

# English Pronunciation **in** Use

Advanced

Self-study and  
classroom use

**Martin Hewings**



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press  
978-0-521-61956-1 - English Pronunciation in Use Advanced  
Martin Hewings  
Frontmatter  
[More information](#)

---

CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

CAMBRIDGE UNIVERSITY PRESS  
The Edinburgh Building, Cambridge CB2 2RU, UK

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9780521619561](http://www.cambridge.org/9780521619561)

© Cambridge University Press 2007

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2007

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-61956-1 paperback  
ISBN 978-0-521-61958-5 audio CDs (5)  
ISBN 978-0-521-61960-8 paperback and CDs pack  
ISBN 978-0-521-69374-5 CD-ROM  
ISBN 978-0-521-69376-9 CD-ROM, paperback and CDs pack

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

## Contents

Acknowledgements	5
About this book	6
<b>Section A Getting started</b>	
1 Accents (1): Varieties of English	8
2 Accents (2): English as an international language	10
3 Finding out about pronunciation (1): dictionaries	12
4 Finding out about pronunciation (2): online resources	14
5 Pronunciation in slow and fast speech (1)	16
6 Pronunciation in slow and fast speech (2)	18
<b>Section B Pronunciation of words and phrases</b>	
<b>Consonant clusters</b>	
7 play, grow, splash Consonant clusters at the beginning of words	20
8 jump, next, glimpsed Consonant clusters at the end of words	22
9 abstract, next Friday Consonant clusters within and across words	24
<b>Stress in words and phrases</b>	
10 ,contro'versial and controVERsial Word stress and prominence	26
11 'comfort and 'comfortable Suffixes and word stress (1)	28
12 ac'celerate and ac,cele'ration Suffixes and word stress (2)	30
13 ex'treme and ex'tremity Suffixes and word stress (3)	32
14 dis'organised and ,recon'sider Prefixes and word stress (1)	34
15 'subway and 'super,power Prefixes and word stress (2)	36
16 'news,paper and ,absolute 'zero Stress in compound nouns	38
17 'hair-,raising and ,hard-'working Stress in compound adjectives and in abbreviations	40
18 ,closed-circuit 'television and 'sell-by date Stress in longer compound nouns	42
19 'dream of and 'live for One-stress phrasal verbs	44
20 ,hang a'round and ,look 'up to Two-stress phrasal verbs	46
<b>Stressed and unstressed syllables</b>	
21 some, the, from, etc. Weak forms of function words	48
22 Well, YOU do it then! Prominent function words	50
23 calcu/u/late and calcu/ə/late Vowels in unstressed syllables in content words	52
24 listen, bottle, politician, etc. Syllabic consonants	54
<b>Foreign words</b>	
25 déjà vu, angst, tsunami Foreign words in English	56
<b>Section C Pronunciation in conversation</b>	
<b>Features of fluent speech</b>	
26 one_evening, stop_now, go_away, etc. Linking sounds	58
27 I'll get it, These're mine Contracted forms	60
28 I'm not sure, Not sure, 'm not sure Ellipsis and 'near ellipsis'	62
29 last night, I haven't seen her Leaving out consonant sounds (1): /t/	64
30 an old car, a bottle of water Leaving out consonant sounds (2): /d/, /h/, /l/, /v/	66
31 average, novelist, happening Words that lose a syllable	68

### Organising information in conversation

32	// we stuck a picture// of an elephant//	Breaking speech into units	70
33	// it's BLUE// DARK blue//	Prominent words in speech units (1)	72
34	// I've always been terrified of SPIDERS//	Prominent words in speech units (2)	74
35	// I'll beLIEVE it when I SEE it//	Fixed phrases and idioms in speech units	76
36	she's got an ESSay to write	Non-prominence on final 'empty' content words	78
37	I can't STAND the stuff	Non-prominence on final vague expressions	80
38	Just help yourSELF; Throw it to ME	Prominence in reflexive and personal pronouns	82

### Intonation in telling, asking and answering

39	I'm quite busy  at the moment 	Falling and rising tones	84
40	They taste great  , these biscuits 	Tails	86
41	Great film  , wasn't it  ?	Question tags	88
42	What I don't understand  is how it got there 	Cleft sentences	90
43	Finding out or making sure?	Questions (1)	92
44	Wasn't it terrible  ? Are you crazy  ?	Questions (2)	94
45	'I paid €200,000 for it.' 'How much  ?'	Repeat questions	96
46	Although I was tired  , I couldn't get to sleep 	Comparisons and contrasts	98
47	'You were asleep in the class!' 'I  WASN't asleep  .	Contradictions	100
48	you couldn't carry it upSTAIRS for me  ?	Requests and reservation	102
49	On the whole  , it went very well	Attitude words and phrases (1)	104
50	She just forgot, presumably  ?	Attitude words and phrases (2)	106
51	How embarrassing  !	Exclamations	108

### Intonation in managing conversation

52	Mhm, Right, I see	Keeping conversation going	110
53	On top of that...  ; Anyway... 	Adding information and changing topic	112

### Section D Pronunciation in formal settings

54	Before she left school// she started her own business	Dividing prepared speech into units (1)	114
55	One of the paintings// he left to his sister	Dividing prepared speech into units (2)	116
56	Lima – as I'm sure you know  – is the capital of Peru	Pronunciation of inserts	118
57	We expected profits to drop, but they  rose	Step-ups – contrasts and new topics	120
58	The headteacher, Mr  Lee, will be talking to parents	Step-downs – adding information and ending topics	122
59	Small, medium, and large	Tones in a series of similar items	124
60	'Politicians are the same all over...'	Level tone in quoting and building suspense	126

### Section E Reference

E1	The phonemic alphabet: Practice	128
E2	Consonant clusters: Further practice	132
E3	Word stress: Further practice	136
E4	Glossary	140
E5	Further reading	143
	Key	144
	Key to phonemic and other symbols	192

# Acknowledgements

I would like to thank Frances Amrani for guiding the project, and Roslyn Henderson and Alyson Maskell for their invaluable suggestions and their attention to detail in editing the material.

I also wish to thank the following reviewers for their suggestions in the early stages of writing:

Barbara Bradford, Kent, UK

Ian Chitty, Melbourn, UK

David Deterding, Singapore

Amanda Lloyd, Cambridge, UK

Andrea Paul, Melbourne, Australia

Dolores Ramirez Verdugo, Madrid, Spain

A number of people have provided inspiration and information, and also specific advice on the pronunciation of non-native English speakers. Thanks in particular to Richard Cauldwell, Frances Hotimsky, Philip King, Gerard O'Grady and Dorota Patek. I have drawn extensively for information and ideas on a wide variety of teaching materials and reference works, and I acknowledge the part they have played in shaping the book. In particular, I wish to acknowledge Hahn, L. D. & Dickerson, W. B. (1999) *Speechcraft: Workbook for academic discourse*. Ann Arbor: University of Michigan Press (Units 40 & 41) for the analysis of stress adapted for Unit 12.

At home, thanks to Ann, Suzanne, and David for their support and willingness to listen.

Martin Hewings 2007

The author and publishers are grateful to the following for permission to reproduce copyrighted material in *English Pronunciation in Use Advanced*.

Jones, D. (2006) *Cambridge English Pronouncing Dictionary*, 17th edn. Edited by P. Roach, J. Setter and J. Hartman. Cambridge: Cambridge University Press.

*Cambridge Advanced Learner's Dictionary* (2005), 2nd edn. Cambridge: Cambridge University Press.

Development of this publication has made use of the Cambridge International Corpus (CIC).

The CIC is a computerized database of contemporary spoken and written English, which currently stands at 1 billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CIC to provide evidence about language use that helps to produce better language teaching materials.

Audio recording by James Richardson, AVP studios, London.

Illustrations by Jo Blake, Mark Draisey, Julian Mosedale and David Shenton.

Cover design by Dale Tomlinson.

Designed and typeset by Kamae Design, Oxford.

## About this book

*English Pronunciation in Use Advanced* gives students of English practice in pronunciation to help improve both speaking and listening. Although it has been written so that it can be used for self-study, it will work equally well in a class situation with a teacher.

It will be particularly useful for students whose English is adequate for most social, professional or educational purposes, but who want to work further on pronunciation to improve their understanding and ensure that they are easily understood both by native and non-native English speakers. The focus is primarily on improving pronunciation in communication rather than practising individual sounds or words.

### Organisation

There are 60 units in the book. Each unit looks at a different point of pronunciation. Each unit has two pages. The page on the left has explanations and examples, and the page on the right has exercises. The 60 units are divided into four sections.

- Section A introduces accents in different varieties of English, resources for independent study of pronunciation and differences between pronunciation in slow and fast speech.
- Section B is about pronunciation in words and phrases, including consonant clusters and stressed and unstressed syllables, and pronunciation of foreign words.
- Section C is about pronunciation in conversation, including how intonation contributes to meaning.
- Section D is about pronunciation in formal settings, including professional contexts such as giving business or conference presentations.

After the 60 units there is a fifth section, Section E, which contains the following:

- Exercises to practise the phonemic alphabet
- Further practice of consonant clusters
- Further practice of word stress
- Glossary
- Further reading

At the end of the book there is a Key with answers.

To accompany the book, there is a set of five CDs, available separately or as part of a pack.

A CD-ROM is also available for use on a computer. On the CD-ROM additional practice exercises are provided on all of the units (different from those in the book). The CD-ROM can be bought separately or as part of a pack.

### Additional equipment needed

A CD player is needed to listen to the recorded material that goes with this book.

It will also be useful for students to have equipment to record their own voices.

The symbol  indicates the CD track number for recorded material, i.e. CD A, track 1.

### *English Pronunciation in Use Intermediate and English Pronunciation in Use Advanced*

It is not necessary to have worked on *English Pronunciation in Use Intermediate* (see Section E5 *Further reading*) before using this book. However, to practise pronunciation of particular letters and sounds, it is recommended that students use *English Pronunciation in Use Intermediate*, where additional practice of stress and intonation can also be found. Both books have the same format of explanations and examples on the left page and exercises on the right page in each unit.

## Using the book

There is no fixed order in which the units should be worked through. However, it will be useful to do the units in Section A *Getting started* first to provide some background to later units. In addition, it will be useful to study the basic units on intonation (Units 32–34 on breaking speech into units and highlighting information, and Unit 39 on falling and rising tones) before doing later units which focus on intonation.

## Phonemic symbols

It is not necessary to understand phonemic symbols to use this book. Where phonemic symbols are used, example words are given and/or the words are found on the recording. However, being able to understand phonemic symbols is a useful skill to have in order to make use of the information about pronunciation in dictionaries. The phonemic symbols used in this book are listed on page 192 and there are exercises to practise the phonemic alphabet in Section E1.

## Pronunciation in speaking and listening

Although the focus of the book is pronunciation in speaking, it also gives the opportunity to practise listening to speech at conversational speed and in a variety of English accents. Where an explanation refers to a feature of pronunciation that is particularly relevant to understanding English, rather than one that students should necessarily try to include in their own speech, this is shown with the sign . Where an explanation is particularly relevant for

developing advanced fluency, this is shown with the sign .

## Accents of English used in the recording

For a model of pronunciation to copy when speaking, we have used the accent of English sometimes referred to as ‘BBC English’. However, in work or travel a wide range of English accents might be heard. To help prepare for this, a number of accents are found on the recording. These include both native-speaker varieties of English (from the United States, Canada, Australia, South Africa, Jamaica, India and various parts of Britain) and non-native speaker varieties of English (from China, Spain, Poland and Japan). In the Key, information can be found about where speakers come from on the recordings for the exercises.

More about BBC English and other varieties of English can be found in Units 1 and 2.

## Using the further practice material

After working through Units 7, 8 and 9 on consonant clusters, further practice can be found in Section E2 *Consonant clusters*. After working through Units 11, 12 and 13 on suffixes and word stress, further practice can be found in Section E3 *Word Stress*.

## The glossary

In Section E4 *Glossary*, explanations can be found of terms used in this book. Most of these are specific to the subject of pronunciation.

## Using the recording

When working with the recording, a track should be played as often as necessary. When doing an exercise, it may be necessary to press ‘pause’ after each sentence to give time to think or write an answer. When instructed to repeat single words, there is space on the recording to do so, but to repeat whole sentences the recording will have to be paused each time. In some exercises, special instructions are given on how to use the recording.

To help you further improve your pronunciation and understanding of spoken English, it is important to listen to as much English as you can. The internet provides access to a wide range of sources of spoken English, and in Unit 4 you can find suggestions on some that you might find useful.