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**2011 TESOL Convention**  
New Orleans, LA, USA.  
March, 18, 2011, 3:00PM  
Room 213, Convention Center.

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## **Technology-Enhanced Pronunciation Practice for Autonomous Learning**

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- ***Assumptions about Pronunciation Learning:***

- Pronunciation learning happens because of what students do.
- Students vary in their approaches to learning, their speed of learning, and their readiness to learn.
- Pronunciation learning occurs gradually, primarily out of class, and mainly in situations of covert rehearsal.

(Dickerson 1989)<sup>1</sup>

**Covert Rehearsal** is the time when language learners focus on form, practice in private, engage in self-teaching, self-monitor and self-correct their speech in areas of importance to them (Dickerson, 1989)<sup>1</sup>.

### **Components of the Process of Covert Rehearsal**

1. *Privacy* (no strategies)
2. *Oral practice out of class*
3. *Speech monitoring*
4. *Comparing one's performance with other models*
5. *Making changes to match those models*
6. *Practicing changes aloud*

For a detailed list of the combination of cognitive and metacognitive pronunciation strategies that may take place in stages 3-6, see Sardegna (2009)<sup>2</sup>.

- **Why Use Computers?**

- ✓ Computers are ideal for autonomous, self-directing pronunciation learning;
- ✓ Free online resources can be good models;
- ✓ Free online tools can be good aids during covert practice;
- ✓ Students already use most of these tools.

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<sup>1</sup> Dickerson, W. B. (1989). *Stress in the speech stream: The rhythm of spoken English*. [Student and Teacher's Text]. Urbana: University of Illinois Press.

<sup>2</sup> Sardegna, V. G. (2009). *Improving English stress through pronunciation learning strategies*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign (UMI No. 3363085).

## Online Resources for Pronunciation Improvement

This handout lists many free online resources with plenty of practice opportunities to improve students'

- ✓ **production skills** (their ability to articulate sounds, words, and phrases),
- ✓ **perception skills** (their ability to comprehend audio or talk),
- ✓ **prediction skills** (their ability to figure out how to pronounce sounds, words, or phrases).

We have grouped the websites according to the pronunciation features that they target for practice. We hope that this classification will help you find appropriate resources for your students.

### A. General Information for Pronunciation Practice

- **English with Jennifer:** [http://englishwithjennifer.com/youtube\\_videos.html](http://englishwithjennifer.com/youtube_videos.html)
- **Rachel's English:** <http://www.rachelsenglish.com/>
- **Ted Power:** <http://www.btinternet.com/~ted.power/phono.html>
- **BBC Learning English:** <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

Dictionaries:

- **Merriam Webster Dictionary:** <http://www.merriam-webster.com/>
- **Free Dictionary:** <http://www.thefreedictionary.com/>
- **Encarta:** <http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx>
- **Howjsay:** <http://www.howjsay.com/>

### B. Consonant and Vowel Sounds

1. To view and practice individual sound articulations, visit:
  - **The Sounds of American English (U of Iowa):** [http://www.uiowa.edu/~acadtech/phonetics/english/english\\_main.html](http://www.uiowa.edu/~acadtech/phonetics/english/english_main.html)
  - **Sound of English:** <http://www.soundsofenglish.org/pronunciation/sounds.htm>
  - **Videos from Authentic American English Pronunciation (E. L. Easton):** <http://www.youtube.com/user/evaeaston>. Click on "Playlists" at the top and then choose any of the following categories: -s final; -ed final; vowel sounds; consonant sounds T, TH, or R; or silent consonants. Many more videos for each category will appear.
  - **Proworkshop Videos:** <http://www.youtube.com/watch?v=uKDKH257j18>
  - **Karen's Linguistics Issues:** <http://www3.telus.net/linguisticsissues/ReducedForms.html>
  - **Spoken Skills:** <http://www.spokenskills.com/student-activities.cfm>
  - **Fun Easy English:** <http://funeasyenglish.com/american-english-pronunciation.htm>
2. To do sound discrimination activities (i.e., discriminate two often confused sounds), visit:
  - **American English Pronunciation Practice (Charles Kelly):** <http://www.manythings.org/pp/> OR go to the main page ([www.manythings.org](http://www.manythings.org)) and select the links for Speaking, and Listening and Reading. See specifically <http://www.manythings.org/ac/> (audio concentration game)
  - **Okanagan University:** <http://international.ouc.bc.ca/pronunciation/>
  - **Interlink Language Center:** <http://eslus.com/LESSONS/PRONUNCI/PRONUNCI.HTM>
  - **Pronuncian:** <http://www.pronuncian.com/MinimalPairs.aspx>

3. For texts that offer focused practice on individual sounds, visit:

- **These tongue twister websites:**

- [http://www.eslmania.com/students/accent\\_reduction/Tongue\\_twister\\_with\\_audio.htm](http://www.eslmania.com/students/accent_reduction/Tongue_twister_with_audio.htm)

- <http://www.wordpower.ws/tongue-twisters.html>

- <http://www.uebersetzung.at/twister/en.htm>

- <http://www.esl4kids.net/tongue.html>

Tongue twisters are hard for native speakers and can be very frustrating for learners of English. For this reason, we do not recommend tongue twisters for improving speaking skills. However, if they are not too challenging, they can be fun. Otherwise, move on to more beneficial resources.

## C. Suprasegmental Features (phrase/word stress, linking, contractions)

1. To learn about stress, visit:

- **English Club:** <http://www.englishclub.com/pronunciation/word-stress.htm>

- **English Club:** <http://www.englishclub.com/pronunciation/sentence-stress.htm>

- **About.com:** [http://esl.about.com/cs/pronunciation/ht/ht\\_pronounce.htm](http://esl.about.com/cs/pronunciation/ht/ht_pronounce.htm)

- **About.com:** [http://esl.about.com/library/weekly/blinter\\_course\\_aa110997.htm](http://esl.about.com/library/weekly/blinter_course_aa110997.htm)

- **About.com:** [http://esl.about.com/cs/pronunciation/a/a\\_wordstress.htm](http://esl.about.com/cs/pronunciation/a/a_wordstress.htm)

2. To learn about linking, visit:

- **American Accent Training:** <http://www.americanaccent.com/liaisons.html>

- **Pronunciation tips:** <http://www.pronunciationtips.com/linking.htm>

- **Videos from Authentic American English Pronunciation (E. L. Easton):**

- <http://www.youtube.com/user/evaeaston>. Click on "Playlists" at the top, select the video that says "linking" and many more "linking" videos will appear.

3. For focused practice with suprasegmental features, visit:

- **Plato (J. A. Maidment):** <http://www.btinternet.com/~eptotd/vm/plato/platmen.htm>

- **Kathleen Hanson's Website:** <http://www.eslstation.net/quia-pron-activities.htm>

- **Pronunciation Strategies:** <http://individual.utoronto.ca/English/SGSPronunciation.htm>

## D. Audio/Video Texts

1. Scripted (prepared for second language learners) texts with transcripts and activities:

- **Breaking News English:** <http://www.breakingnewsenglish.com/>

- **EZ Slang:** <http://www.ezslang.com/>

- **English Listening Lab Online:** <http://www.ello.org/>. Find a list of resources here:

- [http://www.agendaweb.org/listening/english\\_audio\\_activities.html](http://www.agendaweb.org/listening/english_audio_activities.html)

- **Audio English.net:** <http://www.audioenglish.net/>

- **ELT Podcast:** <http://www.eltpodcast.com/>

- **Randall's Daily ESL:** <http://www.dailyesl.com/>

- **Randall's ESL Cyber Listening Lab:** <http://www.esl-lab.com/guide.htm>

- **English Club (Oxford, UK):** <http://www.englishclub.com/listening/news.htm>

- **Takako's Great Adventures:** <http://international.ouc.bc.ca/takako/>

2. Scripted (prepared for second language learners) texts without transcripts, but with activities:
  - **Listening Activities (Lauri-Fried-Lee):** <http://fog.ccsf.edu/~lfried/activity/listening.html>
3. Authentic audio (simplified for language learners) with transcripts, but no activities:
  - **VOA (Voice of America) Special English:** <http://www1.voanews.com/learningenglish/home/>
  - **BBC Learning English (news):** [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)
  - **English Listening Lounge:** <http://www.englishlistening.com/>
  - **RepeatAfterUs.com:** <http://www.repeatafterus.com/>
4. Authentic audio (advanced learners) with transcripts, but no activities:
  - **Pulse of the Planet:** <http://www.pulseplanet.com/>
  - **On the Media – Radio:** <http://www.onthemedial.org/topics/tv-radio/1>
  - **On the Media – Movies:** <http://www.onthemedial.org/topics/movies/1>
  - **Yappr:** <http://en.yappr.com>
  - **National Public Radio:** <http://www.npr.org/>
  - **Ted Talk:** <http://www.ted.com/talks>
5. Authentic audio without transcripts or activities:
  - **Favorite Poem Project:** <http://www.favoritepoem.org/videos.html>
  - **BBC World Service:** <http://www.bbc.co.uk/worldservice/>
  - **Better@English EFL Videos:** <http://www.betteratenglish.com/>
  - **CNN Video and Podcasts:** <http://www.cnn.com/services/podcasting/>
  - **BBC Online:** <http://www.bbc.co.uk/radio/d/>
  - **Trailer Addict:** <http://www.traileraddict.com/>
  - **Very Funny Ads:** <http://veryfunnyads.com/>
  - **Radio Lab:** <http://www.radiolab.org/>
  - **Dictionary.com Podcasts:** <http://podcast.com/show/19468/>

## E. Links to Other Online Resources

- **Dave Sperling's ESL Cafe:** <http://www.eslcafe.com/search/Pronunciation/>
- **Rong Chang's Website:** <http://www.rong-chang.com/>
- **ESL Home:** <http://www.eslhome.com/esl/listen/#nonauthentic>
- **TESL Journal's ESL: Pronunciation:** <http://iteslj.org/links/ESL/Pronunciation/>
- **TESL Journal's ESL: Listening:** <http://iteslj.org/links/ESL/Listening/>
- **For other ESL podcasts, go to** <http://www.shambles.net/pages/learning/EnglishP/eslpodcast/>

## F. Free Online Tools

- **Audacity:** <http://audacity.sourceforge.net/> (audio editor and recorder)
- **PRAAT:** <http://www.fon.hum.uva.nl/praat/> (for acoustic analysis)
- **WASP:** <http://www.phon.ucl.ac.uk/resource/sfs/wasp.htm> (for recording and speech analysis)
- **YouTube:** <http://www.youtube.com/> (broadcast yourself)
- **VoiceThread:** <http://voicethread.com/> (a multimedia slide show)
- **Dropbox.com:** <https://www.dropbox.com/install> (for file sharing)

**/l/ AND /r/ CONTRASTS**

*Please follow these steps:*

**1. PRIVACY:** Find a quiet place to practice in private.

**2. ORAL PRACTICE:**

- a) To see mouth positions for these sounds, click on *liquid* at [http://www.uiowa.edu/~acadtech/phonetics/english/english\\_main.html](http://www.uiowa.edu/~acadtech/phonetics/english/english_main.html), and visit <http://www.youtube.com/jenniferesl#p/c/81BCA0A2CB139CB7/15/rVSlTyulmqY>. Pay attention on how these sounds differ and what you need to do with your lips, tongue, teeth, and jaw. Practice saying these sounds aloud in front of a mirror.
- b) Click on <http://eslus.com/LESSONS/PRONUNCI/MINPAIR/Minpair5.htm#> to practice sound discrimination. This activity will help you improve your ability to perceive the difference between these two sounds.

**3. SPEECH MONITORING:**

Look at the transcript of this podcast (on back) and identify words with the pair of sounds you are practicing. Underline these words, and then practice saying these words aloud many times, focusing on your mouth positions. Repeat Step 2 as needed until you are happy with the production of these sounds.

**4. COMPARE YOUR PERFORMANCE WITH A MODEL**

Click on

<http://dictionary1.classic.reference.com/features/podcasts.html?1296364063117> and scroll down to the “Library” podcast. Listen and assess your work.

**5. MAKE CHANGES TO MATCH THE MODEL**

Make changes to your articulation as needed. When unsure, do steps 2-4 again.

**6. PRACTICE CHANGES ALOUD:**

Focus on the changes while you practice reading aloud a) the targeted words, b) the phrases that contain those words, and c) the complete text. Repeat steps 3-5 as needed in order to produce accurate sounds without distorting the overall rhythm of the text.

**7. RECORD FOR FEEDBACK:**

- a) Go to <http://audacity.sourceforge.net/> and record the transcript.
- b) Place your file in our Dropbox folder for feedback.

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Transcript for “Library” – a *Dictionary.com* podcast (scroll down to the library podcast):  
<http://dictionary1.classic.reference.com/features/podcasts.html?1296364063117>

Hello. This is Venus from Dictionary.com with this week’s Word Explorer. This week’s featured word is library, spelled L-I-B-R-A-R-Y. Who hasn’t heard or been to a library? Every school has one and almost every city in the United States does, too. But did you know that the word library comes from a Latin word meaning bookshop from *liber*, defined as book?

The first recorded user of the word library in the English language was from the English author Geoffrey Chaucer back around 1374. Chaucer used the word to define a place set aside to hold books for reading, reference, and study. A Latinized Greek word, *bibliotheca*, is the origin of the word for library in German, Russian, and the romance languages.

Archeologists discovered a temple in the Babylonian town of Nippur, which is in the country of modern-day Iraq. Archeologists date the temple to the first half of the third millennium B.C. and in this ancient temple, scientist found a number of rooms that were filled with clay tablets, suggesting a well-stocked archive or library.

Which reminds me – I better return the book I borrowed from the library and uh, hopefully, they won’t charge me a late fee.

## /f/ AND /v/ CONTRASTS

*Please follow these steps:*

**1. PRIVACY:** Find a quiet place to practice in private.

**2. ORAL PRACTICE:**

- a) To see mouth positions for these sounds, click on *fricative* at [http://www.uiowa.edu/~acadtech/phonetics/english/english\\_main.html](http://www.uiowa.edu/~acadtech/phonetics/english/english_main.html), and visit [http://www.rachelsenglish.com/consonant\\_vf](http://www.rachelsenglish.com/consonant_vf). Pay attention on how these sounds differ and what you need to do with your lips, tongue, teeth, and jaw. Practice saying these sounds aloud in front of a mirror.
- b) Click on <http://www.manythings.org/mp/m09.html> to practice sound discrimination. This activity will help you improve your ability to perceive the difference between these two sounds.

**3. SPEECH MONITORING:**

Look at the transcript of this commercial (on back) and identify words with the pair of sounds you are practicing. Underline these words, and then practice saying these words aloud many times, focusing on your mouth positions. Repeat Step 2 as needed until you are happy with the production of these sounds.

**4. COMPARE YOUR PERFORMANCE WITH A MODEL**

Watch this commercial at <http://www.youtube.com/watch?v=h5LR-IZbbc0> and assess your work.

**5. MAKE CHANGES TO MATCH THE MODEL**

Make changes to your articulation as needed. When unsure, do steps 2-4 again.

**6. PRACTICE CHANGES ALOUD:**

Focus on the changes while you practice reading aloud a) the targeted words, b) the phrases that contain those words, and c) the complete text. Repeat steps 3-5 as needed in order to produce accurate sounds without distorting the overall rhythm of the text.

**7. RECORD FOR FEEDBACK:**

- a) Go to <http://audacity.sourceforge.net/> and record the transcript.
- b) Place your file in our Dropbox folder for feedback.

Transcript for *American Express* commercial with Ellen DeGeneres:  
<http://www.youtube.com/watch?v=h5LR-IZbbc0>

-Good morning.

-Hey, Craig.

-Has anybody seen Shelley? Shelley. Never mind.

-Oh hey, Shelley. There you are. Would you mind making a quick Starbucks run for me? Thanks.

-Hey, how's everybody doing today?

-Me, too. Alright, here's what I want to talk about today. Working in an office. I don't think we've talked about that in the last few years. Anybody remember?

-I didn't think so. Okay, so, here's what made me think about it. What if you're a neat freak, and then you get forced to share an office with someone who's a pig.

-You know what I mean, Francis. Come on, it's just a...a term.

-What? That's funny. Yes. Put that in. Those are the same people, too, that carpool. Right?!

-Yes, yes, yes. What Carol? What were you going to say?

-Okay, there's no need to be sarcastic, Roger.

-Well, I like a lot of that. It's very funny. And uh, let's just try to beat that last joke.

-Hey, how you doing? Hi.

-Executives.

-Fish. Corn. Banana. No, no. You had lunch yet, Frank?

-Hey, could you do me a favor and check that followspot? It seemed too bright yesterday.

-Does this side look heavy to you?

-Do you have a mint? Hey, Darrell, do you have a mint? Anybody have a mint?

-Andy, my man. I'm not forgetting about that twelve dollars you owe me either.

-My life is far from ordinary. That's why my card is American Express.

-Thanks, Shelley. This is decaf, right?

-Don't make me come after you.

## /e/ AND /i/ CONTRASTS

*Please follow these steps:*

**1. PRIVACY:** Find a quiet place to practice in private.

**2. ORAL PRACTICE:**

- a) For mouth positions for these sounds, click on *monophthongs, front* at [http://www.uiowa.edu/~acadtech/phonetics/english/english\\_main.html](http://www.uiowa.edu/~acadtech/phonetics/english/english_main.html), and visit [http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/vowel\\_short\\_6.shtml](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/vowel_short_6.shtml). Pay attention on how these sounds differ and what you need to do with your lips, tongue, teeth, and jaw. Practice saying these sounds aloud in front of a mirror.
- b) Go to <http://www.pronuncian.com/MinimalPairs.aspx> and click the link for *short e / short i* to practice sound discrimination. This activity will help you improve your ability to perceive the difference between these two sounds.

**3. SPEECH MONITORING:**

Look at the transcript of this movie trailer (on back) and identify words with the pair of sounds you are practicing. Underline these words, and then practice saying these words aloud many times, focusing on your mouth positions. Repeat Step 2 as needed until you are happy with the production of these sounds.

**4. COMPARE YOUR PERFORMANCE WITH A MODEL**

Watch this movie trailer at <http://www.tcm.com/mediaroom/video/172991/River-Runs-Through-It-A-Original-Trailer-.html> and assess your work.

**5. MAKE CHANGES TO MATCH THE MODEL**

Make changes to your articulation as needed. When unsure, do steps 2-4 again.

**6. PRACTICE CHANGES ALOUD:**

Focus on the changes while you practice reading aloud a) the targeted words, b) the phrases that contain those words, and c) the complete text. Repeat steps 3-5 as needed in order to produce accurate sounds without distorting the overall rhythm of the text.

**7. RECORD FOR FEEDBACK:**

- a) Go to <http://audacity.sourceforge.net/> and record the transcript.
- b) Place your file in our Dropbox folder for feedback.

Transcript for "A River Runs Through It" movie trailer:

<http://www.tcm.com/mediaroom/video/172991/River-Runs-Through-It-A-Original-Trailer-.html>

-It is often those we live with and love, the ones we care about the most, who elude us. Even now, when I look back on the Montana of my youth, I long to understand what happened there and why.

-Norm, what do you want to be when you grow up?

-Minister, I guess. What are you going to be?

-Professional fly fisherman.

-There's no such thing.

-There isn't? Hmm...

-My brother Paul and I grew up in a time when the land was still untouched.

-In Montana, there are three things we're never late for: church, work, and fishing.

-It was a world of wonder and possibility.

-I'm in love with Jessie Burns.

-With all the fish in the river?

-Not like her!

-But it was a tough world, too.

-I'm picking your brother up too much lately.

-Why is it that the people who need the most help, won't take it.

-I know how we can go down in history.

-I understand you changed the spelling of our name.

-I want you to know, I can help.

-Boys, what have you done?

-You are in debt up to your damn neck.

-I'll be fine.

-From boys to men.

-The world is full of bastards – the number increasing rapidly the further one gets from Missoula, Montana.

-Amen!

-In life and in love.

-All memories become one. And a river runs through it. From Academy Award winning director, Robert Redford, comes the classic story of an American family.

## Rhythm: Phrase Stress

*Please follow these steps:*

**1. PRIVACY:** Find a quiet place to practice in private.

**2. ORAL PRACTICE:**

- a) Go to <http://individual.utoronto.ca/English/PThoughtgroups.htm> to learn how to divide sentences into message units (or thought groups).
- b) Go to <http://www.englishclub.com/pronunciation/sentence-stress.htm> to learn about sentence stress, which is what gives English its rhythm. This website will guide you through a few steps in order to understand the rhythm of a sentence. Repeat the model sentences aloud. Feel free to listen as many times as you wish.
- c) Go to [http://www.englishpronunciationpod.com/podcast\\_57.html](http://www.englishpronunciationpod.com/podcast_57.html) and listen to the podcast. This site explains how to identify content and function words, and focus words (i.e. words that receive primary phrase stress).

**3. SPEECH MONITORING:**

- a) Look at the limerick (on back). Following the rules you just learned, draw a circle above the content words, and fill in the ones that receive primary phrase stress. These symbols will help you focus on accurate rhythm. Practice reading the limerick aloud many times. Then go to Step 4 a) below.
- b) Look at the dialogue from AudioEnglish.net (on back). Following the rules you just learned, divide phrases in meaningful chunks or message units, draw a circle above the content words, and fill in the ones that receive primary phrase stress. These symbols will help you focus on producing accurate English phrase rhythm. Practice reading the news excerpt aloud many times. Then go to Step 4 b) below.

**4. COMPARE YOUR PERFORMANCE WITH A MODEL**

- a) Listen to the limerick at [http://eolf.univ-fcomte.fr/uploads/ressources/pronunciation/limericks/01\\_niger\\_ton.htm](http://eolf.univ-fcomte.fr/uploads/ressources/pronunciation/limericks/01_niger_ton.htm).
- b) Listen to the dialogue at [http://www.audioenglish.net/english-learning/english\\_dialogue\\_shopping\\_menswear\\_color\\_design\\_1.htm](http://www.audioenglish.net/english-learning/english_dialogue_shopping_menswear_color_design_1.htm).

**5. MAKE CHANGES TO MATCH THE MODEL**

Make changes to your rhythm as needed. When unsure, do steps 2-4 again.

**6. PRACTICE CHANGES ALOUD:**

Focus on the changes while you practice reading aloud a) a string of content and function words, and b) the complete texts. Repeat Steps 3-5 as needed.

**7. RECORD FOR FEEDBACK:**

- a) Go to <http://audacity.sourceforge.net/> and record the transcript.
- b) Place your file in our Dropbox folder for feedback.

**Pronunciation Rules:**

- ✓ **Content Words** are nouns, adjectives, verbs, adverbs, negative words (can't, no, didn't), wh-question words (what, where, who, how, why and when) and demonstrative pronouns (this, these, that, those).
- ✓ Unless for emphasis or contrast, the **primary phrase stress** falls on the last content word in the string of new information. If there is no content word in the new information, it falls on the last function word.

Transcript for "There once was a lady from Niger": [http://eolf.univ-comte.fr/uploads/ressources/pronunciation/limericks/01\\_niger\\_ton.htm](http://eolf.univ-comte.fr/uploads/ressources/pronunciation/limericks/01_niger_ton.htm)

**There once was a lady from Niger**

There once was a lady from Niger  
 Who went for a ride on a tiger.  
 They came back from the ride  
 With a lady inside,  
 And a smile on the face of the tiger.

Transcript for the dialogue from *AudioEnglish.net*: [http://www.audioenglish.net/english-learning/english\\_dialogue\\_shopping\\_menswear\\_color\\_design\\_1.htm](http://www.audioenglish.net/english-learning/english_dialogue_shopping_menswear_color_design_1.htm)

**Menswear and ladieswear (color, design and material)**

- Sales clerk: — May I help you, sir?
- Paul Ryefield: — Yes, please. I'm looking for a cotton polo shirt.
- Sales clerk: — Any particular colour?
- Paul Ryefield: — Not really.
- Sales clerk: — How about this one?
- Paul Ryefield: — I like the design, but don't particularly care for the colour. Do you have that in other colours, too?
- Sales clerk: — Well, they come in white, pale yellow, aqua, red and green. Will a white one do?
- Paul Ryefield: — Yes. I prefer whites - and may I see a pale yellow one, too?
- Sales clerk: — Why, of course. Well, let's see... White... and pale yellow. Here you are, sir.

## Rhythm: Contrast Stress

*Please follow these steps:*

**1. PRIVACY:** Find a quiet place to practice in private.

**2. ORAL PRACTICE:**

- a) Go to [http://www.englishpronunciationpod.com/podcast\\_58.html](http://www.englishpronunciationpod.com/podcast_58.html) to learn how a content word (and sometimes even a function word) can receive primary phrase stress (or prominence) depending on what meaning the speaker wants to convey. The focus of this activity is to identify contrasts.
- b) Go to <http://www.btinternet.com/~eptotd/vm/plato/platmen.htm> and listen for the primary phrase stress in the sample sentences. This activity will help you improve your perception of primary phrase stress. Can you explain why the stress falls on those particular words?

**3. SPEECH MONITORING:**

Look at the talk (on back). Following the rules you just learned, draw a circle above the content words, and fill in the one that receives primary stress even if it is a function word. Practice reading the text aloud many times focusing on stress-timed rhythm. The circles should help you keep the rhythm.

**4. COMPARE YOUR PERFORMANCE WITH A MODEL**

Listen to this TED talk at

[http://www.ted.com/talks/derek\\_sivers\\_weird\\_or\\_just\\_different.html](http://www.ted.com/talks/derek_sivers_weird_or_just_different.html)

Stop at 1:36 and assess your work.

**5. MAKE CHANGES TO MATCH THE MODEL**

Make changes to your rhythm as needed. When unsure, do steps 2-4 again.

**6. PRACTICE CHANGES ALOUD:**

Focus on the changes while you practice reading aloud a) a string of content and function words, b) phrases, and c) the complete text. Repeat Steps 3-5 as needed.

**7. RECORD FOR FEEDBACK:**

- c) Go to <http://audacity.sourceforge.net/> and record the transcript.
- d) Place your file in our Dropbox folder for feedback.

Transcript from *TED Talk*: [http://www.ted.com/talks/derek\\_sivers\\_weird\\_or\\_just\\_different.html](http://www.ted.com/talks/derek_sivers_weird_or_just_different.html)

So, imagine you're standing on a street anywhere in America and a Japanese man comes up to you and says,

"Excuse me, what is the name of this block?"

And you say, "I'm sorry. Well, this is Oak Street, that's Elm Street. This is 26th, that's 27th."

He says, "Okay, but, what is the name of that block?"

You say, "Well, blocks don't have names. Streets have names; blocks are just the unnamed spaces in between streets."

He leaves, a little confused and disappointed.

So, now imagine you're standing on a street, anywhere in Japan, you turn to a person next to you and say,

"Excuse me, what is the name of this street?"

They say, "Oh, well that's block 17 and this is block 16."

And you say, "Okay, but what is the name of this street?"

And they say, "Well, streets don't have names. Blocks have names. Just look at Google Maps here. There is block 14, 15, 16, 17, 18, 19. All of these blocks have names. The streets are just the unnamed spaces in between the blocks.

And you say "Okay, then how do you know your home address?"

He said, "Well, easy, this is District Eight. There is block 17, house number One."

You say, "Okay. But walking around the neighborhood, I noticed that the house numbers don't go in order."

He says, "Of course they do. They go in the order in which they were built. The first house ever built on a block is house number one. The second house ever built is house number two. Third is house number three. It's easy. It's obvious."

## Rhythm: C-V and V-V Linking

*Please follow these steps:*

1. **PRIVACY:** Find a quiet place to practice in private.
2. **ORAL PRACTICE:**  
To learn about Consonant-to-Vowel (C-V) linking, visit:  
<http://www.englishclub.com/pronunciation/linking-2.htm> and  
<http://www.youtube.com/user/evaeaston#p/c/383C26A2F293EDF7/0/v1gExsXh-dU>  
To learn about Vowel-to-Vowel (V-V) linking, visit  
<http://www.englishclub.com/pronunciation/linking-3.htm> and  
[http://www.youtube.com/user/evaeaston#p/c/383C26A2F293EDF7/1/I\\_iKCN5ApYk](http://www.youtube.com/user/evaeaston#p/c/383C26A2F293EDF7/1/I_iKCN5ApYk)
3. **SPEECH MONITORING:**  
Look at the transcript from Ello.org (on back). Following the rules you just learned, divide phrases into message units and then link [ ] sounds within each message unit appropriately. Practice reading the text aloud many times focusing on linking sounds.
4. **COMPARE YOUR PERFORMANCE WITH A MODEL**  
Listen to <http://www.ello.org/video/1001/V1011-Howhomediffers.htm> and assess your work.
5. **MAKE CHANGES TO MATCH THE MODEL**  
Make changes to your rhythm/linking as needed. When unsure, do steps 2-4 again.
6. **PRACTICE CHANGES ALOUD:**  
Focus on the changes while you practice reading aloud a) a few linked sounds, b) phrases, and c) the complete text. Repeat Steps 3-5 as needed.
7. **RECORD FOR FEEDBACK:**  
e) Go to <http://audacity.sourceforge.net/> and record the transcript.  
f) Place your file in our Dropbox folder for feedback.

**Pronunciation Rules:**

- ✓ Type 1 – Consonant-to-Vowel Linking: *an\_*error; *is\_*gawesome; *give\_*in
- ✓ Type 2 – Vowel-to-Vowel Linking: *so\_*exciting; *diag*onal; *go\_*in; *play\_*out

Transcript from *ELLO.org*: <http://www.ello.org/video/1001/V1011-Howhomediffers.htm>

My name is Paul Walker. I'm from the United States and this video is for *ello.org*. And my question is: how does your hometown area differ from the rest of the country? And I'm from a part of Texas called the hill country. Many people have the conception that Texas is a flat arid desert area, and this couldn't be farther from the truth. The hill country is characterized by lots of hills, wooded areas, rivers, canyons, and valleys. There's a lot of wildlife there: deer, wildboar, javelinas, turkey. The town I'm from – Fredericksburg, Texas - was originally settled by German immigrants. It was a farming community that grew into a large farming and ranching area. Over the years it has turned into a tourist destination because of the beauty of the area and the desirability of people who want to live and vacation in this part of Texas. There's lots of shopping, small towns, parks, rivers and lakes for all kinds of outdoor activities and some very historical areas also.