

The perfect partner
for *Focus on
Pronunciation 1*

Focus on PRONUNCIATION 1

Linda Lane

THIRD EDITION

The new edition of **Focus on Pronunciation 1** gives beginning to high-beginning students the tools, tips, and techniques they need to speak clearly, accurately, and fluently. All aspects of pronunciation are included—consonants, vowels, stress, rhythm, and intonation. The variety of activities and flexible, accessible style make learning fun.

Focus on Pronunciation Features

- ▶ **Presentation** sections feature clear explanations and diagrams.
- ▶ **Focused Practice** sections build accuracy with high-interest listening and speaking tasks and engaging games.
- ▶ **Communication Practice** sections integrate pronunciation and fluency practice in a communicative, thematic context.
- ▶ **Natural English** boxes illustrate how to speak English more naturally and fluently.
- ▶ **Extended Practice** sections encourage continued accuracy and fluency practice outside of class.
- ▶ **The Student Audio CD-ROM** in the back of the book provides MP3 audio for the Extended Practice sections.
- ▶ **Classroom Audio CDs** provide the complete audio program.
- ▶ Complete online **Answer Keys** and **Audioscripts** can be downloaded. Go to www.pearsonELT.com/focusonpronunciation for more information.

The three-level **Focus on Pronunciation, Third Edition** series includes:

Student Book with Student Audio CD-ROM
Classroom Audio CDs
Online Answer Keys and Audioscripts

www.pearsonELT.com

ISBN-13: 978-0-13-231493-0
ISBN-10: 0-13-231493-2



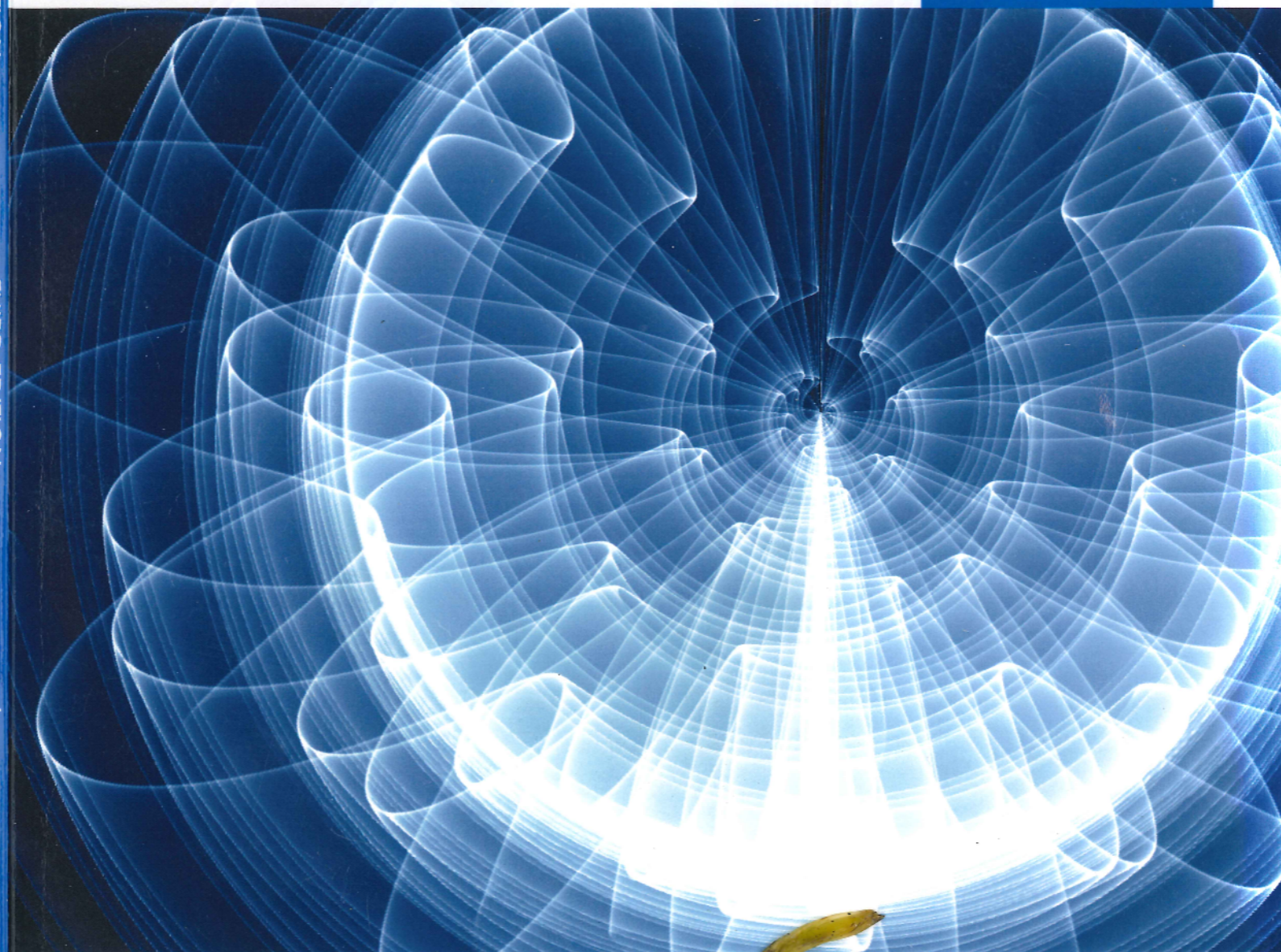
THIRD EDITION

Lane

PEARSON

Focus on PRONUNCIATION 1

THIRD EDITION



Linda Lane



ALWAYS LEARNING

PEARSON

CONTENTS

Introduction	v
PART I VOWELS	
Unit 1 Vowel Overview	2
Unit 2 /i/ <u>eat</u> and /ɪ/ <u>it</u>	7
Unit 3 /æ/ <u>bad</u> and /ɛ/ <u>bed</u>	12
Unit 4 /ɑ/ <u>cop</u> and /ə/ <u>cup</u>	18
Unit 5 Review of /ə/, /æ/, and /ɑ/	23
Unit 6 Vowels + r: /ɑr/ <u>car</u> , /ɔr/ <u>four</u> , and /ər/ <u>bird</u>	28
PART II CONSONANTS	
Unit 7 Consonant Overview	36
Unit 8 /θ/ <u>three</u> and /ð/ <u>this</u>	41
Unit 9 /p/ <u>pen</u> , /b/ <u>boy</u> , /f/ <u>foot</u> , /v/ <u>very</u> , and /w/ <u>wet</u>	46
Unit 10 /s/ <u>sun</u> , /z/ <u>zoo</u> , /ʃ/ <u>shoe</u> , and /ʒ/ <u>television</u>	53
Unit 11 /tʃ/ <u>chair</u> and /dʒ/ <u>jet</u> ; /dʒ/ <u>jet</u> and /y/ <u>yet</u>	58
Unit 12 /r/ <u>road</u> and /l/ <u>love</u>	63
Unit 13 /m/ <u>mouth</u> , /n/ <u>nose</u> , and /ŋ/ <u>sing</u>	70
Unit 14 Word Endings: Plurals and Present Tense	75
Unit 15 Word Endings: Past Tense	82
Unit 16 Consonant Groups	87
PART III STRESS, RHYTHM, AND INTONATION	
Unit 17 Stress, Rhythm, and Intonation Overview	94
Unit 18 Strong Stress and Secondary Stress in Words	100
Unit 19 Weak Syllables in Words	104
Unit 20 Stress in Compound Nouns and Numbers	108
Unit 21 Strong Words and Weak Words in Sentences	114
Unit 22 Highlighting Information	122
Unit 23 Common Weak Words	127
Unit 24 Contractions	133
Unit 25 Word Groups	138
Unit 26 Joining Final Sounds to Beginning Sounds	144
Unit 27 Rising and Falling Intonation	150
Unit 28 Other Uses of Intonation	156

Appendix 1: For Team A Players / Student A	161
Appendix 2: For Team B Players / Student B	163
Appendix 3: Recording and Sending a Sound File	165
Student Audio CD-ROM Tracking Guide	166

CONTENTS

INTRODUCTION

Focus on Pronunciation 1 is a comprehensive course that helps beginning students speak English more clearly, confidently, and accurately. The course covers important topics from all aspects of pronunciation—sounds, stress, rhythm, and intonation.

The vowel and consonant sounds presented are those that occur frequently in English and that students recognize as new or difficult. Stress, rhythm, or intonation topics focus on pronunciation features that are important for clear English communication and that students can easily notice.

Each unit ends with Communication Practice about a theme (for example, shopping and volunteering). As such, the activities and practice provide students with opportunities to improve their pronunciation and communication skills in context.

ORGANIZATION OF *FOCUS ON PRONUNCIATION 1*

Focus on Pronunciation 1 is divided into three parts: Vowels; Consonants; and Stress, Rhythm, and Intonation. Each unit deals with specific pronunciation points and has the following organization:

STEP 1 PRESENTATION

This section introduces, explains, and provides information about the pronunciation point. It may show how sounds are made or present other useful information. This is often achieved through the use of diagrams or illustrations. Pronunciation explanations are student friendly and easy to understand.

STEP 2 FOCUSED PRACTICE

This section consists of controlled classroom activities that allow students to develop skill and proficiency with the pronunciation point.

STEP 3 COMMUNICATION PRACTICE

This section provides communicative practice activities that focus on a theme. The activities are more open-ended and they ensure student involvement through the use of games and interactive tasks. When students are engaged in the communicative activities, they should be encouraged to keep in mind these global features of clear speaking:

- Speak slowly.
- Speak loudly enough.
- Pay attention to the ends of words.
- Use your voice to speak expressively.

NEW! NATURAL ENGLISH

New to this edition, the Natural English box in each unit highlights ways to speak English more naturally. In some cases, the Natural English box reviews or “pulls in” another important aspect of pronunciation that is not the focus of the current unit. Students might, for example, be reminded to group words together in a consonant or vowel unit in order to make their English more understandable to others. Additionally, the Natural English box may highlight the pronunciation of useful expressions (such as the use of *me too* for agreement).

STEP 4 EXTENDED PRACTICE

This section consists of recorded homework activities. Accuracy Practice reviews key controlled exercises within the unit and serves as a warm-up for Fluency Practice, a freer speaking task that deals with the content of the unit. Students who have access to a computer can record their voices and review their pronunciation. The teacher can also listen to these recordings and provide feedback. Directions for how to make and send electronic files are at the back of the Student Book.

AUDIO PROGRAM

The **Classroom Audio CDs** have the recordings for all the pronunciation and listening exercises in the Student Book.

The **Student Audio CD-ROM** in the back of the book has all the recordings needed to complete the Accuracy Practice exercises in MP3 format.

KEY TO ICONS



—material recorded as part of the Classroom Audio CDs



—material recorded as part of the Student Audio CD-ROM in the Student Book



—material for students to record and give to the teacher

PLANNING A SYLLABUS

The units in *Focus on Pronunciation 1* can be used in any order. Teachers can “skip around”—for example, teaching the overview unit for Vowels, then a specific vowel unit, then the overview for Stress, Rhythm, and Intonation, then a specific unit dealing with rhythm, and so on. Teachers who adopt this approach could also cover all the overview units at the beginning of the course and then skip around within the sections. The units can also be taught in order, first covering vowels, then consonants, and so on.

GENERAL REFERENCES

Most students have difficulty with English vowels and with stress, rhythm, and intonation, regardless of their native language background. With the exception of a few consonants (for example, the first sound in *think*), consonant difficulty depends more on the native language. The following references provide information on pronunciation problems related to native language:

Avery, Peter and S. Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1992.

Lane, Linda. *Tips for Teaching Pronunciation*. Pearson Longman, 2010.

Swan, M. and Smith, B. *Learner English, 2nd Ed.* Cambridge, UK: Cambridge University Press, 2001.

The following research influenced the content and approach of this book:

Avery, Peter and S. Ehrlich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1992.

Celce-Murcia, Marianne, D. M. Brinton and J. M. Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 1996.

Lane, Linda. *Tips for Teaching Pronunciation*. Pearson Longman, 2010.

ABOUT THE AUTHOR



Linda Lane is a senior faculty member in the American Language Program of Columbia University. In addition to the *Focus on Pronunciation* series, she is also the author of *Tips for Teaching Pronunciation*, Pearson, 2010. She served as director of the Columbia University Humanities Media Center for 10 years and coordinated Columbia's TESOL Certificate Program for another 10 years, teaching classes in Applied Phonetics and Pronunciation Teaching and Introduction to Second Language Acquisition. She received her EdD in Applied Linguistics from Teachers College, Columbia University, her MA in Linguistics from Yale University, and her BS in Mathematics from the University of Washington, Seattle.

ACKNOWLEDGMENTS

I am indebted to a number of people whose support, patience, and good humor made this book possible. I am grateful for the help and suggestions of my editors at Pearson: Lise Minovitz, Lynn Sobotta, and Shelley Gazes.

I would like to thank the reviewers who offered suggestions that shaped the new edition: Ashkhen Strack, Tunxis Community College, Farmington, CT; Victor Matthews, Assumption College, Lampang, Thailand; Judy Gilbert, Columbia University, New York, NY; Joanna Ghosh, University of Pennsylvania, Philadelphia, PA.

In addition, I would like to thank those reviewers whose insights shaped the previous edition: Dr. John Milbury-Steen, Temple University, Philadelphia, PA; Michele McMenamin, Rutgers University, Piscataway, NJ; Gwendolyn Kane, Rutgers University, Piscataway, NJ; William Crawford, Georgetown University, Washington, D.C.; Linda Wells, University of Washington, Seattle, WA; Tara Narcross, Columbus State Community College, Columbus, OH; Robert Baldwin, UCLA, Los Angeles, CA; Mary Di Stefano Diaz, Broward Community College, Davie, FL; Barbara Smith-Palinkas, University of South Florida, Tampa, FL; Susan Jamieson, Bellevue Community College, Bellevue, WA; Andrea Toth, City College of San Francisco, San Francisco, CA; Fernando Barboza, ICPNA, Lima, Peru; Adrienne P. Ochoa, Georgia State University, Atlanta, GA; Greg Jewell, Drexel University, Philadelphia, PA; Cindy Chang, University of Washington, Seattle, WA; Emily Rosales, Université du Québec à Montréal/École de Langues, Montréal, QC, Canada.

My colleagues at the American Language Program at Columbia University have always been an inspiration and source of generous support.

For the encouragement and patience of my family, Mile, Martha, Sonia, and Luke, and of my dear friend Mary Jerome, whom I miss every day, I am also deeply grateful.

Finally, I want to thank my students—for teaching me how they learn pronunciation, for wanting to improve their pronunciation, and for showing me how to help them.

—Linda Lane

VOWELS

UNIT	PRONUNCIATION FOCUS	COMMUNICATION FOCUS
1	Vowel Overview	Currency
2	/i/ <u>eat</u> and /ɪ/ <u>it</u>	Jobs
3	/æ/ b <u>a</u> d and /ɛ/ b <u>e</u> d	Breakfast
4	/ɑ/ c <u>o</u> p and /ə/ c <u>u</u> p	Shopping
5	Review of /ə/, /æ/, and /ɑ/	Family
6	Vowel + r: /ɑr/ c <u>a</u> r, /ɔr/ f <u>o</u> ur, and /ər/ b <u>i</u> rd	Firsts