

## **UNIT 2. PRACTICE. RECEIVED PRONUNCIATION REVISITED**

**(👂) (✍️) (9 h 45')**



### **Contents Outline**

**Ear Training**  
**Transcription Practice**  
**Written Text**  
**Oral Passage**  
**Oral Production**

**The two audio files used in the following exercises are also available in Contents: UNIT 2: Audio Files: UNIT 2: RP, if needed 🖐️.**

## EAR TRAINING ( 🎧 ) (3 h)

*General Procedure* (applicable to all accents):

1. Select the exercises that best suit your interests and needs. 🖐️
2. Listen to the recordings at least three times.
3. During the first listening, focus on understanding the meaning without referring to the transcription.
4. For the second listening, follow the transcript, marking or underlining the required items. Replay the recording as needed to complete the exercise thoroughly.
5. Finally, listen once more to verify your answers.

*Focus:* **RP Vocalic Sounds Revisited: The Schwa**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate-High

**Exercise 1:** Mark the functional words in **red** within the transcript below that contain letters potentially representing the sound [ə]. Then, listen to the recording (**Track 01: RP**, from 01' 17" to 01' 56") and underline words that unexpectedly do NOT contain the *schwa* sound.

**As a** language changes, it may well change in different ways in different places. No one who speaks **a** particular language **can** remain in close contact with all **the** other speakers **of** that language. Social **and** geographical barriers **to** communication **as** well **as** sheer distance mean **that a** change **that** starts amongst speakers in one particular locality will probably spread only **to** other areas with which these speakers are in close contact. This is what **has** happened over **the** centuries in **the** case **of the** languages we now call English and German.

---

**KEY to Exercise 1:**

**As** a language changes, it may well change in different ways in different places. No one who speaks **a** particular language **can** remain in close contact with all **the** other speakers **of** that language. Social **and** geographical barriers **to** communication **as** well **as** sheer distance mean **that a** change **that** starts amongst speakers in one particular locality will probably spread only **to** other areas with which these speakers are in close contact. This is what **has** happened over **the** centuries in **the** case **of the** languages we now call English and German.

*Rationale:* Letters like *a*, *o*, and *e* can represent the *schwa* sound in functional words. However, some functional words may not contain the *schwa* due to context and stress distribution. For instance:

1. The unstressed words *the* (line 3) and *to* (line 6) are pronounced with a very short vowel ([ɪ] and [ʊ], respectively), as they are followed by a vocalic sound; and 2. The unstressed word *has* (line 7) is pronounced in a weak form as [s] after elision of the initial sounds and devoicing of [z] after [t].

*Further comments:* For more on English vowels, consult any resource on English phonetics and phonology, including those listed in *UNIT 2\_References & Further Readings*, or review the documents *Connected Speech* (p. 5) and *Weak Forms in the Additional Pronunciation Resources* section.

**Focus: RP Consonantal Sounds Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 2:** Listen to the next section ([Track 01: RP](#), from 01' 57'' to 02' 59'') focusing on *consonantal* sounds:

- First, identify the plural endings of the nouns in **red** and transcribe them as [s], [z] or [ɪz].

- For past tense regular verbs in **blue** is [t], [d] or [ɪd]. Justify your answers (**optional**).

Two thousand **years** ago the Germanic **peoples** living in what is now, for the most part, Germany could understand one another perfectly well. However, when many of them **migrated** to England they did not remain in close contact with those who **stayed** behind. The result, to simplify somewhat, was that different linguistic **changes** took place in the two **areas** independently so that today English and German, while clearly **related languages**, are not mutually intelligible. There was presumably a certain amount of inevitability about this process, since **speakers** usually need to remain intelligible only to those people they normally communicate with, and, until quite recently, close and frequent communication between England and Germany was not possible.

---

### KEY to Exercise 2:

**Nouns:** Plural endings: *years*, *peoples*, *areas* and *speakers* end with [z] as they follow voiced sounds. *Changes* ends with [ɪz] as it follows a sibilant sound (/s, z, ʃ, ʒ, tʃ, dʒ/).

**Verbs:** –ed endings: *migrated* and *related* are pronounced [ɪd] as they end in [t] or [d]. *Stayed* ends in [d] as it follows a voiced sound. No examples of [t] endings are present.

**Further comments:** For more on English consonants, refer to any resource on English phonetics and phonology, including those listed in *UNIT 2\_References & Further Readings*.

**Focus: RP Word Stress Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 3:** Group the eleven polysyllabic words in **red** by stress pattern: **a)** Stress on the final syllable, **b)** Stress on the penultimate syllable, and **c)** Stress on the antepenultimate syllable. Listen to **Track 01: RP** (from 03' 00' to 04' 02'') to verify. Then, place an asterisk (\*) before the primary (or main) stress in the **blue** words. Use a pronunciation dictionary if needed.

*But this also means that the same kind of process is **unlikely** to be repeated in such an **extreme** form in the case of different **variants** of modern English. American and British English have been **geographically** separated, and diverging linguistically, for 300 years or so, but the **divergence** is not very great because of the density of the **communication** between the two speech communities, particularly since the advent of modern transport and communications **facilities**. In other words, linguistic change in English will continue, but it is very unlikely indeed (barring **prolonged** world-wide **catastrophes**) that this will lead to a **decrease** in the mutual **intelligibility** of different varieties of English. That is, it is not **legitimate** to argue that change in English is a bad thing because it will lead to a **breakdown** in communication.*

---

**KEY to Exercise 3:**

- a)** Words with stress on the final syllable: *extreme* and *prolonged*
- b)** words with stress on the penultimate syllable: *unlikely*, *divergence*, *decrease* (most common pronunciation as a noun), *breakdown*
- c)** words with stress on the antepenultimate syllable: *variants*, *facilities*, *catastrophes* and *legitimate*
- d)** Primary stress placement: *geo\*graphically communi\*cation* and *intelligi\*bility*. Note: In all cases the secondary stress is placed before the primary one, as expected.

*Further comments:* For more on English stress placement, shifts and clashes, refer to document *Stress & Rhythm* from the course *Pronunciación de la lengua inglesa*, uploaded to *Additional*

*Pronunciation Resources:* You can also consult any materials on English phonetics and phonology, including those listed in *UNIT 2\_References & Further Readings*.

**Focus:** RP English Rhythm Revisited

**Time:** 30 minutes

**Level of Difficulty:** High

**Exercise 4:** Listen to the following section of the recording [Track 01: RP](#) (from 04' 03" to 04' 39"), paying particular attention to the *rhythm*. Place an asterisk before the stressed syllables. Use a pronunciation dictionary to check syllable division, if necessary.

Now, listen to it again and try clapping your hands on the underlined stressed syllables. Observe whether they occur at regular intervals of time (consistent with a stress-timed rhythm), despite differences in the number of unstressed syllables between them. Take note of the speaker's varying speech rates. 🖐

*It will not - so long as all English speakers need and are able to keep in touch with each other. In fact, if anything, the reverse is more likely, since change does not necessarily take place in a 'divergent' direction. Where two groups of speakers develop closer social contacts than they had previously, their language is quite likely to converge. This appears to have happened in Jamaica, where the language spoken today is much more like British English than it was 200 years ago.*

---

**KEY to Exercise 4:**

*It will \*not - so \*long as \*all English \*speakers \*need and are \*able to \*keep in \*touch with each \*other. In \*fact, if \*anything, the re\*verse is more \*likely, since \*change does \*not nece\*sarily take \*place in*

a *'divergent' direction*. Where *two groups of speakers develop closer social contacts than they previously had, their language is quite likely to converge*. This appears to have happened in Jamaica, where the language spoken today is much more like British English than it was two hundred years ago.

*Further comments:* Notice that the speaker sometimes stresses consecutive words to emphasise them, which may cause variations in rhythmic patterns depending on the speed of delivery.

If you need more information about English rhythm, refer to the document *Stress & Rhythm* from the course *Pronunciación de la lengua inglesa*, available in *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP intonation units (tonality) revisited**

*Time:* 30 minutes

*Level of Difficulty:* High

**Exercise 5:** The recording [Track 01: RP](#) (from 04' 40" to 05' 19") contains another section of the passage spoken in RP. Listen carefully for the *intonation units* and mark them using the symbol /|/.

Remember that, in all cases, intonation units correspond to syntactic breaks. 🖐

*And even where change is of the divergent type, it should not necessarily be assumed that this is a bad thing. From many points of view, of course, it is true that a large increase in linguistic diversity on a world-wide scale would be unfortunate. Particularly in the sphere of international politics, it is desirable that different peoples should be able to communicate as freely and accurately as possible. But at the same time it is also valid to argue that the maintenance of a certain number of linguistic barriers to communication is a good thing.*

---

**KEY to Exercise 5:**

|| *And even where change is of the divergent type / it should not necessarily be assumed / that this is a bad thing / From many points of view / of course / it is true | that a large increase in linguistic diversity / on a world-wide scale / would be unfortunate / Particularly / in the sphere of international politics / it is desirable / that different peoples / should be able to communicate / as freely and accurately as possible / But at the same time / it is also valid to argue / that the maintenance of a certain number of linguistic barriers to communication / is a good thing ||*

*Further comments:* The division of intonation units in English (and in Spanish) follows similar tendencies in relation to four types of constituents:

1. Long constituents: When one constituent is particularly long, it is usually treated as a separate tone unit, as illustrated in the passage.
2. Lists: In lists, each item tends to form a separate intonation unit.
3. Vocatives and reporting phrases: Their behaviour depends on their position in the sentence. In initial position, they are typically produced as a separate intonation unit, while in final position, they often form part of the same intonation unit as the main phrase.

If you need more information about tonality in English, refer to the document *Focus & Intonation* from the course *Pronunciación de la lengua inglesa*, available in *Additional Pronunciation Resources*. Additionally, you can consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP distribution of accents (tonicity) revisited**

**Time:** 30 minutes

**Level of Difficulty:** Intermediate

**Exercise 6:** Identify the place of the nuclear accent in the following section of the recording of an RP speaker ([Track 01: RP](#): RP from 05' 20" to 05' 58") by underlining the appropriate accented syllable. Intonation units have already been marked on the transcription to make the task easier. Remember that the nuclear accent typically falls on the stressed syllable of the last content (or lexical) word in each tone unit. 🖐️

**Hints:** Accented syllables are stressed and include a pitch movement, whereas stressed syllables have a rhythmic beat but no pitch movement.

*|| These barriers / although penetrable / ensure the survival of different language communities / And the separation of the world's population into different groups / speaking different languages / helps the growth of cultural diversity / which in turn / can lead to opportunities / for the development of alternative modes / of exploring possibilities for social / political / and technological progress / A world / where everyone spoke the same language / could be a very dull and stagnant place ||*

---

**KEY to Exercise 6:**

*|| These barriers | although penetrable | ensure the survival of different language communities | And the separation of the world's population into different groups | speaking different languages | helps the growth of cultural diversity | which in turn | can lead to opportunities | for the development of alternative modes | of*

*exploring possibilities for social | political | and technological  
progress | A world | where everyone spoke the same language |  
could be a very dull and stagnant place||*

*Further comments:* Sometimes, the last word in a tone unit is not the most informative one, so the nuclear accent is displaced to the stressed syllable of an earlier word.

For more information about tonality, refer to the document *Focus & Intonation* from the course *Pronunciación de la lengua inglesa*, available in *Additional Pronunciation Resources*. Additionally, you can consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

## TRANSCRIPTION PRACTICE (✍) (👂) (4 h 15')

Complete only the exercises that best match your interests and needs. 🖐

*General Procedure* (applicable to all accents):

### a) *Written text* (✍)

1. These exercises are based on the written text provided in the heading of each exercise
2. Read the text aloud, focusing on its meaning.
3. Divide the text into sentences and transcribe them word by word.
4. Look up words with 'tricky' pronunciation.
5. Identify possible processes occurring in connected speech, such as vowel weakening, assimilation, elision, or liaison.

### b) *Oral passage* (👂)

1. These exercises are based on the oral passage provided in the heading of each exercise.
2. Listen to the recordings at least three times.
3. During the first listening, focus on the speaker's meaning without referring to the transcription in ordinary spelling.
4. During the second listening, follow the transcription and identify (or underline) the items specified in the exercise.
5. Transcribe the required items. Look up the pronunciation of any words you are not sure about.
6. Finally, listen again to verify your answers.

**a) Written Text** (2 h, excluding optional exercises)

**Focus: RP Vocalic and Consonantal Phonemes Revisited (I)**

*Time:* 30 minutes

*Level of Difficulty:* Low-Intermediate

**Exercise 1:** Provide the transcription of the following words, indicating syllabic consonants where applicable. Use a pronunciation dictionary if necessary.

- a) *dressmaking*
- b) *crossword*
- c) *violins*
- d) *confirmation*
- e) *firmly*
- f) *unthinkable*
- g) *updating*
- h) *Zurich*

---

**KEY to Exercise 1:**

- a) *Dressmaking* /'dresmeɪkɪŋ/
- b) *Crossword* /'krɒswɜ:d/
- c) *Violins* /'vaɪəlɪnz/
- d) *Confirmation* /ˌkɒnfə'meɪʃn/
- e) *Firmly* /'fɜ:mli/
- f) *Unthinkable* /ʌn'thɪŋkəbəl/
- g) *Updating* /ʌp'deɪtɪŋ/
- h) 'Zurich': /'zʊərɪk/

*Further comments:* Note that the final consonantal sounds in *confirmation* and *unthinkable* are syllabic consonants. For more information about syllabic consonants, refer to the corresponding document in *Additional Pronunciation Resources*.

To explore this topic or learn more about English vowels and consonants, you can also refer to any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Vocalic and Consonantal Phonemes Revisited (II) (optional)**

*Time:* 30 minutes

*Level of Difficulty:* Low

**Exercise 2:** Based on the previous exercise—a sample of RP English—provide short answers to the following questions:

- a) In how many ways is the sound /ɜ:/ represented in ordinary spelling? Can you recall any additional forms?
- b) How many different spellings are there for *schwa*?
- c) Compare the lip positions in the vowels of the first two words. Are they rounded or unrounded?
- d) How many times does the sound /ŋ/ occur?
- e) Indicate all possible cases of syllabic consonants ('l' or 'n').
- f) Is there any instance of possible *smoothing*?
- g) Determine whether the various l-sounds are clear or dark.
- h) Identify any potential cases where a tap could occur.
- i) Is there any environment where /t/ may be pronounced as a glottal stop?

---

**KEY to Exercise 2:**

- a) *In how many...?* It is represented by 'or' preceded by 'w' (in *cross-word*), and by 'ir' (in *firmly*). *Can you recall...?* Yes: *er, ur, yr, ear,* and *our*.
- b) *How many...?* There are two different spellings: 'io' (in *confirmation*) and 'a' (in *unthinkable*). *Schwa* can be represented by most vowel letters and their combinations.
- c) *Compare the lip positions...?* In the first word, all the vowels are unrounded, whereas in the second word, the first vowel is rounded, and the second is unrounded.
- d) *How many times...?* /ŋ/ occurs three times, in the words under letters *a, f* and *g*.
- e) *Indicate all possible...?* See the words listed under letters *d* and *f*.
- f) *Is there any instance...?* Yes, /'vaɪəlɪnz/ can be pronounced as /'vɑ:əlɪnz/.
- g) *Determine whether...?* The 'l' is clear in /'vaɪəlɪnz/ and /'fɜ:mli/, and dark in /ʌn'θɪŋkəbəl/ due to the syllabic consonant in the final position.
- h) *Identify any potential...?* /r/ may be realised as an alveolar tap [ɾ] between vowels in the word ['zʊərɪk].
- i) *Is there any environment...?* No, there isn't.

*Further comments:*

1. Remember that the difference between a clear and a dark /l/ lies in their articulation. The dark /l/ is velarised, meaning the back of the tongue moves towards the soft palate. These two sounds are in complementary distribution in RP English:

- *Dark l* occurs in final position (*doll*) or when followed by a consonant (*milk*).
  - *Clear l* occurs elsewhere: at the beginning of a word (*light*) or before a vocalic sequence (*allow*).
2. For more information on this topic, refer to Trudgill & Hannah (pp. 18–19 in the 5th edition, 17–18 in the 6th edition) for the contexts in which these sounds occur in RP. You can also consult the document *UNIT 2\_THEORY (I)*, pp. 8–9.

**Focus: RP Word Syllables Revisited (I)**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 3:** Transcribe the following words and divide them into three groups according to the number of syllables: **a)** One syllable, **b)** Two syllables, **c)** Three syllables and **d)** More than three syllables.

Do not forget to indicate the primary stress before the affected syllable. Use a pronunciation dictionary if needed.

*Hint:* Remember we are dealing with phonetic syllables, not orthographic ones. Reading the words aloud may help you identify the number of syllables! 🖐️

- a) *Quixote*
  - b) *Anecdote*
  - c) *Squashed*
  - d) *Extraordinary*
  - e) *Wrangle*
  - f) *Divine*
  - g) *Entertain*
  - h) *Well-thought-out*
-

**KEY to Exercise 3:**

- a) *Quixote* /'kwɪksət/
- b) *Anecdote* /'ænikdəʊt/
- c) *Squashed* /skwɒʃt/
  
- d) *Extraordinary* /ɪk'strɔ:dənəri/
- e) *Wrangle* /'ræŋɡl/
- f) *Divine* /dɪ'vaɪn/
- g) *Entertain* /,entə'teɪn/
- h) *well-thought-out* /,wel θɔ:t 'aʊt/

Groups: **a)** One syllable: *squashed*; **b)** Two syllables: *Quixote*, *wrangle*, and *divine*; **c)** Three syllables: *anecdote*, *entertain* and *well-thought-out*, and **d)** More than three syllables: *extraordinary*.

*Further comments:* Notice that in the last two words (under the labels *g* and *h*), secondary stress is shown on the first syllables as well.

If you need more information about syllable division in English, refer to any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

*Focus:* **RP Allophones Revisited (optional)**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 4:** Use the words from Exercise 3 and supply the phonetic symbols in brackets corresponding to the following allophones: **a)** Aspiration (or lack of aspiration), **b)** Devoicing, and **c)** Nasalisation (in vowels). Example *Quixote* [k<sup>h</sup>], [w̥], [k<sup>=</sup>], [t<sup>=</sup>]. Provide

reasons for your answers.

- a) *Quixote*
- b) *anecdote*
- c) *squashed*
- d) *extraordinary*
- e) *wrangle*
- f) *divine*
- g) *entertain*
- h) *well-thought-out*

---

**KEY to Exercise 4:**

- a) *Quixote* [k<sup>h</sup>], [w̥], [k<sup>̄</sup>] [t<sup>̄</sup>]
- b) *Anecdote* [æ̃], [ĩ], [k<sup>̄</sup>], [d̥] and [t<sup>̄</sup>]
- c) *Squashed* [k<sup>̄</sup>] and [t<sup>̄</sup>]
- d) *Extraordinary* [k<sup>̄</sup>], [t<sup>h</sup>], [ə̃] and [ə̃]
- e) *Wrangle* [æ̃]
- f) *Divine* [d̥] and [aĩ]
- g) *Entertain* [ẽ] [t<sup>̄</sup>], [t<sup>h</sup>] and [eĩ]
- h) *well-thought-out* [t<sup>̄</sup>] and [t<sup>̄</sup>]

*Rationale:*

1. **Aspiration:** The voiceless sounds [p], [t] and [k] are aspirated [p<sup>h</sup>], [t<sup>h</sup>], [k<sup>h</sup>] when they occur initially in a stressed syllable followed by vowel or approximant. Otherwise, they are unaspirated ([p<sup>̄</sup>], [t<sup>̄</sup>] and [k<sup>̄</sup>]). When the oral stops are followed by an approximant, only the devoicing is shown in transcription.
2. **Devoicing:** Voiced obstruents (plosives, fricatives and affricates) are partially or fully devoiced in initial and especially in final position, and sometimes when next to a voiceless sound. Nasal

sounds are partially devoiced when preceded by voiceless sounds. Approximants are fully devoiced following voiceless plosives in stressed syllables, and partially devoiced following voiceless consonants (plosives or fricatives) in unstressed syllables.

**3. Nasalisation:** Vowels are nasalised next to nasal sounds.

*Further comments:* The sound [t<sup>h</sup>] in the word *extraordinary* has been marked as aspirated, following Wells' syllable division. There is no agreement among scholars, therefore, so you have considered the first syllable as 'ik' (instead of Wells' proposal: 'iks'), the sound [t<sup>̃</sup>] is not aspirated.

If you need more information about allophonic variations in English consonants, refer to the document *Allophones*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those mentioned in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Connected Speech Processes Revisited**

*Time:* 30 minutes

*Level of Difficulty:* High

**Exercise 5:** Read aloud the following sentences and then transcribe *one* of them, showing potential instances of assimilation, elision and linking. Use a pronunciation dictionary if needed.

*Hint:* Remember to pronounce the sentences as you would in running speech with an informal colloquial style.

- a) Has your brother-in-law written to the local paper again?
- b) Of course, this year we will all care about the others.

c) *Next time would you ask her aunt to bring fifteen cups?*

---

**KEY to Exercise 5:**

a) *Has your brother-in-law written to the local paper again?*

/ˈhæzɔ: ˈbrʌðər ɪn lɔ: ˈrɪtɪn tə ðə ˈləʊkəl ˈpeɪpər əˈɡen/

- 1 -            - 2 -            - 3 -            - 4 -            - 5 -

*Rationale:*

1. Coalescence of phonemes (/z/ + /j/ become /ʒ/) with marked extra length of friction. It could also be pronounced /ˈhæzə/, although the weak form of the word *your* with a schwa in RP is not that common.
2. Linking ‘r’: pronunciation of the approximant /ɹ/ in intervocalic position between words.
3. Syllabic /ŋ/ after the elision of *schwa*.
4. Syllabic /l/ after the elision of *schwa*.
5. Linking ‘r’: pronunciation of the approximant /ɹ/ in intervocalic position between words

b) *Of course, this year we will all care about the others.*

/ɒf ˈkɔ:s ðɪs ˈʃiə wɪl ɔ:l ˈkeər əbaʊt ti ʌˈðɜ:z/

- 1 -            - 2 -            - 3 -            - 4 -            - 5 -

*Rationale:*

1. The final voiced fricative /v/ followed by an initial voiceless consonant is realised as its voiceless counterpart since the two words form part of a close-knit group.
2. Assimilation of place, with marked extra-length of friction. Additionally, possible coalescence of phonemes /s/ + /j/.
3. Contraction of two words.
4. Linking ‘r’: pronunciation of the approximant /ɹ/ in intervocalic position between words.

5. There might be a special case of progressive assimilation of manner in the fricative of the word *the* /ði/ as it is preceded by a plosive in the previous word /ə'baʊt/. In these cases, the initial consonant of the second word (*the*) becomes identical in manner of articulation to the final consonant of the first word (*about*), i.e., it becomes plosive but keeps its original dental place of articulation ([t̪]). **As this not accepted by all RP speakers, do not show it in transcriptions.**

c) *Next time would you ask her aunt to bring fifteen cups?*

/ˈneks taɪm ˈwʊdʒu ˈɑːsk ə ˈɑːnt tə ˈbrɪŋ ˈfɪftiːŋ  
'kʌps/

- 1 -                      - 2 -                      - 3, 4 -                      - 5 -

*Rationale:*

1. Elision of final /t/.
2. Coalescence of phonemes (/d/ + /j/) becoming /dʒ/.
3. Elision of initial /h/.
4. Linking 'r': pronunciation of the approximant /ɹ/ in intervocalic position between words.
5. Regressive assimilation of place of articulation (alveolar /n/ may become velar /ŋ/).

*Further comments:* If you need more information about connected speech processes in English, refer to the document *Connected Speech*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those mentioned in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Intonation Revisited**

*Time:* 30 minutes

*Level of Difficulty:* High

**Exercise 6:** Transcribe at least *two* of the following utterances corresponding to single intonation units. Use a pronunciation dictionary, if needed. Then, underline the syllable that carries the nuclear accent and mark with arrows (→, ↗ or ↘) the probable intonation used at the end of each tone unit. Possible meaning and nuance are given in brackets to help you with the intonation patterns. Assume that is uttered by an RP speaker.

- a) | *Hello* | (*Possible meaning:* I'm very pleased to meet you after such a long time. *Nuance:* lively)
- b) | *Why don't you try it on later?* | (*Possible meaning:* Don't worry now, leave it for later! *Nuance:* Giving advice, suggestion)
- c) | *... and your name is...* | (*Possible meaning:* Asking for someone else's name in a repetitive way. *Nuance:* Routine)
- d) | *He's nice* | | *isn't he?* | (*Possible meaning:* Asking for confirmation from the listener. *Nuance:* Slight doubt)

---

**KEY to Exercise 6:**

- a) | *Hello* | (*Possible meaning:* I'm really happy to see you after such a long *time*. *Nuance:* lively)

|hə'leɪ| (↘)

- b) | *Why don't you try it on later?* | (*Possible meaning:* Don't worry about it now, *leave* it for later! *Nuance:* Giving advice, suggestion)

|waɪ 'dəʊntʃə 'traɪ ɪt 'ɒn 'leɪtə| (↘)

c) |... and your name is... | (Possible meaning: Asking for someone else's name in a repetitive manner. Nuance: Routine)

|'ænd jɔ: 'neɪm ɪz| (→)

o

|'ændʒɔ: 'neɪm ɪz| (→) (including coalescence of phonemes)

d) | He's nice | | isn't he? | (Possible meaning: Asking for confirmation from the listener. Nuance: Slight doubt)

|hɪz 'naɪs| (↘) |'ɪznt ɪ| (↗)

*Further comments:* If you need more information about intonation in English, refer to the document *Focus & Intonation* from the course *Pronunciación de la lengua inglesa*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those mentioned in the document *UNIT 2\_References & Further Readings*.

## b) Oral Passage (2 h 15')

**Focus: RP vocalic and consonantal sounds revisited**

*Time:* 45 minutes

*Level of Difficulty:* Intermediate

**Exercise 7:** Provide the transcription of the missing words from the recording [Track 01: RP \(I\)](#) (from 01' 39" to 02' 33"). Use a pronunciation dictionary if needed. For each omitted word: **a) Identify** the place of articulation of the first vowel, and **b) Describe** the manner and voicing state of the final consonant, if any.

*Hint: Start by identifying the words and providing the orthographic forms, if that helps.*

*My parents quite ... (a) saved up lots of money and sent me to private schools, and in fact I was at (b) school from the age of eleven and these were obscure, (c), so-called public (d) ... which gave you a very good (e) although they had no particular ... fame but I think with probably quite a lot of (f) pressure at those institutions in the fifties and (g) when I was there to conform to some kind of RP accent, and in fact I (h) a friend who didn't conform and I think was mildly (i) for retaining a rhotic (j) Country accent. I should have said that we lived in the West Country, I went to school in the West Country, but I doubt if you can hear that in my (k).*

---

### KEY to Exercise 7:

*My parents quite ... unwisely saved up lots of money and sent me to private schools, and in fact I was at boarding school from the age of eleven and these were obscure, minor, so-called public schools ... which gave you a very good education although they had no particular... fame but I think with probably quite a lot of social pressure at those institutions in the fifties and sixties when I was there to conform to some kind of RP accent, and in fact I remember a friend who didn't conform and I think was mildly teased for retaining a rhotic West Country accent. I should have said that we lived in the West Country, I went to school in the West Country, but I doubt if you can hear that in my voice. ...*

- a) *unwisely* /,ʌn'waɪzli/ central vowel
- b) *boarding* /'bɔːdɪŋ/ back vowel; voiced nasal consonant
- c) *minor* /'maɪnə/ vocalic sequence starting with a front vowel; no final consonant (non-rhotic accent)

- d) *schools* /sku:lz/ back vowel; voiced fricative consonant
- e) *education* /,edju'keɪʃn/ front vowel; voiced nasal consonant
- f) *social* /'səʊʃl/ vocalic sequence starting with a central vowel; voiced lateral consonant
- g) *sixties* /'skɪstɪz/ front vowel; voiced fricative consonant
- h) *remember* /rɪ'membər/ front vowel, linking 'r' between words, then the final consonant is pronounced, a voiced approximant
- i) *teased* /ti:zd/ front vowel; voiced plosive consonant
- j) *West* /wes/ front vowel, /t/ is elided, then the final consonantal sound is a voiceless fricative
- k) *voice* /vɔɪs/ vocalic sequence starting with a back vowel; voiceless fricative consonant

**Focus: RP Word Syllables Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 8:** Listen to [Track 01: RP \(I\)](#) recording twice (from 02' 34" to 03' 19") in which RP accent is illustrated, focusing on the syllables. Underline the polysyllabic *simple* words. Then, transcribe at least *four* of these words, underlining the stressed syllable. Remember to consider phonetic syllables, not orthographic ones. Use a pronunciation dictionary, if necessary.

*Question:* Is there any word that would have a different stress pattern if it belonged to a different word class (noun, verb, or adjective)?

*My children grew up in Newcastle ... and ... for a while were bidialectal. They spoke Newcastle, or with a Newcastle accent at any rate, to their friends, and more or less RP-ishly to me. They went to private day- school, and – by contrast with the private boarding-school that I was at, it was quite striking to me that there was no language standardization process, no pronunciation standardization at that school. Some of the children had southern accents, some had northern accents and they, they went on like that.*

---

**KEY to Exercise 8:**

**Key:** My children grew up in Newcastle ... and ... for a while were bidialectal. They spoke Newcastle, or with a Newcastle accent at any rate, to their friends, and more or less RP-ishly to me. They went to private day- school, and – by contrast with the private boarding-school that I was at, it was quite striking to me that there was no language standardization process, no pronunciation standardization at that school. Some of the children had southern accents, some had northern accents and they, they went on like that.

- a) Children /'tʃɪldrən/
- b) Newcastle /'nju:kæsl/
- c) bidialectal /,baɪ ˌda:ə'lektl/
- d) accent /'æksnt/
- e) private /'praɪvət/
- f) contrast /'kɒntrɑ:st/
- g) striking /'straɪkɪŋ/
- h) language /'læŋgwɪdʒ/
- i) standardization /,stændədaɪ'zeɪʃn/
- j) process /'prəuses/
- k) pronunciation /prəˌnʌnsi'eɪʃn/
- l) southern /'sʌðn/
- m) northern /'nɔ:ðn/

*Rationale:*

**c)** In the word *biadialectal*, *smoothing* occurs as /aɪə/ becomes /a:ə/.

Note the presence of three kinds of stress in this word: *secondary*, *tertiary*, and *primary*, respectively. And

**f)** The word *contrast* would receive the stress on the last syllable (/kən'trɑ:st/) if it were a verb instead of a noun.

*Further comments:* If you need additional information about stress placement in English, refer to the document *Stress & Rhythm* from the course *Pronunciación de la lengua inglesa*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Connected Speech Processes Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate-High

**Exercise 9:** Complete the transcription of the following words from another section of the same passage of RP English ([Track 01: RP \(I\)](#), from 03' 19" to 03' 58"). Use a pronunciation dictionary if needed.

Choose three words and listen to them twice on the recording before ticking the option that correctly describes whether the sound (shown in bold in the spelling form) is actually produced by the speaker in the same way as you transcribed. In other words, observe any changes that may have occurred in the final sounds when they appear in connected speech (e.g., elisions, assimilations, liaisons, and weak forms).

**a)** *went* (line 1) / \_\_\_\_\_ /                      same  different

**b)** *more* (line 2) / \_\_\_\_\_ /                      same  different

**c)** *to* (line 3) / \_\_\_\_\_ /                      same  different

**d)** *Newcastle* (line 3) (only stress!)                      same  different

- e) *of* (line 4) / \_\_\_\_\_ /      same  different
- f) *just* (line 5) / \_\_\_\_\_ /      same  different
- g) *local* (line 6) / \_\_\_\_\_ /      same  different

*But ... Alan, my son, didn't ... didn't stay in Newcastle, he went down to Cambridge and I think now he's more or less probably ... lost the ability to use Newcastle accent which he very clearly had at one time. I say Newcastle [nju:'kæs] when I think of it, but would – would in a sense naturally say [nju:'kɑ:s] it's just that [nju:'kɑ:s] sounds so awful to people living in Newcastle so I try to adopt the local pronunciation from up there.*

---

#### KEY to Exercise 9:

- a) *went* (line 1) /went/    same  different  /wen/  
b) *more* (line 2) /mɔ:/      same  different  /mɔ:r/  
c) *to* (line 3) /tu/          same  different   
d) *Newcastle* (line 3) same  different  *Newcastle* (stress shift)  
e) *of* (line 4) /ɒv/          same  different  /əv/  
f) *just* (line 5) /dʒʌst/    same  different  /dʒəs/  
g) *local* (line 6) /'ləʊkəl/    same  different  /'ləʊkɪ/

*Further comments:* Notice that the speaker made a hypercorrection by eliding the final sound (/t/) of the word *went*, even though this is not expected in that phonological context.

If you need more information about connected speech processes, refer to the document *Connected Speech*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Intonation Revisited**

*Time:* 30 minutes

*Level of Difficulty:* High

**Exercise 10:** Read aloud the same section on the recording [Track 01: RP \(I\)](#) (from 03' 19" to 03' 58") which is now provided in phonemic transcription. Next, listen to the recording and divide the passage into *intonation units*. Underline the phonetic syllable that carries the nuclear accent in three intonation groups.

Note: Sometimes the last word in an intonation unit is not the most informative one, meaning the nuclear accent might be placed on the stressed syllable of an earlier word. 🖐

*Comment:* Observe the different speech rates used by the speaker, as they vary the rhythmic patterns according to the speed of delivery.

||bʌt 'ælən maɪ sʌn dɪdnt dɪdnt steɪ ɪn nju: 'kæsl hi wen daʊn  
tə 'keɪmbriʤ aɪ θɪŋk naʊ hɪz mɔ:ɹə les 'prɒbəbli lɒst ði  
ə'bi:ləti tə ju:z 'nju:kæsl 'æksənt wɪtʃ hi 'veri 'klɪəli hæd ət wʌn  
taɪm aɪ sei nju:'kæsl wen aɪ θɪŋk əv ɪt bʌt wʊd wʊd ɪn ə sens  
'nætʃərəli sei nju:'kɑ:sɪ its ʤəs ðət nju: 'kɑ:sɪ saʊndz səʊ 'ɔ:fʊl  
tə 'pi:pəl 'lɪvɪŋ ɪn nju:'kæsl səʊ aɪ traɪ tə ə'dʌpt ðə 'ləʊkəl  
prə'nʌsiəʃn frəm ʌp ðeə||

*Hint:* Follow the general procedure applied during ear training practice. You may need to listen to the passage three times:

1. The first time to familiarise yourself with the text.
2. The second time to divide the text into intonation units while following along with the transcription.
3. The third time to identify and underline the nuclear accents.

**KEY to Exercise 10:**

||bʌt| 'ælən| maɪ 'sʌn| 'dɪdnt 'dɪdnt 'steɪ ɪn nju: 'kæsl| hi wen  
'daʊn tə 'keɪmbɪrɪdʒ| ænd aɪ θɪŋk naʊ| hɪz 'mɔ:ɹə les 'prɒbəbli  
lɒst ði ə'brɪləti tə 'ju:z 'nju:kæsl 'æksənt| wɪtʃ hi 'veri 'klɪəli 'hæd  
ət wʌn 'tɑɪm| aɪ 'seɪ nju:'kæsl| wen aɪ θɪŋk əv ɪt| bʌt 'wʊd  
'wʊd ɪn ə 'sens 'nætfərəli seɪ| nju:'kɑ:sl| ɪts dʒəs ðæt nju:'kɑ:sl|  
'saʊndz səʊ 'ɔ:fʊl tə 'pi:pəl 'lɪvɪŋ ɪn nju:'kæsl| səʊ aɪ 'traɪ tə  
ə'dʌpt ðə 'ləʊkl prə'nʌsɪeʃn frəm ʌp 'ðeə||

*Rationale:*

- (i) If a pause does not coincide with a pitch movement, it does not mark a separate intonation unit, as seen in the words *didn't* (line 1), *probably* (line 3), or *would* (line 5).
- (ii) In the word *Newcastle* (line 3), there is a stress shift.

*Further comments:* If you need additional information about intonation in English, refer to the document *Focus & Intonation* from the course *Pronunciación de la lengua inglesa* uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

## ORAL PRODUCTION PRACTICE (👄) (2 h 30')

*General Procedure* (applicable to all the accents):

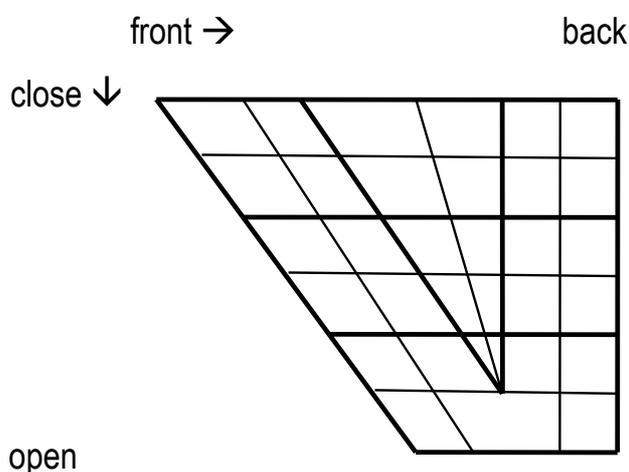
1. Select the exercises that best suit your interests and needs. 🙌
2. Listen to the recordings at least four times.
3. During the first listening, focus carefully on the speaker without referring to the orthographic form. Concentrate only on understanding the meaning.
4. For the second listening, follow the transcript while paying attention to the pronunciation of words. Identify and underline sounds with tricky pronunciation. Use a pronunciation dictionary (or any additional material) if needed to help you with these new sounds.
5. Practise the pronunciation of these words until you feel confident with their production.
6. For the third listening, focus on prosody (rhythm, stress, intonation, and connected speech processes). Identify the suprasegmental features you find most challenging.
7. Practise these features until you are satisfied with their production.
8. Read the passage aloud as you would do in running speech.
9. Finally, listen to the recording once more to provide final feedback on your performance.

**Focus: RP Vocalic Sounds Revisited**

*Time:* 20 minutes

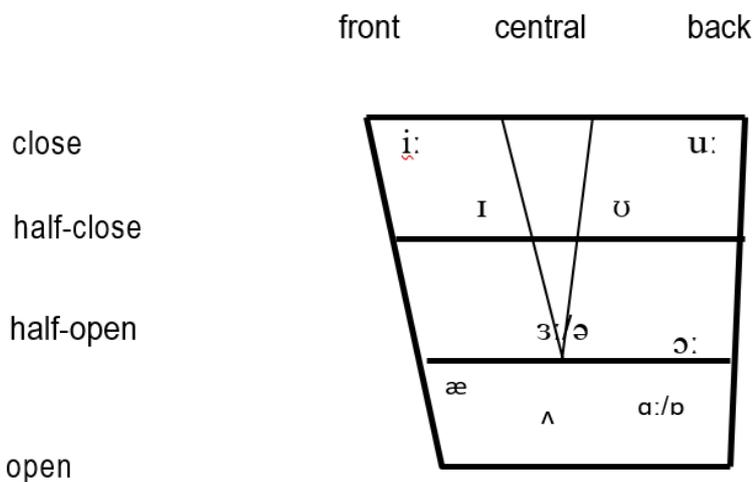
*Level of Difficulty:* Low-Intermediate

**Exercise 1:** Listen and repeat twice the words from the recording that contains a passage spoken in RP [Track 01: RP \(from 0 to 01' 16''\)](#). Concentrate on the position of the tongue, jaws and lips when pronouncing the vocalic sounds. Use a mirror to watch how your mouth produce the sounds, if needed. Once you are aware of the way they are produced, represent the short and long vowels on the chart shown below.



English vowels are all voiced. Touch your Adam's apple gently with your fingers to feel your vocal cords vibrate...

**Key:**



*Rationale:* The quality of the vowel /ɒ/ is, in fact, that of an open lip-rounded C. [ɑ]. The quality of the vowel /ɜ:/ often coincides with that of /ə/ although it is longer. The symbol /ʌ/ should be a bit higher to indicate that it is in the central open position. It has been difficult to get a perfect chart...Also, check table 2.1. Trudgill & Hannah's p. 16 5<sup>th</sup> ed., 15 6<sup>th</sup> ed., if needed to see the list of words!

**Focus: RP Consonantal Sounds Revisited. Reading from Transcription**

*Time:* 20 minutes

*Level of Difficulty:* Low

**Exercise 2:**

**2.1.** Read aloud the following words, paying special attention to the consonants highlighted in **red**. Repeat those consonants twice and work out the full VPM (Voicing, Place, and Manner of articulation) labels for at least two of them. Use a mirror, if needed, to observe how your mouth produces the sounds. *Example for the word "of":* voiced, labiodental fricative.

- a) /'læŋgwɪdʒ/
- b) /weɪz/
- c) /hu:/
- d) /'spi:kəz/
- e) /dʒi:ə'græfɪkl/
- f) /pə'tɪkjʊlə/
- g) /'kɒntækt/
- h) /'sentʃəriz/

2.2. Now, listen to these words in the recording of a passage spoken in RP English ([Track 01: RP](#), from 01' 17" to 01' 56"). Pay close attention to how the consonants highlighted in red in words *b*, *d*, and *g* are produced by the speaker.

---

**KEY to Exercise 2.1:**

- a) /'læŋgwɪdʒ/: voiced, velar, nasal (*language*)
- b) /weɪz/: voiced, alveolar, fricative (*ways*)
- c) /hu:/: voiceless, glottal, fricative (*who*)
- d) /'spi:kəz/: voiceless, bilabial, plosive (*speakers*)
- e) /dʒi:ə'græfɪkl/: voiced, palato-alveolar, affricate (*geographical*)
- f) /pə'tɪkjʊlə/: voiced, alveolar, liquid, approximant (*particular*)
- g) /'kɒntækt/: voiceless, velar, plosive (*contact*)
- h) /'sentʃəriz/: voiced, post-alveolar, approximant (*centuries*)

### KEY to Exercise 2.2:

**b) ways:** The final fricative [z] is NOT devoiced because it is followed by a voiced sound (vowel) in the subsequent word; **d) speaker:** The plosive [p̄] is non-aspirated as it is NOT at the beginning of the stressed syllable but preceded by [s]; and **g) contact:** The plosive [k̄] has a non-audible release before another plosive with a different place of articulation.

*Further comments:* If you need additional information about allophonic variations in English consonants, refer to the document *Allophones*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those mentioned in the document *UNIT 2\_References & Further Readings*.

### *Focus:* RP Rhythm and Its Effects Revisited

*Time:* 20 minutes

*Level of Difficulty:* Intermediate

**Exercise 3:** Tap out the rhythm of the following sentences on the recording [Track 01: RP](#) (from 01' 57" to 02' 59"). Then, choose two sentences to repeat aloud, imitating the stress distribution and any vowel weakening. Clap your hands each time you hear a stressed syllable if helps you keep the rhythm! 🖐️

*Hint:* You may need to listen to the passage at least three times to identify the stressed syllables and the functional words produced in weak forms by the speaker.

*Two thousand years ago the Germanic peoples living in what is now, for the most part, Germany could understand one another perfectly well. However, when many of them migrated to England they did not remain in close contact with those who stayed behind. The result, to simplify somewhat, was that different linguistic changes took place in the two areas independently so that today English and German, while clearly related languages, are not mutually intelligible. There was presumably a certain amount of inevitability about this process, since speakers usually need to remain intelligible only to those people they normally communicate with, and, until quite recently, close and frequent communication between England and Germany was not possible.*

---

**KEY to Exercise 3:** The following words have been produced in their weak forms on the recording:  
(underlined list of words follows)

*Two thousand years ago the Germanic peoples living in what is now, for the most part, Germany could understand one another perfectly well. However, when many of them migrated to England they did not remain in close contact with those who stayed behind. The result, to simplify somewhat, was that different linguistic changes took place in the two areas independently so that today English and German, while clearly related languages, are not mutually intelligible. There was presumably a certain amount of inevitability about this process, since speakers usually need to remain intelligible only to those people they normally communicate with, and, until quite recently, close and frequent communication between England and Germany was not possible.*

*Further comments:* Mastering rhythmic and stress patterns will help you improve your pronunciation and sound more natural. Producing the appropriate weak forms in functional words, when necessary, is also essential.

For more details on stress and rhythm in English, refer to the document *Stress & Rhythm* from the course *Pronunciación de la lengua inglesa*, uploaded to *Additional Pronunciation Resources*. You may also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

**Focus: RP Running Speech Processes: Elision Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 4:** Try out the following utterances, saying them first without elision of the sound represented by the letters in **red**, and then with it. Use a pronunciation dictionary if needed:

- a) *Its optional*
- b) *Fireproof* (elision affects the 2<sup>nd</sup> element of the triphthong)
- c) *next turn*
- d) *He stopped talking*
- e) *doesn't she?*
- f) *call him!*
- g) *bacon and eggs*
- h) *a cup of tea*

---

**KEY to Exercise 4:**

*Rationale:*

- a) /ɪts 'ɒpʃənəl/ vs. /ɪts 'ɒpʃən/ (/ə/ elision when preceded by a consonant (not approximant) and followed by another consonant in

this unaccented syllable. The liquid /l/ has become syllabic, that is, the nucleus of the syllable).

**b)** /'faɪəpru:f/ vs. /'fa:əpru:f/ (*smoothing* or elision of the second element of the triphthong (/ɪ/) in rapid and casual speech).

**c)** /nekst tɜ:n/ vs. /neks tɜ:n/ (/t/ elision between consonants)

**d)** /hi stɒpt 'tɔ:kɪŋ/ (/t/ elision between consonants) vs. /hi stɒp 'tɔ:kɪŋ/

**e)** /'dʌznt ʃi/ vs. /'dʌzn ʃi/ (/t/ elision between consonants)

**f)** /kɔ:l hɪm/ vs. /kɔ:l ɪm/ (/h/ elision when pronounced in weak form)

**g)** /'beɪkən ənd egz/ vs. /'beɪkən ən egz/ (/d/ elision when pronounced in weak form, and the nasal is followed by a vocalic sound)

**h)** /əkʌp əv ti:/ vs. /əkʌpəti:/ (/v/ elision when pronounced in weak form and it is followed by a consonant sound in a close-knit group).

**Focus: RP running Speech Processes: Assimilation Revisited.**  
**Reading from Transcription**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 5:** Read aloud the following utterances. Then, practise them a few times until you hear the difference between the unassimilated and the assimilated versions of at least two utterances. Finally, write them in ordinary spelling:

- a) /ðə raɪt pɜːsn/    /ðə raɪp pɜːsn/
- b) /gʊd mi:l/        /gʊm mi:l/
- c) /wɪð θæŋks/     /wɪθ θæŋks/
- d) /ðɪs ʃəʊ/        /ðɪʃ ʃəʊ/
- e) /hɒt kɒfi/        /hɒk kɒfi/
- f) /əz jet/           /ə ʒet/
- g) /ðəʊz tʃeɪndʒɪz/ /ðəʊs tʃeɪndʒɪz/
- h) /θɜːd pleɪs/     /θɜːb pleɪs/
- i) /ɒv kɔːs/         /ɒf kɔːs/
- j) /ɪn prɪzn/        /ɪm prɪzn/
- k) /wʊd ju/          /wʊdʒ u/
- l) /ɪn kɑːm/         /ɪŋ kɑːm/

---

**KEY to Exercise 5:**

- a) *The right person*
- b) *Good meal*
- c) *With thanks*
- d) *This show*
- e) *Hot coffee*

- f) *As yet*
- g) *Those changes*
- h) *Third place*
- i) *Of course*
- j) *In prison*
- k) *Would you*
- l) *In calm*

*Rationale:*

- a) Regressive assimilation of place: alveolar /t/ becomes bilabial /p/
- b) Regressive assimilation of place: alveolar plosive /d/ becomes bilabial /b/, and then, a regressive assimilation of manner: /b/ becomes /m/
- c) Regressive assimilation of voicing: voiced /ð/ becomes its voiceless counterpart /θ/
- d) Regressive assimilation of place: alveolar /s/ becomes post-alveolar /ʃ/
- e) Regressive assimilation of place: alveolar /t/ becomes velar /k/
- f) coalescence: /z/ followed by /j/ becomes /ʒ/
- g) Regressive assimilation of voicing: voiced /z/ becomes voiceless /s/ (as it forms a close-knit with the following word that starts with a voiceless sound)
- h) Regressive assimilation of place: alveolar plosive /d/ becomes bilabial /b/
- i) Regressive assimilation of voicing: voiced fricative /v/ becomes its voiceless counterpart /f/
- j) Regressive assimilation of place: alveolar /n/ becomes bilabial /m/
- k) Coalescence: /d/ followed by /j/ becomes /dʒ/
- l) Regressive assimilation of place: alveolar /n/ becomes velar /ŋ/

**Focus: RP Intonation Revisited**

*Time:* 30 minutes

*Level of Difficulty:* Intermediate

**Exercise 6:** Listen to the following passage (first section) on a recording of RP English [Track 01: RP \(I\)](#) (from 0 to 01' 34"). Identify the intonation patterns (fall and rise) to fill in the blank spaces (in brackets) with the appropriate symbol (↗, ↘ or →). Now read aloud the passage a few times: First normally, then with exaggeration (using a wider pitch range), and finally return to normal.

*Well, I'm probably quite a typical RP speaker – if I am an RP speaker ... [ ] My father came from Northern Ireland and he has still a slight Northern Ireland accent although he left the country when he was 12. [ ] ... And ...my mother came from... the Home Counties, the area around London [ ] and she and her parents were both pretty much RP speakers .... though her grandparents [ ], my great grandparents came from Lincolnshire. ... or I think, actually, from South Yorkshire. And they had the accent of that area. .... so I think I probably got my pronunciation from home and, in fact, I remember as a child... [ ] a great deal of amusement as to whether the words 'tower' [ ], 'tyre' and 'tar' ... were distinct or not. And it seems to me [ ] that at that time my mother probably smoothed all three to something like [ta:]. But ... somehow or other she doesn't seem to do that anymore [ ] and I don't seem to do it, so I don't know why there was so much talk about that at ... when I was a child [ ].*

*Hint:* Remember that English speakers tend to use a broader pitch range (the amount of pitch displacement used while talking) than Spanish speakers. Therefore, it is a good exercise to feel this difference.

### KEY to Exercise 6:

*Well, I'm probably quite a typical RP speaker – if I am an RP speaker ... [↗] My father came from Northern Ireland and he has still a slight Northern Ireland accent although he left the country when he was 12. [↘] ... And ...my mother came from... the Home Counties, the area around London [↘] and she and her parents were both pretty much RP speakers .... though her grandparents [↘], my great grandparents came from Lincolnshire. ... or I think, actually, from South Yorkshire. And they had the accent of that area. .... so I think I probably got my pronunciation from home and, in fact, I remember as a child... [↘↗] a great deal of amusement as to whether the words 'tower' [→], 'tyre' and 'tar' ... were distinct or not. And it seems to me [→] that at that time my mother probably smoothed all three to something like [ta:]. But ... somehow or other she doesn't seem to do that anymore [↘] and I don't seem to do it, so I don't know why there was so much talk about that at ... when I was a child [↘↗].*

*Further comments:* If you need additional information about intonation in English, refer to the document *Focus & Intonation* from the course *Pronunciación de la lengua inglesa*, uploaded to *Additional Pronunciation Resources*. You can also consult any materials on English Phonetics and Phonology, including those listed in the document *UNIT 2\_References & Further Readings*.

\*\*\*