <u>wear</u> , <u>parents</u>
8.	[ʊə]	e.g. <u>sure</u> , <u>January</u>

CONSONANTS

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

EXAMPLES OF PRONUNCIATION

Vowel sounds			Consonant sounds		
No.	Symbol	Examples	No.	Symbol	Examples
1	/i:/	fe <u>e</u> t /fi:t/ le <u>a</u> p /li:p/	1	/p/	pe <u>n</u> /pen/ pee <u>p</u> /pi:p/
2	/ɪ/	fi <u>t</u> /fi:t/ li <u>p</u> /li:p/	2	/b/	bi <u>g</u> /bi:g/ ba <u>b</u> e /berb/
3	/e/	me <u>n</u> /men/ be <u>d</u> /bed/	3	/t/	te <u>n</u> /ten/ le <u>t</u> /let/
4	/æ/	ma <u>n</u> /mæn/ ba <u>d</u> /bæd/	4	/d/	de <u>n</u> /den/ re <u>d</u> /red/
5	/ʌ/	mu <u>d</u> /mʌd/ nu <u>t</u> /nʌt/	5	/k/	ke <u>y</u> /ki:/ ce <u>k</u> e /keɪk/
6	/ɑ:/	f <u>a</u> st /fɑ:st/ p <u>a</u> ss /pɑ:s/	6	/g/	ge <u>t</u> /get/ le <u>g</u> /leg/
7	/ɒ/	to <u>p</u> /tɒp/ ro <u>ck</u> /rɒk/	7	/s/	se <u>e</u> /si:/ ge <u>ss</u> /ges/
8	/ɔ:/	fa <u>ll</u> /fɔ:l/ lo <u>rd</u> /lɔ:d/	8	/z/	zo <u>o</u> /zu:/ bu <u>zz</u> /bʌz/
9	/ʊ/	bo <u>o</u> k /bʊk/ fo <u>o</u> t /fʊt/	9	/ʃ/	sh <u>o</u> e /ʃu:/ wi <u>sh</u> /wɪʃ/
10	/u:/	bo <u>o</u> t /bu:t/ fo <u>o</u> d /fu:d/	10	/ʒ/	me <u>as</u> ure /'meɪʒə/ tre <u>as</u> ure /'treɪʒə/
11	/ɜ:/	gi <u>r</u> l /gɜ:l/ bi <u>r</u> d /bɜ:d/	11	/tʃ/	ch <u>e</u> ck /tʃek/ wat <u>ch</u> /wɒtʃ/
12	/ə/	a lo <u>t</u> /ə'lot/ ap <u>a</u> rt /ə'pɑ:t/	12	/dʒ/	je <u>t</u> /dʒet/ ju <u>d</u> ge /dʒʌdʒ/
13	/eɪ/	ma <u>i</u> l /meɪl/ Ma <u>y</u> /meɪ/	13	/f/	f <u>a</u> n /fæn/ la <u>ugh</u> /lɑ:f/
14	/aɪ/	fl <u>y</u> /flaɪ/ bu <u>y</u> /baɪ/	14	/v/	v <u>a</u> n /væn/ wa <u>ve</u> /weɪv/
15	/ɔɪ/	bo <u>y</u> /boɪ/ bo <u>il</u> /boɪl/	15	/w/	w <u>e</u> t /wet/ wa <u>it</u> /weɪt/
16	/aʊ/	co <u>w</u> /kaʊ/ ho <u>u</u> se /haʊs/	16	/j/	ye <u>s</u> /jes/ ju <u>o</u> /ju:/
17	/əʊ/	so <u>ld</u> /səʊld/ lo <u>w</u> /ləʊ/	17	/h/	h <u>e</u> n /hen/ h <u>a</u> t /hæt/
18	/ɪə/	be <u>e</u> r /bɪə/ de <u>a</u> r /dɪə/	18	/θ/	th <u>i</u> n /θɪn/ th <u>o</u> ught /θɔ:t/
19	/eə/	ha <u>i</u> r /heə/ r <u>a</u> re /reə/	19	/ð/	th <u>e</u> n /ðen/ th <u>a</u> t /ðæt/
			20	/m/	me <u>n</u> /men/ na <u>m</u> e /neɪm/
			21	/n/	n <u>o</u> /nəʊ/ ph <u>o</u> ne /fəʊn/
			22	/ŋ/	ri <u>ng</u> /rɪŋ/ sa <u>ng</u> /sæŋ/
			23	/l/	le <u>t</u> /let/ te <u>ll</u> /tel/
			24	/r/	ra <u>t</u> /ræt/ re <u>a</u> d /ri:d/

The symbols of the International Phonetic Alphabet can be used to show pronunciation in English. For a quick chart of how, without the details presented here, see IPA chart for English. Listeners pay attention to vowels much more than consonants to distinguish between the various regional accents of English speakers. For this reason, the consonants of English are discussed together, while vowels will be explained in three sections: Received Pronunciation, General American, and General Australian. While the slashes and brackets around IPA symbols are not part of the IPA itself, language professionals have adopted them to distinguish between two main types of transcription, phonemic and phonetic. In phonemic transcriptions, the observer uses slashes to record the phonemes speakers target when they pronounce a word. For example, a phonemic transcription of pit is /pɪt/. Because there are often a number of ways in which phonemes are produced in speech, observers use brackets to record the sounds that speakers actually produce, the allophones of the phonemes. For example, because English speakers typically aspirate a word-initial /p/ and sometimes do not release a word-final /t/, a phonetic transcription of this pit may look like this: [p^ht̚].

θ

Unit One: TH, as in THINK, BATHROOM, and TEETH.

- Watch this [QuickTime](#) movie on the word 'Thought' to see how to correctly make the 'TH' sound (894k).
- [Minimal Pairs](#) (178k) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, TH is being compared to other similar sounds. Listen and compare.
- Try this [Dictation](#) to practice the differences between TH and other sounds.
- Here is the complete lesson from our [workbook in MP3 audio](#), as well as the [PDF version](#).
- Here's a [video](#) of Brian explaining the differences between the voiceless and voiced TH. (7.8mb)
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).
- Practice these [tongue twisters](#) to improve your TH (**microphone** required).

ð

Unit Two: TH, as in THOSE, MOTHER and SOOTHE.

- Watch this [QuickTime](#) movie on the word 'Thy' to see how to correctly make the 'TH' sound (725k).
- [Minimal Pairs](#) (219k) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, TH is being compared to other similar sounds. Listen and compare.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Try this [Dictation](#) to practice the differences between TH and other sounds.
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).
- Practice these 5 [tongue twisters](#) to improve your TH (**microphone** required).

l/r

Unit Three: L and R, as in COLLECT, CORRECT, LAMB, and RAM.

- [Minimal Pairs](#) (228k) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, l and r are being compared to each other. Listen and compare.
- Try this [Dictation](#) to practice the differences between L and R.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Here's a [video](#) of the differences between L and R (5.6mb).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

- Practice these 10 [tongue twisters](#) to improve your L and R (**microphone** required).

i/I

Unit FOUR :i and I, as in SEEN and SIN.

- [Minimal Pairs](#) (228k) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, i and I are being compared to each other. Listen and compare. .
- Try this [Dictation](#) to practice the differences between i and I.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).
- Practice these 10 [tongue twisters](#) to improve your i and I (**microphone** required).

s/ts/s

Unit FIVE: s, sh, and ch.

- [Minimal Pairs](#) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, S, CH, and SH are being compared to each other. Listen and compare.
- Try this [Dictation](#) to practice the differences between i and I.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).
- Practice these 10 [tongue twisters](#) to improve these sounds(**microphone** required).

v/w

Unit SIX: V and W, as in Vine and Wine

- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- [Minimal Pairs](#) (114k) In this exercise, you will hear pairs of words that are the same except for one sound. In this case, V and W are being compared to each other. Listen and compare.
- Try this [Dictation](#) to practice the differences between v and w. (42k)
- Are you having trouble saying WOOL, WOOD, and WOLVES? Watch [this video](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).
- Practice these 10 [tongue twisters](#) to improve these sounds(**microphone** required).

z/dʒ

Unit SEVEN

- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Here's a [video](#) of Brian explaining how to make the sound that you can find in words like Zsa-Zsa and OCCASION.
- [Minimal pair exercise](#) for words like LEGION and REGION.
- Try this [dictation](#) to distinguish the two sounds.
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

æ/ɛ

UNIT EIGHT: E and A, as in BET and BAT

- [Minimal Pairs](#) In this exercise, you will hear pairs of words such as BET and BAT.
- Try this [Dictation](#) to practice the differences between the two sounds.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

ə

UNIT NINE

- [Minimal Pairs](#) In this exercise, you will hear pairs of words which either contain the schwa or not.
- Try this [Dictation](#) to practice your listening and spelling.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

ər/ɑr/ur

UNIT TEN

- [Minimal Pairs](#) In this exercise, you will hear pairs of words such as ROAR and ROWER.
- Try this [Dictation](#) to practice your listening and spelling.
- Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#).
- Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

p/f

UNIT ELEVEN

[Minimal Pairs](#) (114k) In this exercise, you will listen and compare the sounds P and F. Here is the complete lesson from our [workbook in MP3](#), as well as the [PDF version](#). Try this [Dictation](#) to practice the differences between P and F. Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

ɛ/a/ɑ/æ/ʌ

UNIT TWELVE

Here is the complete lesson from our [workbook in MP3 audio](#), as well as the [PDF version](#). [Minimal Pairs](#) (114k) In this exercise, you will listen and compare the differences in the words bought, bat, but, bet. Try this [Dictation](#) to practice your listening and spelling. Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required).

hw/w

UNIT THIRTEEN

Here is the complete lesson from our [workbook in MP3 audio](#), as well as the [PDF version](#). [Minimal Pairs](#) (114k) In this exercise, you will listen and compare the difference in sounds like in whether and weather. Listen, practice, and record your voice to have a [conversation](#) with a native speaker (**microphone** required). Try this [Dictation](#) to practice your listening and spelling.


Pronunciation Sources for practicing

Level 100 = beginner/advanced beginner


Level 200 = intermediate

Level 300 = upper intermediate

Level 400 = advanced

<p>Level 100 and up</p>	<p> American English Pronunciation (Charles Kelly) - There are many minimal pairs drills here. (ex. thirteen/thirty; said/sad; see/she, etc.). The sound quality is excellent. Give it a try. There are also a few songs and tongue twisters to try. This is part of the larger site, "Interesting Things for ESL Students." http://www.manythings.org/pp/</p>
<p>Level 100 and up</p>	<p>BBC Words and Pictures - This site will help your pronunciation, listening, reading and spelling! The accents you will hear are British, so you will be ready if you travel to London!</p> <p>To Practice C-V-C words:(Consonant-Vowel-Consonant words like bag, hot, and cup). Try The Crankophone (listening for sounds in the middle of words) or The Whirlyword Machine (make C-V-C words--are they real words or not!?).</p> <p>To Practice Long Vowel Sounds: (like queen and play). Try the Poem Pack (10 animated poems which practice different long vowel sounds, Snap It (race the clock to find long vowel sounds), and Drag 'n' Spell (Drag the vowels to finish the words before your time runs out). Spend some time at this site and I think you'll learn a lot! http://www.bbc.co.uk/education/wordsandpictures/phonics.shtml</p> <p>Click here if you need to download RealAudio®, Shockwave® or Flash®.</p>
<p>Level 100 and up</p>	<p>Cutting edge CALL demos (Jim Duber) - Go the the "Listening Practice Activities" section to practice interesting minimal pair exercises. There are also some simple grammar exercises. If you send in your Email address, you will get feedback from an ESL teacher. http://www-writing.berkeley.edu/chorus/call/cuttingedge.html</p> <p>Click here if you need to download Shockwave® or Flash®.</p>
<p>Level 100 and up</p>	<p>ESL Pronunciation (Internet TESL Journal) - Links to over 30 activities/resources to help ESL/EFL students work on pronunciation http://iteslj.org/links/ESL/Pronunciation/.</p> <p>Click here if you need to download Shockwave® or Flash®.</p>

Level 100 and up	 Learn English (Jacob Richman) is a free, on-line, educational resource helping ESL and EFL students to learn English words. The flash site incorporates 40 topics, along with over 1,500 English words and phrases. When you click on a word or phrase you can hear it spoken. The high quality audio was created in a sound studio. http://www.learn-english.co.il/ Click here if you need to download Shockwave® or Flash® .
Level 100 and up	Minimal Pairs (Interlink) - There are three minimal pairs drills with 10 samples each. Listen and see if you can hear the difference between b/v, r/l, b/p. This will be especially helpful for Arabic and Japanese speakers of English. http://eslus.com/LESSONS/PRONUNCI/PRONUNCI.HTM Click here if you need to download QuickTime® .
Level 100 and up	 Phonetics: The Sounds of American English - This excellent site describes the mechanics of forming each sound. It includes a description of how to form each sound, a movie of a person making the sound, an animation of what goes on inside the mouth, and some spoken examples at http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html  Review by Kenichi Natsume
Level 100 and up	Pronunciation (E.L. Easton) - Consonant sounds, vowel sounds, linking, reductions, stress patterns and more. You can listen, practice and take quizzes. Also includes some spelling exercises. A very useful resource at http://eleaston.com/pronunciation/ Click here if you need to download Shockwave® or Flash® . Click here if you need to download QuickTime® .
Level 100 and up	Sounds of English (Sharon Widmayer and Holly Gray) - Pairs of sounds are presented. There are descriptions, drawings, audio recordings and some video of mouth positions for different sounds. http://www.soundsofenglish.org/pronunciation/sounds.htm Click here if you need to download QuickTime® . Click here if you need to download RealAudio® .
Level 100 and up	The Tongue Twister Database (Craig Staley) or International Tongue Twisters (Michael Reck) - Tongue Twisters are groups of words which begin with the

	<p>same sound and are hard to pronounce--especially when you say them quickly! Practice these tongue twisters to improve your pronunciation and vocabulary.</p> <p>NOTE: When the ad opens up in the Tongue Twister Database, just click in the close window to make it go away.</p> <p>NOTE: International Tongue Twisters includes twisters in English and in many other languages. Just click on the link for the language you want!</p>
<p>Level 200 and up</p>	<p>EnglishCLUB.net - You'll find a few exercises for word stress, (and word stress rules), sentence stress, and how to pronounce "-ed" in past tense (3 ways) at http://www.englishclub.net/grammar/index.htm</p> <p>Click here if you need to download QuickTime®.</p>
<p>Do you want more?</p>	<p> English Pronunciation (Okanagan University) - CD quality sound over the Internet. Six units focus on a sound or sounds. Activities include a video of the mouth, teeth and tongue in correct position, minimal pairs, tongue twisters and dialogues. Includes "l" and "r"; "v" and "w", and other useful combinations of letters or sounds. New feature is the ability to listen, practice and record your voice in new "conversation" and "tongue twister" exercises (microphone required). http://international.ouc.bc.ca/pronunciation/</p> <p>Click here if you need to download Shockwave® or Flash®.</p>

