

It Sounds Like Native English

Approaching the Native Speakers' Pronunciation



SUWARTONO

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Native English

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IT SOUNDS LIKE NATIVE ENGLISH

Approaching the Native Speakers' Pronunciation

by Suwartono

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Dean's Preface

First of all, let us thank to Allah, the Almighty, for His blessing and mercy. Welcoming the release of this book, I would like to express my appreciation to the author for his endless positive attempts. It is necessary to note that this book is his third work made available for the students in the Department, and the sixth in his collection. Hopefully, this work is of great value for Indonesian learners of English to achieve better. I must confess that the book's author is at this moment one of the most productive lecturers the Faculty has ever had. He has extensively shared article contributions to the accredited scientific journals, such as "Lingua" (UNSRI Palembang), "Kajian Linguistik dan Sastra" (UMSurakarta), "Cakrawala Pendidikan" (Universitas Negeri Yogyakarta), "Fenolingua" (Unwidha Klaten), and "Jurnal Ilmu Pendidikan" of Universitas Negeri Malang – too many to mention. Above all, I am sure that with all his experiences and trainings, this book has a reliable quality. Therefore, let me officially promote this new book for use in the Department.

Purwokerto, March 2008

Dean of
Teacher Training and Education Faculty
Muhammadiyah University of Purwokerto

Foreword

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Some factors have led to the birth of this book. In relation with the author's professional experience in research, interference of native tongue has become his first interest. To him, as future teachers – models for their students – those who attend lectures in the English Language Department of Teacher Training College are required to have a good pronunciation of the language they will teach. He then began with conducting a research that was intended primarily to examine the pronunciation mastery of the English sound /i/ written i by students of the English Department of *Muhammadiyah* University of Purwokerto, Central Java. Ninety-two sample students (approx. 30% of the population) have been randomly selected. The data were elicited through questionnaire and speech test. The data have indicated that the students' pronunciation mastery of the English sound /i/ spelt i was unsatisfactory. The average score was 48.14. Scores 60 and above made up only 30.76% of the total. In addition, the students pronounced the nearest sound /i/ more often than the standard /i/. It is likely that this condition had something to do with the interference of Banyumas dialect Javanese they know or use.

Another work has also contributed to the availability of this book. As a classroom teacher, the author was challenged to create an effective environment for learners to acquire the target language sound system. Thus, he conducted an experimental research that was aimed at (1) finding out the effectiveness of dubbing as a technique for teaching the pronunciation of English, and (2) to identify the commonly mispronounced sounds of English. The research study involved semester 1 students of the English Language Department of Teacher Training Faculty of *Muhammadiyah* University of Purwokerto in the Academic Year 2005/2006. Out of 120 students that had been split into 5 smaller groups by the management authority for practical purpose, 2 groups have been chosen as the research sample groups on the basis of equality in the pre-test result. Group A2 has been the Experimental Group and group A1 has been the Control Group. The teaching and learning process in the former employed dubbing system as the main technique, while the classroom learning activities in the latter used drill in most of the

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time. After 6 sessions (within 6 weeks) a post-test was administered. Data collected through the post-test were analyzed using descriptive statistical operations of mean, frequency distribution, percentage and the *t-test* inferential statistical tool. Results of the research data analyses have revealed that teaching pronunciation with dubbing technique has not given a satisfactory outcome and a significant effect on the pronunciation mastery. To this finding dubbing is not recommended for use in teaching the pronunciation of English. This result has confirmed the existing theory and research findings that pronunciation is not a simple study content to learn and teach. Results of the data analyses have also shown that /æ/, /əʊ/, /eɪ/, and /eə/ constitute the most commonly mispronounced vowel sounds of English. Based on this finding, careful attention should be paid to these sounds when we teach the vowel sounds of English.

Finally, another inspiration has emerged from the author's observations concerning the Australian speakers of English. During some international forums he has found that all Australian speakers of English he knew consistently pronounced /aɪ/ for every /eɪ/ sound in the so-called "Received English Pronunciation (REP)". Some data can be presented here:

	REP	Australian way
Explain	/-pleɪn/	/-plaɪn/
Eight	/eɪt/	/aɪt/
Changing	/tʃeɪ-/	/tʃaɪ-/
Waste	/weɪst/	/waɪst/
Communication	/-keɪʃn/	/-kaɪʃn/
Main	/meɪn/	/maɪn/
Day	/deɪ/	/daɪ/
The same	/- seɪm/	/- saɪm/
Saying	/seɪ-/	/saɪ-/

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Names	/neɪmz/	/naɪmz/
Papers	/peɪ-/	/paɪ-/
Based	/beɪst/	/baɪst/
In the case	/- - keɪs/	/- - kaɪs/

The point interesting to us lies in the fact that the alteration is systematical-ly sound- rather than spelling-based. Indonesian learners of English as a foreign language find that no consistency exists between spelling and pronunciation. You will see some illustration of this matter soon in the introductory chapter. This conclusion, though tentative, serves as a clue to anticipate for understanding words containing sound /eɪ/ used by speakers of the same type. It took the author for seconds before he finally realized that, once, Prof. Geoffrey of Australia uttered /stjuːdənt-baɪst-ləːnɪŋ / for the phrase “student-based learning”. The author had thought of the word “bias” /baɪəs/ or something at first, and this thinking process along with its contextualization disturbed understanding. From this experience it is wise to note that learners should strive for having a lot of ear training, oral practice and inferring regularities as well as exceptions.

The author would like to express his gratitude to his attentive students who considered book on pronunciation of English crucial. Ideas from students’ perspective are quite useful to him in designing content of this book. He has also valued the good deed of his colleague, Mr. Pudiyono of English Department, Teacher Training and Education Faculty, *Muhammadiyah* University of Purwokerto, Central Java, who has paid utmost care at students’ and even the teaching staff’s pronunciation. He is a man who does not hesitate correcting others’ pronunciation. Last but not least, his sincere thanks are due to his wife and children for the understanding they gave to him. During the writing of this book he has spent much time being “away” from the family members. He was very proud of them.

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Insald mal glta:

In sald mal gltar

Sounds vs. Symbolic Representations

1

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *explain the role of pronunciation acquisition for a language learner or speaker,*
2. *explain why Indonesian learners of English generally encounter problems in pronouncing the sounds of English,*
3. *mention the six points suggested for gaining success in learning the pronunciation of English.*
4. *propose another selected description of the English sound systems along with arguments.*

Under normal condition everybody speaks a language. The language spoken is expressed through a medium of sounds. So, what a speaker means to say (message) might be difficult to understand by the listener when the sounds produced are strange to him or her. Indeed, context in most cases helps the listener interpret the speaker's speech, but precision in the production will help avoid disturbance in the flow of communication, as touched on previously. It is going to be as bad as the case of a foreigner who says to you "pasir" or "pusar" for "pasar" in an influent "Saya... mau ... tanya pasar terdekat". That is not enough. It is hard, at least for the author, to deny an idea that as far as spoken language is concerned, better pronunciation gives prestige to the speaker. If you often notice a foreigner speaking Indonesian, you would probably have such feeling, too.

English and our native tongues (Indonesian, Javanese, or other ethnic group languages) have different systems. The difference results in learning difficulties to us, Indonesian learners of English. As far as spoken language is concerned, pronunciation seems to be a central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language. The following are good examples:

<u>s</u> ound /saʊnd/	<u>g</u> roup /gru:p/	<u>t</u> our /tuə/
<u>b</u> ought /bɔ:t/	<u>g</u> uide /gaɪd/	<u>c</u> uisine /kwɪ'zi:n/
<u>f</u> ruit /fru:t/	<u>g</u> uitar /gɪ'ta:/	<u>m</u> achine /mə'ʃi:n/
<u>c</u> hemistry /'keməstri/	<u>c</u> heck /tʃek/	<u>b</u> lood /blʌd/
<u>f</u> lood /f lʌd/	<u>f</u> oot /fu:t/	<u>f</u> ood /fu:d/

In connection with this matter, the author suggests that readers:

1. make themselves sure of listening a lot to native speakers as models, either in person or on recording;
2. practice pronouncing the sounds (or do a kind of "mouth gymnastic"). Do not feel bored of mouth gymnastic, because that is the only way how you make yourself get accustomed to the sounds quickly;
3. build vocabularies with the similar pronunciation pattern by looking up a well-developed dictionary. "Oxford Advanced Learner's Dictionary of Current English" by A.S. Hornby is a good alternative for your level;

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4. go to a reliable teacher or good learners when finding problems;
5. know the meaning of every single word being pronounced. You do not have to say the source equivalent;
6. not get confused with the different symbols used in different source books to represent the same or nearly the same pronunciation. So, what you really have to acquire is the sound, not the symbols.

As the title on the book cover suggests, the materials presented throughout this book are the sounds that are most probably troublesome to the attendants of our English Department classes. The sounds include vowels, consonants, cluster, connected speech, etc. – too many to mention. Especially dealing with vowels and consonants, no consensus has been made about the number of vowels and consonants in the English language. The following are descriptions of English vowels and consonants taken from different sources. Descriptions B and C are somewhat rearranged according to the sound quality equivalent to that of description A.

Description A	Description B	Description C
Pure Vowels		
1. /i:/ feel	i (sheep)	/iy/ (jeans)
2. /ɪ / bid	ɪ (ship)	/ɪ / big
3. /e/ fell	e (pen)	/ɛ/ (red)
4. /æ/ had	æ (man)	/æ/ (hat)
5. /ʌ/ bud	ʌ(cup)	/a/ (bus)
6. /a: / par	a: (heart)	/ar / (farm)
7. /ʊ/ hod	o (clock)	-
8. /v:/ paw	ʊ (ball)	/v:/ (call)
9. /u/ hood	u (book)	/ u / (put)
10. /u: / do, food	u:(boot)	/uw/ (two)
11. /ɜ:/ pur	ɜ (girl)	/ɜr/ (word)
12. /ə/ sitter, accept	ə (a camera)	/ə / (up, cut, ago)
Diphthongal Glides		
13. /ei/ pay	ei (tail)	/ey/ (train)
14. /ai/ pie	ai (fain)	/ay/ (ice)

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15. /vi/ coy	ui (boy)	/vy/ (join)
16. /ʊ/ ruin	-	-
17. /əʊ/ low	əʊ (phone)	/ow/ (no)
18. /aʊ/ south	aʊ (house)	/aw/ (out)
19. /ɪə/ peer	ɪə (beer)	-
20. /ɛə/ pair	eə (chair)	-
21. /ʊə/ soar	-	-
22. /ʊə/ poor	-	-

Consonants

1. /p/ pole	/p/ (pen)	/p/ (pay)
2. /b/ bowl	/b/ (baby)	/b/ (about)
3. /t/ tool	/t/ (tin)	/t/ (talk)
4. /d/ doll	/d/ (door)	/d/ (dance)
5. /k/ coal	/k/ (key)	/k/ (car)
6. /g/ goal	/g/ (girl)	/g/ (give)
7. /tʃ/ chap	/tʃ/ (cherry)	/tʃ/ (watch)
8. /dʒ/ jam, aged	/dʒ/ (jam)	/dʒ/ (job)
9. /tr/ tram, footrest	-	-
10. /dr/ dram, handrail	-	-
11. /ts/ cats	-	-
12. /dz/ roads	-	-
13. /tθ/ eighth	-	-
14. /dθ/ width	-	-
15. /f/ fell	/f/ (fan)	/f/ (four)
16. /v/ veal	/v/ (van)	/v/ (very)
17. /θ/ thigh, earth	/θ/ (thin)	/θ/ (both)
18. /ð/ thy, worthy	/ð/ (the)	/ð/ (other)
19. /s/ racer, seal, peace	/s/ (sun)	/s/ (same)
20. /z/ zeal, razor	/z/ (zoo)	/z/ (easy)
21. /ʃ/ sheet	/ʃ/ (shoe)	/ʃ/ (push)
22. /ʒ/ gigolo, vision	/ʒ/ (television)	/ʒ/ (usual)
23. /h/ heat, behave	/h/ (hat)	/h/ (behind)
24. /m/ might	/m/ (mouth)	/m/ (make)

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The Internet

ði: 'Intənət

7

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify sound /I /in the words heard;*
2. *pronounce sound /I / properly;*
3. *explain why this sound is problematic to some Indonesian learners of English; and*
4. *explain the simplest way to handle this sound*

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The quality of /ɪ/ sound is equal to that of letter 'e' in Indonesian. In some parts of Indonesia, people pronounce letter i with the quality the same as we spell letter e in English. Apart from being influenced or not by the written form in time of pronouncing the words this will be a problem when the letter i in the English words *English*, *still*, *ship*, or *forgive* is also pronounced with a quality the same as letter e pronounced in English (as shortly discussed in the foreword section of this book). At least, it sounds somewhat strange to most speakers of English.

To produce sound /ɪ/ properly you can best contrast it with sound /i:/. Besides being different in quality, these sounds are different in length as well. The latter is longer. As illustration, the English sound /ɪ/ is equal to the sound of letter e in the Indonesian food "tape" and spice "jahe".

I. Repeat after the speaker. Notice the sounds /ɪ/ and /i:/ in each pair.

/ɪ/ sound 1	/i:/ sound 2
ship	sheep
bin	bean
sit	seat
lick	leak
chicks	cheeks

II. Listen to the speaker. Which one is said? Put a tick (✓) next to the intended word.

bit	☐	beat	☐
seak	☐	sick	☐
bit	☐	beat	☐
hit	☐	heat	☐
eel	☐	ill	☐
wheat	☐	wit	☐
hill	☐	heel	☐
feet	☐	fit	☐
meal	☐	mill	☐
fill	☐	feel	☐

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III. Listen to the students acting out this dialogue. Pay special attention to how they pronounce the vowel /ɪ / throughout the text.

A: This one?

B: It's too big.

A: Let's give her this one, then

B: Still too big

A: Will this fit?

B: Yes, I think so. She's pretty thin.

- *Make comments on their pronunciation.*
- *Then, with a partner practice the dialogue again and again.*
- *Volunteers are required to practice it before the class for checking*

IV. Repeat after the speaker. Notice the sound of the underlined vowels

India river cheese Chinese seat green fourteen knee musician British teacher milk pink chicken swimming finger Egypt skiing tea stream million brilliant sit sick cinema interaction seek meet middle needle

9

V. Work in pairs and, from the words in the box above, mention orally two...

1. Things to eat
2. Jobs
3. Countries
4. Numbers
5. Colors
6. Sports
7. Part of the body
8. Nationalities
9. Things containing water
10. Things to drink

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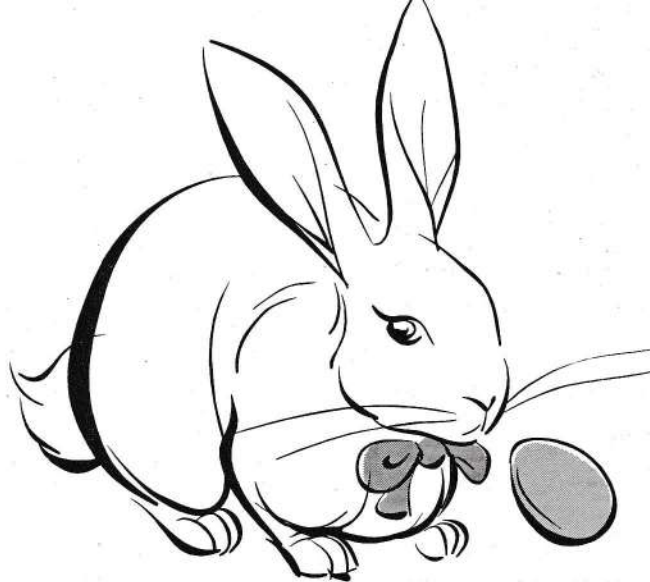
I. The sound /I / is usually spelled with the letter.....

Some exceptions: guilty, guitar,,, Check your entries with friends or the help of dictionary.

II. Find minimum other ten words that have sound /I /. Write also the phonetic transcription. You will find your dictionary helpful in doing this task. Present your work orally to the rest of the class. Number 1 has been done for you.

No	Words	Phonetic transcription
1	Bitter	/ˈbɪtə/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

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Eat It Up!

i:tItAp

11

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify sound /i:/ in the words heard;*
2. *pronounce sound /i:/ properly;*
3. *explain why this sound matters to Indonesian learners of English.*

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This chapter is perhaps of significant for those who need more practice in distinguishing sound /i/ from /i:/. As discussed in the preceding chapter, sound /i:/ is longer than /i/. The sound quality is equal to that of letter i in the Indonesian words *hilang*, *panti*, *bintang*, *kasih*, or Javanese *pari*, *ilang*, *kirab*, *irung*. Experiences tell us that the problem faced by Indonesian learners pronouncing this sound is they just produce it, but do not sustain it. It is because the learners do not get used to the way in the native tongue. It seems easier for them to imitate. When they are unconscious, they tend to produce a shorter variant /i/ as it is the nearest sound they can find in their "old" language.

I. Repeat the following words after the speaker. Notice the sound

/ i: /

Jeans	beach	tree	peace	receipt
Piece	speak	deal	deceive	Peter
Receive	leave	feel	believe	evening
Cheap	peel	wheel	grief	phoenix
People	key			

I. Study the following dialogue. Then, volunteers are needed to practice it before the class. Underline the vowels /i:/ you think mispronounced by the volunteers.

- Peter : What would you like to eat, Edith?
 Edith : A meat sandwich
 Peter : Jean, would you like a meat sandwich or a cheese sandwich?
 Jean : Cheese sandwich, please, Peter.
 Waiter : Good evening.
 Peter : Good evening, we'll have one meat sandwich and two cheese sandwiches.
 Edith : And three teas, please!
 Waiter : One meat sandwichtwo cheese sandwichesand three teas.

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Propose some mistakes done by the volunteers to the teacher.

**III. Individually, repeat the conversation above one line at a time.
Then, get neighboring friends to do the conversation.**

**IV. Based on the menu below, practice dialogues with the pattern
given:**

Would you like *coffee* or *tea*?

Coffee, please.

MENU

Soup:

Leek soup, pie soup

Meat:

Veal, beef

Vegetables:

Beans, peas

Sweet:

Cheese cake, ice cream, peaches

Coffee or tea

V. The sound /i:/ usually includes the letters

.....,.....,.....,.....,.....

An interesting, different case happens to the letter....., why? It is because of stress effect. Some exceptions: phoenix, people,.....

VI. Write at least ten other words containing the sound /i:/. Write also the phonetic transcription. Report the work to the rest of the class.

No	Words	Phonetic transcription
1	Feeling	/fi:lɪŋ/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

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I'm Sad

aɪmsæd

15

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /æ/ in the words heard;*
2. *pronounce the sound /æ/ properly;*
3. *mention the factors causing this sound to be a serious problem to Indonesian speakers learning English.*
4. *explain shortly how to produce this sound.*

According to the author's observation so far, our students are not good enough in producing the sound symbolized as æ. This condition is consistent with the author's research result (as discussed in the foreword section of this book). The primary reason for this is that this sound does not exist in the Indonesian language. Another reason is that at the lower levels of education the students are taught the "nearest" sound /e/, indeed. This is perhaps due to the teacher's ignorance or just his/her reluctance to produce the rather "difficult" sound. They tend to say /beg/ for either 'beg' or 'bag', 'bed' or 'bad'.

To produce this sound properly, one has to open his/her mouth wider than the sound /e/. This is why we will try to have practice distinguishing 'æ' from 'e', either short e or long e.

I. Repeat after the speaker. Notice the sounds /æ/ and /e/ in each pair.

/æ/ <i>Sound 1</i>	/e/ <i>sound 2</i>
Axe	X
Pan	pen
Man	men
Sad	Said
Brad	bread
Band	bend
Had	head
Land	lend
Sand	send
Bat	bet

II. Now, it is your turn to say the following words

Captain	Sam
Caption	Daddy
Map	at
Lab (oratory)	atmosphere
Tag	Hampshire

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III. Listen to volunteers practicing this dialogue and underline the vowels pronounced /æ/ in the conversation. Do they make mistakes?

- A : Where were you standing?
B : At the gas station.
A : Where was the man?
B : He ran out of the bank.
A : Did he have anything in his hand?
B : A black bag
A : Thank you man.

Give a little piece of comments.

IV. Repeat the conversation above one line at the time. Then, working in pairs, practice the dialogue again and again till you become fluent.

V. Repeat after the speaker. Notice the sound of the underlined vowels.

A map a television a credit card stamps a tennis racket a camera a blanket some cash a flashlight a tent matches a hat your address book a backpack an interesting magazine a carriage

VI. Working in pairs, discuss with your partner the three most important things in the box when.....

1. You are lost in a city.
2. You are on vacation.
3. Your car breaks down.
4. You are lost in the woods.

Report your answers to the rest of the class

**VII. Write minimum ten other words in which there is sound /æ/.
Write also their phonetic transcription. Report your work to
the rest of the class.**

No	Words	Phonetic transcription
1	passengers	'pæsɪndʒəs
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

VIII. Working in groups between 3 and 5, watch a film (drama film is a good alternative for your level). Tell the class at least one expression containing the sound we have learnt in this chapter. Example: a girl shouted "Daddy"

**IX. The sound /æ/ is usually spelled with the letter.....
Some exceptions: guarantee,**

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Do you think the volunteers make mistakes? Give comments.

III. Repeat the conversation above one line at a time. Then, working in groups of 3, practice the conversation together.

IV. In each line, four of the words have the same vowel sound, and one has a different vowel sound. This is the *odd one out*. Work in pairs and try to find the odd one out in each line.

1. Park, heard, hard, farm, heart.
2. Grass, garden, tart, large, warm.
3. hurt, harm, bard, barn, bart.
4. Brass, bar, draft, apart, war.
5. Arm, lark, aghast, where, darling.
6. Calm, shaft, date, dart, parterre.
7. Vast, love, apartment, department, half.
8. Are, scars, shark, market, our.
9. Dare, darn, bra, departure, and palm.
10. Smart, pass, star, past, posture.

You may discuss with a friend.

V. The sound /a:/ usually is spelled with letters

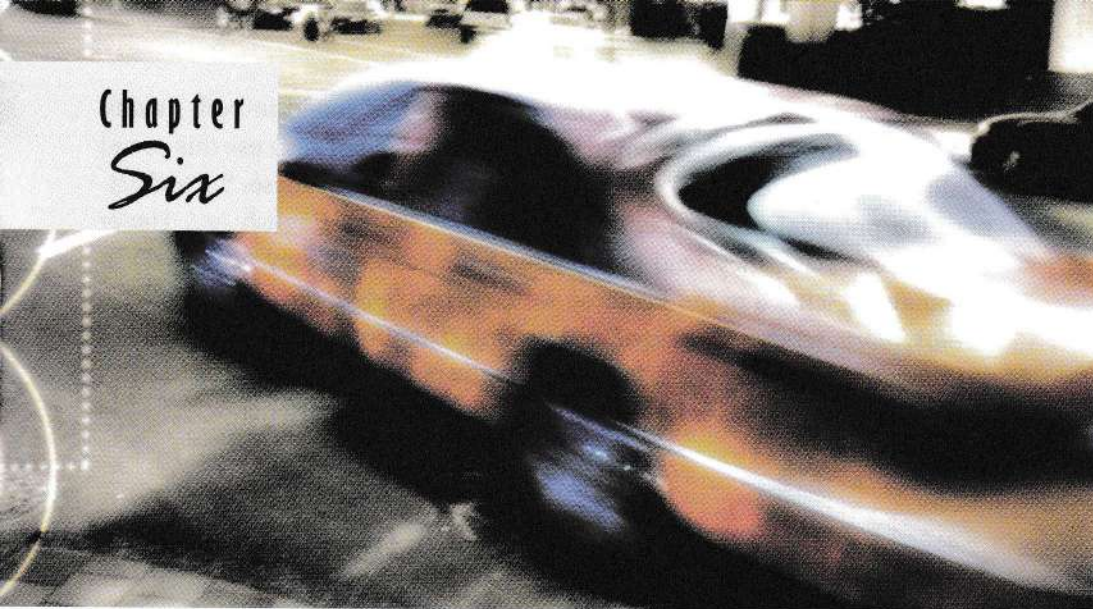
.....,.....,.....,.....,.....

Exceptions: guard, heart, clerk, bra. Do you have any?

VI. Write minimum 10 other words that have the vowel /a:/. Don't forget to write the phonetic transcription. Report your work to the rest of the class.

No	Words	Phonetic transcription
1	scarf	/ska:f/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

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Auto Races

ʊ : təʊ'reɪsɪs

23

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound / ʊ:/ in the words heard;*
2. *pronounce the sound / ʊ:/ properly;*
3. *explain why this sound matters to Indonesian learners of English*

Standard Indonesian sounds do not include this sound in both quality and length. However, some people living on the island of Java use this sound quality. The English /v:/ is longer than that existing in Javanese. So, to Javanese the potential problem is the sound length of the English /v:/. Under unconscious state, they tend to pronounce the sound as they usually do in pronouncing letter a in the Javanese words *griya*, *lunga*, *lara*, or the letter o in *atos*, *moro*, *sebrono*, *nongol*, and *nonong*. Therefore, when the sound /v:/ is pronounced this way, the intention to get the message of the words 'dawn', 'warm', or 'salt' across is not perceived normally by the listener.

I. Repeat the following pairs. Notice the long sound /v:/ and the short /ʊ/.

<i>Sound 1</i>	<i>Sound 2</i>
Cordially	Cod
Caught	Cot
Port	Pot
Forks	Fox
Sports	Spots
Short	Shot (Br)
Bought	Bottle (Br)
Horticulture	Hot
Sought	Sot (Br)

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II. Study the following words in the box.

Autumn	August	jaw	raw	law	walk	talk
Faucet	lord	border	tall	hall	shore	

Find ...

1. the British English equivalent for "tap"
2. name of month
3. a season
4. the synonym of "not cooked"
5. the opposite of "short"

III. Listen to volunteers practicing the following dialogue and underline the vowel /v:/ throughout the text.

Announcer : This morning, the Roamers football team arrived back from York. Paul short is our sports reporter, and he was at the airport.

Paul Short : Good morning. This is Paul Short. All the footballers are walking towards me. There's George Ball, the goalkeeper. Good morning George.

George Ball : Good morning. Are you a reporter?

Paul Short : Yes, I'm from Channel 4. Please tell our audience about the football match with York.

George Ball : Well, it was awful, we lost. And the score was four, forty-four. But it wasn't my fault.

Paul Short : Whose fault was it?

George Ball : The forwards.

Paul Short : The forwards?

George Ball : Yes the forwards. They were always falling down or losing the ball!

IV. Repeat the conversation above one line at a time. Then, working in groups of three, practice the conversation together till you find it easier to say the words.

V. Which one of the following uses the sound /ɔ/. Put a ✓ by the right word.

1. laundry	☐	solitary	☐
2. bored	☐	solve	☐
3. form	☐	from	☐
4. fall	☐	fold	☐
5. flood	☐	floor	☐
6. saw.	☐	food	☐
7. mouse	☐	exhausted	☐
8. county	☐	course	☐
9. ghost	☐	board	☐
10. call	☐	Bob	☐

VI. Now, if you have to set a rule alone, how will you complete the following table?

The spellings of the sound /ɔ/

Spelling	Examples
----------	----------

IT SOUNDS LIKE NATIVE ENGLISH

.....	,,,
.....	,,,
.....	,,,
.....	,,,
.....	,,,
.....	,,,

VII. Write ten other words or phrases that contain the sound /ʊ/.
Write also the phonetic transcription.

No	Words	Phonetic transcription
1	Accordingly	/ə' ku:dɪŋli/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		



Good Food

gu:dfu:d

28

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /u:/ in the words heard;*
2. *pronounce the sound /u:/ properly;*
3. *explain why this sound matters to Indonesian learners of English.*

IT SOUNDS LIKE NATIVE ENGLISH

Again, as in the case of sounds /i:/, /a:/, actually in term of quality our learners of English already have this sound. It is similar to the sound quality of the Indonesian vowel sound /u/, as in *buku, kudu, lumayan, susu*, etc. In length the English /u:/ is longer. Beside the long /u:/ English has the shorter /u/ which is similar to Indonesian vowel /u/ above. That is the reason why our concern is with the longer one. Saying the word 'pool' with a short mode will mean 'pull' to the listener's perception.

I. Repeat after the speaker. Notice how the pairs are different.

- | | |
|---------|------|
| 1. Luke | Look |
| 2. Pool | Pull |
| 3. Fool | Full |
| 4. Food | Foot |

29

II. All the underlined part in the words below is pronounced longer. Can you try?

- | | |
|-------|---------|
| Blue | Group |
| June | Improve |
| Suite | Rude |
| Pool | Soup |
| Fruit | Flu |
| Could | Include |

III. Can you find the vowels pronounced /u:/ in these sentences?

Note that the vowel sound /u:/ occurs only once in each sentence

- A : Where should I put your luggage?
B : In the trunk. I just have one suitcase.

IT SOUNDS LIKE NATIVE ENGLISH

- A : That onion soup was wonderful.
 B : Thanks. It's from a really good cook book.
- A : You'll be too hot in the sun.
 B : I think I'll put on my wool suit.
- A : Who's that in the blue uniform?
 B : My brother. Would you like me to introduce you?
- A : There isn't much toothpaste left.
 B : But I bought a new tube on Tuesday.

When you feel unsure of the vowels, consult your dictionary.

IV. Practice the words in the box below. Working in pairs, use the words in the box below to complete the conversation that follows. Volunteer pairs are expected to practice their conversational text before the class.

Shoelaces	Supermarket
Toothpaste	Swimming pool
Football boots	Fruit shop
Chewing gum	Tool shop
Fruit juice	Wool shop
Cookery books	Newspaper stand

- X : Excuse me
 Y : Yes?
 X : Could you tell me where I can get some good
?

IT SOUNDS LIKE NATIVE ENGLISH

Y : Yes. There's a shop next to the That sells
very goodI'm going there too.

V. Now if you have to set a rule alone, how will you complete the following table?

The spellings of the sound /u:/ in English

.....	,.....,.....,.....
.....	,,,
.....	,,,
.....	,,,
.....	,,,
.....	,,,

31

VI. Write other words or phrases that contain the sound /u:/. Do not forget to write the phonetic transcription. Number 1 has been done for you as an example.

No	Words	Phonetic transcription
1	cruiser	/ˈkru:zə/
2		
3		
4		
5		
6		
7		

IT SOUNDS LIKE NATIVE ENGLISH

No	Words	Phonetic transcription
8		
9		
10		
11		

An Animal Lover Girl

en'ænəmə'lʊvɜ:1

33

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

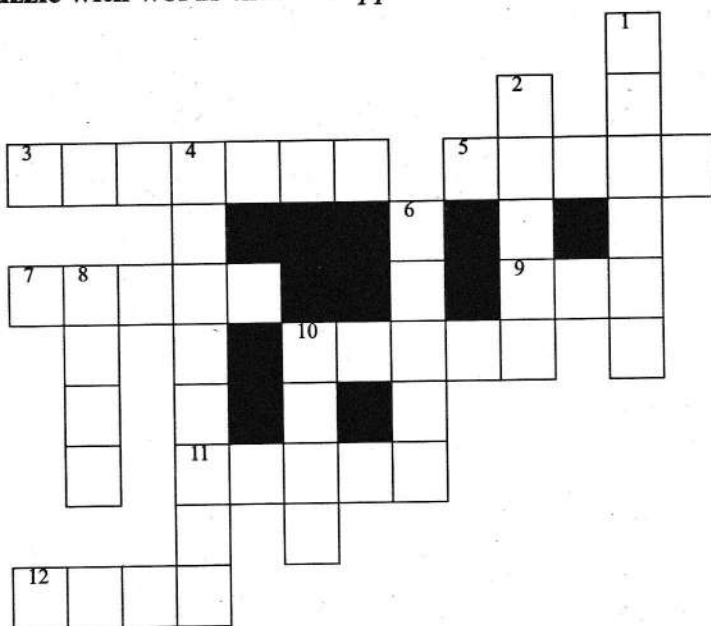
1. *identify the sound / ə:/ in the words heard;*
2. *pronounce the sound / ə:/ properly;*
3. *explain why this sound matters to Indonesian learners of English*

This sound is the same in quality as we have in Indonesian *perhelatan*, *kepada*, *sepeda*, *denda*, or Javanese *legawa*, *menungsa*, *rames*, and *pantes*. But in length, this Indonesian or Javanese spelled e sound is different from the English sound /ə:/. The sound /ə:/ is a long sound. What we can do to produce this sound of English precisely is to sustain the Indonesian or Javanese version /ə/.

I. Repeat after the speaker. Notice how the underlined parts are pronounced.

<u>F</u> ur	bird
<u>T</u> urn	<u>b</u> urn
<u>P</u> earl	<u>h</u> ear <u>d</u>
<u>W</u> orm	<u>s</u> hirt
<u>W</u> ord	<u>w</u> orst
<u>W</u> orker	<u>c</u> olonel

II. Now, with the help of your dictionary, fill in the crossword puzzle with words that are *opposites* of the clues.



IT SOUNDS LIKE NATIVE ENGLISH

Across

3. Calm 5. Clean 7. Teach 9. Ma'am or miss 10. Best
11. Straight 12. Boy

Down

1. Leave 2. Last 4. Horizontal 6. Late 8. Spend 10. Relax

Compare your answers with those of others.

III. In each line, four of the words have the same vowel sound. The other is the odd one out. Work in pairs and try to find the odd one out in each line.

1. Work, Thursday, early, clerk, prefer
2. Shirt, heard, hard, firm, hurt
3. Learn, north, worm, skirt, bird
4. Story, circle, word, turn, blur
5. Search, girl, whirl, return, meter
6. certain, raid, like, but, mouth

35

IV. Now, if you have to set a rule alone, how will you complete the following table?

The spellings of the sound /ə:/ in English

.....	,,,
.....	,,,
.....	,,,
.....	,,,

IT SOUNDS LIKE NATIVE ENGLISH

.....	,,,
.....	,,,

Compare your work with that of another student.

- V. Write minimum **ten** other words or phrases containing the sound /ə:/. Write also the phonetic transcription. Number 1 has been done for you as an example.

No	Words	Phonetic transcription
1	insert	/Insə:t/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

IT SOUNDS LIKE NATIVE ENGLISH



It's Raining Again

Its'reInInə'geIn

37

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /ei/ in the words heard;*
2. *pronounce the sound /ei/ properly;*
3. *explain the nature of this sound;*
4. *explain the simplest way to handle this sound*

This is one of the most difficult vowel sounds to produce by our learners of English. It in itself consists of two sounds: /e/ and /ɪ/. The /e/ is longer than /ɪ/. As we are not accustomed to producing this kind of sound, we need time to adapt. To the author's observation, many Indonesian speakers speaking English do not differentiate this glide from the sound /ɪ/. They say /mɪd/ for either 'mid' (tengah) or 'made' (membuat). Of course, it does not sound good to native speakers or advanced learners of English. To the author's ears, it is as bad as the alteration of every /eɪ/ occurrence to sound /aɪ/ by some Australian speakers of English he has known so far. The best way for Indonesian learners to produce this /eɪ/ sound is to quickly move from /e/ to /ɪ/ when uttering it. Now, we begin with list of the English words that have the sound /eɪ/ as confronted with those having the sound /ɪ/.

I. Repeat these words after the speaker. Notice how the sound /eɪ/ is different from /ɪ/.

/eɪ/	/ɪ/
T <u>a</u> il	till
W <u>a</u> it	wit
C <u>a</u> ke	kick
Sh <u>a</u> pe	ship
L <u>a</u> ke	lick
B <u>a</u> it	bit
<u>E</u> ight	it
S <u>a</u> ke	sick
R <u>a</u> id	rid
Gr <u>e</u> at	grit

II. Now, practice in pairs

Example:

It's the eighth of April

A: It's the eighth of April.

B: The eighth?

IT SOUNDS LIKE NATIVE ENGLISH

1. It's the eighth of May.
2. Yes, it's Mrs. Grey's birthday today.
3. Yes, she's eighty-eight.
4. Yes, she's going away for a holiday.
5. That's right. And she's going by plane.
6. Well, it is a bit dangerous at her age, but she wants to go to Spain.

Be volunteers for the class, please.

III. With your partner, discuss the sound /ei/ available in the words of the following dialogue. After that, read the dialogue aloud.

- Mr. Grey : Hey, this train's late! I've been waiting here for ages.
- Porter : Which train, sir?
- Mr. Grey : The 8.18 to Baker Street.
- Porter : The 8.18? I'm afraid you've made a mistake, sir.
- Mr. Grey : A mistake? My timetable says: Baker Street train- 8.18.
- Porter : Oh no, sir. The Baker Street train leaves at 8.08.
- Mr. Grey : At 8.08?
- Porter : You see, sir, they changed the timetable at the end of April. It's the first of May today.
- Mr. Grey : Changed it? May I see the new timetable? What does it say?
- Porter : It says: Baker Street train – 8.08.
- Mr. Grey : Hm! So the train isn't late. I'm late.

39

Listen to the teacher that will read it aloud for you. Check what you have done.

IT SOUNDS LIKE NATIVE ENGLISH

III. Discuss with a partner to determine which word contains sound /ei/ in lines of words below.

1. Clean, slave, piece, fruit, cheat.
2. Study, cheese, lead, fare, delay.
3. Break, cast, white, least, moist.
4. Speak, improve, neighbor, think, kill.
5. Rhyme, silk, heat, sweat, wait

III. Set your own rule!

Spellings	Examples
.....	
.....	
.....	
.....	
<i>Exception</i>	

Compare your work with those of others.

IT SOUNDS LIKE NATIVE ENGLISH

IV. Write minimum ten other words (excluding those available above) that contain the sound /ei/

No	Words	Phonetic transcription
1	complaint	/kəm'pleɪnt/
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

41

V. Say the missing words in each of the following sentences.

I always have co_____ for dessert when having lunch at this restaurant.

My mom does not do her domestic works alone because we have a ho_____

A me_____ is a woman who has a fish' tail instead of leg and lives in the sea (in stories).

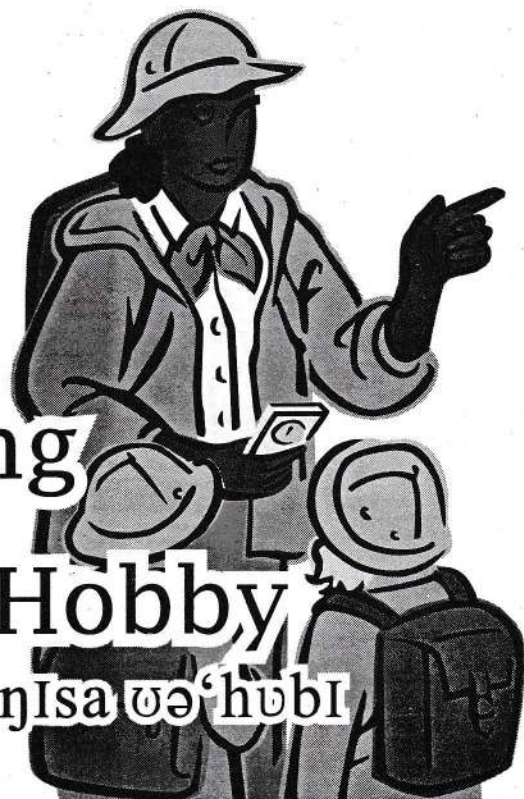
No wonder that the male cat keeps on chasing the female; it is the ma_____ season.

In this era of global co_____ and in _____ people of the world can make contacts easily.

IT SOUNDS LIKE NATIVE ENGLISH

Scouting is Our Hobby

'skautɪŋɪsəʊə'hʊbi



Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /əʊ/ in the words heard;*
2. *pronounce the sound /əʊ/ properly;*
3. *explain how most Indonesian learners of English perceive this sound; and*
4. *explain the simplest way to handle this sound*

Like the sound discussed in the previous chapter, this sound also has two sounds – the long sound /a/ and short /ʊ/. As the author has observed in daily use, many Indonesian speakers of English do not seem to realize the difference between this diphthong and the short vowel sound /ʊ/ as in “clock”, “shock”, “dog”, or the longer sound /u:/ in “naughty”, “ball”, “short” that exist extensively in English. To advanced learners of English, it does not sound nice to hear /nʊ/ while the speaker really intends to say “now” /naʊ/. For example, they tend to say /sʊnd/ for “sound”, or /grʊnd/ for “ground”. It will be a bit confusing to the ears of advanced learners of English when you say /dʊn/ for “down”, because English also has the word “dawn” /dʌ:n/. Actually in Indonesian we have diphthongs like this. But, we usually pronounce it more closely to the English short sound /ʊ/. In other words, we do not get used to producing the sound with the quality equal to the English /aʊ/. However, it will take less energy and time to get accustomed to the new habit.

I. Repeat the speaker, and notice how the underlined vowels are pronounced.

<u>Cow</u>	<u>ow</u> l!
<u>Bow</u>	<u>now</u>
<u>Brow</u>	<u>ground</u>
<u>Grouse</u>	<u>round</u>
<u>Ouch</u>	<u>found</u>
<u>Doubt</u>	<u>house</u>
<u>Down</u>	<u>proud</u>
<u>Sound</u>	<u>fountain</u>

II. Read this dialogue aloud, and practice it with friends.

Mrs. Brown : I've found the mouse!

Mr. Brown : Ow! You're shouting too loudly. Sit down and don't shout.

Mrs. Brown : I've found a mouse in the house.

Mr. Brown : A brown mouse?

IT SOUNDS LIKE NATIVE ENGLISH

Mrs. Brown : Yes. A little round mouse. It's running around in the lounge.
 Mr. Brown : On the ground?
 Mrs. Brown : Yes. It's under the couch now.
 Mr. Brown : Well, get it out.
 Mrs. Brown : How?
 Mr. Brown : Turn the couch upside-down. Get it out somehow.
 We don't want a mouse in our house. Ours is the cleanest house in the town!

Be volunteers for the class.

III. The sound /aʊ/ is usually spelled with the letters.....,.....,.....

But, you must be aware that not all the same spellings are pronounced /aʊ/ as found in the words "touch", "low", "caught".

IV. Write minimum ten words (excluding the one you learn in this chapter) that contains the sound /aʊ/

No	Words	Phonetic transcription
1	paramount	/ˈpærəmaʊnt/
2		
3		
4		
5		
6		
7		

IT SOUNDS LIKE NATIVE ENGLISH

No	Words	Phonetic transcription
8		
9		
10		
11		



Around the Globe

ə'raʊn ðəgləʊb

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /əʊ/ in the words heard;*
2. *pronounce the sound /əʊ/ properly;*
3. *explain why this sound is highly troublesome to Indonesian learners of English*
4. *explain how Indonesian learners of English commonly perceive this sound; and*
5. *explain the simplest way to handle this sound*

This sound also has two sounds /ə/ and /ʊ/. Based on the authors' teaching experience and research, the students find it the most difficult vowel sound to master. Quite few class attendants succeed in producing the sound with the intended quality. This is perhaps, caused by the tension that occurs when this two-in-one sound is produced.

I. Repeat the words. Notice this sound of the underlined vowels

- | | |
|------------------|---------------------|
| 2. <u>B</u> one | 9. <u>C</u> oke |
| 3. <u>Ph</u> one | 10. <u>O</u> h |
| 4. <u>B</u> oat | 11. Wind <u>o</u> w |
| 5. <u>W</u> oke | 12. <u>A</u> go |
| 6. <u>F</u> loat | 13. <u>Th</u> row |
| 7. <u>N</u> ote | 14. <u>H</u> ello |
| 8. <u>J</u> oe | 15. <u>O</u> ver |
| 9. <u>B</u> owl | 16. <u>D</u> on't |

II. Working in pairs, determine which word contains the sound /əʊ/ in this dialogue. Then, read it aloud

Joan : Joe ! Joe ! Joe! Hello

Joe : Oh! What is it, Joan?

Joan : Look out of the window.

Joe : No. My eyes are closed, and I'm going to go to sleep again.

Joan : Don't go to sleep, Joe. Look at the snow!

Joe : Snow? But it's only October. I know there's no snow.

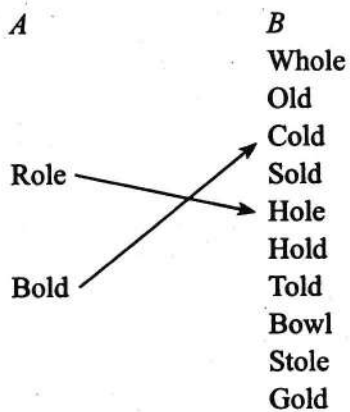
Joan : Come over to the window, Joe.

Joe : You're joking, Joan. There's no snow

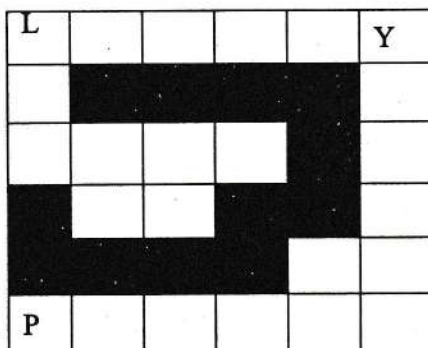
Joan : OK. I'll put my coat on and go out and make a snowball and throw it at your nose, Joe Jones!

Then, listen to the speaker that will read it. Be volunteers for the class, please.

III. Sign with more arrows "B" words that rhyme with "A" words.



IV. Complete the crossword below. The clues are words which rhyme with the answer but do not have the same meaning.



IT SOUNDS LIKE NATIVE ENGLISH

Clues

Across:

1. Only
2. Don't
3. Know
4. Joe
5. below

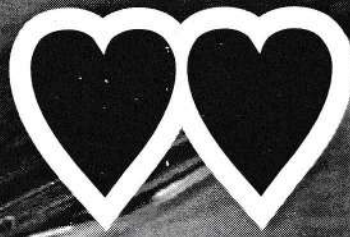
Down:

1. Slow
2. Jones
3. Snow
4. No
5. Hello

V. The sound /əʊ/ in English includes the spellings

VI. Write ten more words with the sounds /əʊ/

No	Words	Phonetic transcription
1	Remote	/rɪməʊt /
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		



Dearest Rina

diərəst rina

50

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound / Iə/ in the words heard;*
2. *pronounce the sound / Iə / properly;*
3. *explain why this sound is troublesome to Indonesian learners of English*
4. *explain the simplest way to handle this sound*

Though this glide is not so difficult to master as the other ones, it needs time to get used to it, because basically Indonesian learners of English do not have a sound of this quality. The best way to produce it is to smoothly glide from /i/ to /ə/.

I. Repeat the following words after the speaker. Notice how the underlined vowels are pronounced.

1. <u>ear</u>	11. <u>idea</u>
2. <u>beer</u>	12. <u>atmosphere</u>
3. <u>tear</u>	13. <u>mountaineer</u>
4. <u>pier</u>	14. <u>cheers!</u>
5. <u>beard</u>	15. <u>nearly</u>
6. <u>Lear</u>	16. <u>disappeared</u>
7. <u>hear</u>	17. <u>Australia</u>
8. <u>dear</u> (Br)	18. <u>windier</u>
9. <u>clear</u>	19. <u>easier</u>
10. <u>year</u>	20. <u>cashier</u>

I. Which one do you think contains the sound /iə/

1. gear 2. rear 3. fire 4. hemisphere 5. vampire 6. happier
7. earner 8. climber 9. bomber 10. European 11. desire
12. capture 13. liar

II. Now, consult a better friend, standard dictionary or your teacher. When necessary, formulate the occurrence of the sound /iə/.

IT SOUNDS LIKE NATIVE ENGLISH

No	Spelling	Examples, Phonetic transcription
		
		
		

III. Mention ten other words that you have not learnt in this chapter.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

IT SOUNDS LIKE NATIVE ENGLISH



Environmental Awareness

ɪnvəɪrən'məntl̩'weənəs

53

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /eə/ in the words heard;*
2. *pronounce the sound /eə/ properly;*
3. *explain why this British English sound is troublesome to Indonesian learners of English; and*
4. *explain the simplest way to handle this sound*

This glide has two sounds: /e/, which is long and /ə/. It is only found in British English pronunciation. In the American English version, it is changed to pure long /e/. To us this sound is also not so difficult to make as, let's say /eɪ/, or /aʊ/, but this new sound is often confused with the sound /ɪə/ discussed earlier. Let's compare these sounds.

I. Repeat the following pairs after the teacher, notice how each pair is pronounced differently:

Sound 1	Sound 2
1. air	ear
2. bear	beer
3. pear	pier
4. hair	hear
5. tear (v)	tear (N)
6. chairs	cheers
7. dare	dear
8. Claire	clear
9. there	they're
10. share	sheer

I. Which one do you think contains the sound /eə/

- | | | | |
|--------------|------------|-----------|------------|
| 1. Care | 2. Real | 3. Scarce | 4. Declare |
| 5. Nightmare | 6. Primary | 7. Blaire | 8. Scared |
| 9. Deal | 10. Bar | | |

II. Now, formulate a rule of the sound /eə/ occurrence according to the spelling.

IT SOUNDS LIKE NATIVE ENGLISH

No	Spelling	Examples, Phonetic transcription
		
		
		

III. Provide ten other words that have the sound /eə/.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



Peter Pan

p^hi:təp^hæn

56

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. identify the sound /p^h/, /k^h/ and /t^h/ in the words heard;
2. pronounce the sound /p^h/, /k^h/ and /t^h/ properly;
3. explain the occurrence of these sounds; and
4. explain the simplest way to handle these sounds.

Obviously, the nine consonant sounds which we are concerned with include these three sounds because they are pronounced significantly different from those of ours when occurred in certain position. To produce these sounds properly, you may try by holding a piece of paper in front of your mouth. Then, make the sounds in aspirated mode (symbolized with ^h) – the paper moves as the airflow presses it backward).

III. Repeat these words after the speaker. Note that the aspirated consonant sound shifts.

- | | |
|--------------|----------------|
| 1. pen | 11. passenger |
| 2. pencil | 12. policeman |
| 3. pin | 13. pipe |
| 4. pear | 14. pork pie |
| 5. Peter | 15. pepper pot |
| 6. poppy | 16. puppy |
| 7. Paris | 17. piano |
| 8. pocket | 18. compact |
| 9. postcard | 19. reporter |
| 10. passport | 20. departure |

Do it again and again.

II. Repeat these words after the speaker. Notice how the aspirated consonant sound shifts

2. tell	9. twins
3. tennis	10. twelve
4. telephone	11. travel
5. tomato	12. transportation
6. tin	13. untouchable
7. try	14. potatoes
8. twenty	

IT SOUNDS LIKE NATIVE ENGLISH

III. Repeat these words after the speaker. Notice how the aspirated consonant sound shifts

1. car	11. chemistry
2. cup of coffee	12. queue
3. of course	13. Christian
4. Cambridge	14. record (v)
5. clock	15. tachometer
6. clever	16. proclaim
7. cream	
8. cricket	
9. cakes	
10. quiet	

IV. With the help of a dictionary, find ten other words with the sounds /p^h/, /k^h/ and /t^h/ in them. Write also the phonetic transcription.

1. compatible /kəm'pætɪbl/	6.
2.	7.
3.	8.
4.	9.
5.	10.

V. So, the sounds /p^h/, /k^h/ and /t^h/ in English usually exist only when.....or.....

IT SOUNDS LIKE NATIVE ENGLISH

Space Shuttles

spels 's Atls

59

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /ʃ/ in the words heard;*
2. *pronounce the sound /ʃ/ properly;*
3. *explain the occurrence of the sound; and*
4. *explain the simplest way to articulate this sound.*

To those students who are familiar with Arabic phonemes this sound does not seem a matter. It resembles to the Arabic ش. When you say “isyarat” or “syukur” (either one is borrowed from Arabic), you will surely experience the sound symbolized as ʃ in the study of English phonology. This sound also comes up as a result of quick shift from sound /s/ to sound /j/ as in questions “What’s your name?” and “It’s your wallet, isn’t it?”. This will be discussed exclusively under “Connected Speech” (Chapter Twenty-Four).

- | | | |
|--------------------|---------------------------|-------------------------|
| 1. <u>s</u> he | 8. <u>sh</u> runk | 15. milk <u>sh</u> ake |
| 2. <u>sh</u> oe | 9. demon <u>str</u> ation | 16. <u>s</u> ure |
| 3. <u>sh</u> ip | 10. <u>w</u> ish | 17. benef <u>ic</u> ial |
| 4. <u>ash</u> | 11. spec <u>ial</u> . | 18. cruc <u>ial</u> |
| 5. <u>rush</u> | 12. mach <u>in</u> e | 19. broch <u>u</u> re |
| 6. <u>push</u> | 13. vacat <u>ion</u> | 20. fash <u>ion</u> |
| 7. ass <u>u</u> re | 14. tiss <u>u</u> e | 21. <u>sue</u> (Br) |

I. Repeat these words after the speaker. Notice how the underlined consonants are pronounced.

So, how will you pronounce this phrase?

“A washing machine”

“A commercial ship”

“A fashion show”

“A vacation brochure”

“A special tissue”

II. Work in pairs to ask and answer question like this:

A : Where would you usually catch a train?

B : At a train station.

III. Where would you usually.....?

IT SOUNDS LIKE NATIVE ENGLISH

1. arrange a vacation
2. wash dishes
3. cash a check
4. find seashells
5. catch a bus

At a bus station
In the kitchen
At the beach
At a travel agency
At a bank

III. Explore your dictionary to find ten other words with the sound /ʃ/ in them.

- | | |
|---------------------------|----------|
| 1. parachute /'pʰærəʃu:t/ | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |

61

IV. The spellings for the sound /ʃ/ are :

No	Spelling variants	Examples
	Notes	

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Asian Culture

eɪʒən'kʌltʃə

62

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

- 1. identify the sound /ʒ/ in the words heard;*
- 2. pronounce the sound /ʒ/ properly;*
- 3. explain the simplest way to articulate this sound.*

To the author's perceptions, this sound sounds typical French. While sound /ʃ/ comes up when sound /s/ meets /j/, the sound /ʒ/ occurs when sound /z/ meets /j/ as in "I don't want to lose you". To practice producing this sound, you can do it best while looking at a model's mouth movement.

I. Repeat these words after the speaker. Notice how the underlined parts are pronounced.

1. television.
2. garage.
3. measuring tape
4. treasure
5. Asia (Am)
6. casual clothes
7. an unusual collision
8. a great leisure

II. When somebody says "thank you" for doing something, the Englishman some times says, "it's a pleasure". Practice this exercise.

Example:

- A : Thank you for lending me your television
B : It's a pleasure
1. Thank you for mending my television
 2. Thanks for lending me your measuring tape
 3. Thanks for lending me "Treasure Island"
 4. Thank you for letting me use your garage
 5. Thanks for letting me drive your Peugeot
 6. Thanks for letting us watch your television

IV. With the help of your dictionary. Search for ten other words with the sound /ʒ/ in them.

IT SOUNDS LIKE NATIVE ENGLISH

- | | |
|-----------------------|----------|
| 1. gigolo /' ʒɪgələʊ/ | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |

V. The spellings for the sound /ʒ/ usually include.....

Archery

‘a:tʃərɪ



65

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /tʃ/ in the words heard;*
2. *pronounce the sound /tʃ/ properly;*
3. *explain the simplest way to articulate this sound.*

To the author's perception, this sound is almost the same as our /c/ either in Indonesian or Javanese, but it has more "airflow". And, of course, preciseness in pronouncing this sound will contribute to the native-likeness of our pronunciation of English. Whereas the /ʒ/ automatically comes up when sounds /s/ and /j/ are confronted, the /tʃ/ occurs when the neighboring /t/ and /j/ are uttered as in "It's nice to meet you", "I want you to stay", and "Don't you know...?". Orthographically speaking, the occurrence of this sound is easy to identify. The clue is the spellings *ch*, and endings *-tual* and *-ture*.

I. Repeat these words. Notice how the underlined letters are pronounced.

- | | |
|---------------------------|-----------------------|
| 1. <u>ch</u> ips | 11. but <u>ch</u> er |
| 2. <u>ch</u> ea <u>p</u> | 12. habi <u>tual</u> |
| 3. <u>ch</u> erry | 13. <u>ch</u> icken |
| 4. <u>ch</u> op | 14. lun <u>ch</u> |
| 5. ca <u>tch</u> | 15. chu <u>rch</u> |
| 6. wa <u>tch</u> | 16. mu <u>ch</u> |
| 7. <u>ch</u> ildren | 17. whi <u>ch</u> |
| 8. <u>ch</u> equ <u>e</u> | 18. punct <u>ual</u> |
| 9. <u>Ch</u> eshire | 19. furnit <u>ure</u> |
| 10. <u>ch</u> oose | 20. creat <u>ure</u> |

I. Work in pairs to ask and answer questions like this:

A : Where would you usually catch a train?

B : At a train station

Where would you usually.....?

- | | |
|-------------------|----------------------|
| 1. buy a couch | At the beach |
| 2. find seashells | In the kitchen |
| 3. wash dishes | At a furniture store |
| 4. buy meat | At the butcher's |

IT SOUNDS LIKE NATIVE ENGLISH

I. Explore your dictionary to find ten other words with the sound /tʃ/ in them.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

I. Listen to the song entitled “I don’t Like to Sleep Alone”. If you feel familiar with the song, you may start to try to sing it along. Here are some of the lyrics:

I don't like to sleep alone

Stay with me, don't go

Talk with me for just a while

So much of you to get to know

Reaching out, touching you

Leaving all the worries behind

Loving you, the way I do

My mouth on yours and yours on mine...

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II. The letters for the sound /tʃ/ include

.....

IT SOUNDS LIKE NATIVE ENGLISH

30 13 3rd 1/3

Thirty,

Or Thirteen?

‘θə:ti ,v: θə:ti:n?’

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify the sound /θ/ in the words heard;*
2. *pronounce the sound /θ/ properly;*
3. *explain the occurrence of the sound; and*
4. *explain the simplest way to articulate this sound.*

This sound is normally not available in our mother tongue. The author supposes that this sound is similar to (or the same as?) that of Arabic ث. Therefore, those who can already pronounce the Arabic consonant sound ث are assumed to be able to pronounce this English sound properly. To make the sound / θ /, air is pushed through a narrow opening in the mouth.

I. Repeat these words.

/θ/
thanks
thought
Thursday
nothing
fourth
path
thing
thumb
third

69

II. Underline the consonant sound / θ / in the following sentences while listening to the speaker.

- | | |
|----------------------------|---------------------------|
| 1. Three thirty | 5. When is Thanksgiving? |
| 2. It's through this way | 6. Thank you. |
| 3. The twenty-third | 7. Thursday |
| 4. Is today your birthday? | 8. What date is it today? |

IT SOUNDS LIKE NATIVE ENGLISH

I. Work in pairs. Write the sentences in Activity II above in the spaces in these conversations, then say the conversations together

1. A : Where's the bathroom?
B : _____
A : _____
B : You're welcome
2. A : _____
B : It's the fourth
A : What day is it today?
B : _____
3. A : What time's the train to Forth Worth ?
B : _____
A : When does it get there?
B : Four twenty-three

II. Do this in pairs. Student A takes one sentence from list A, while student B takes one from list B

Example:

- A : Judith is at the theatre
B : Is she? I thought she was at the Smiths

IT SOUNDS LIKE NATIVE ENGLISH

List A

Judith is at the theatre

Mr. Smith is thirty-three

It's Edith's birthday today

I'm so thirsty

The Smiths house is work

Mrs. Smith is thirty

The Smith's house is worth
30.000

List B

Are you? I thought you drank
something

Is she? I thought she was at
the Smiths

Is he? I thought he was thirty

Is she? I thought she was thir-
ty-three

Is it? I thought it was last
month

Is it? I thought it was worth
3.000

Is it? I thought it was south

V. The letters for the sound /θ/ include

.....



This, Or That?

ðIs , ʊ: ðæt?

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

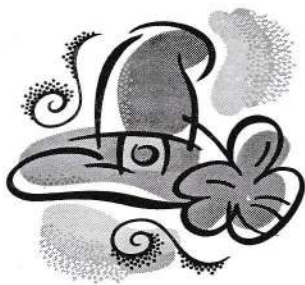
1. *identify the sound /ð/ in the words heard;*
2. *pronounce the sound /ð/ properly;*
3. *explain the occurrence of the sound; and*
4. *explain the simplest way to articulate this sound.*

This sound is normally not available in our mother tongue, either. While the sound / θ / can be equalized as the Arabic ث, the English /ð/ can be equalized as the Arabic ظ. Therefore, those who are already familiar with the Arabic consonant sound ظ are assumed to be able to pronounce this English sound properly. To articulate the sound /ð/, air is pushed through a narrow opening in the mouth. Air blockage is stronger here.

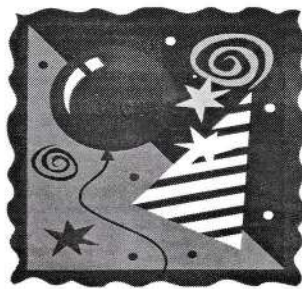
I. Repeat these words after the speaker.

/ð/
this
that
those
breathe
other
they
clothing

II. Talk about the two hats below using the words from the list under the conversational patterns,



A



B

X : Between the two hats, which one do you think is.....?

Y : I think the one in stripes is
one with ribbon and flower
.....

better	more fashionable
cheaper	more comfortable
prettier	more expensive

IT SOUNDS LIKE NATIVE ENGLISH

III. Think of minimum ten other /ð/ words. Write also the phonetic transcription.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



A Beautiful View

ə'bjʊ:tɪfəl vju:

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Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *identify sound /v /in the words heard;*
2. *pronounce sound /v / properly;*
3. *explain why this sound is problematic to some Indonesian learners of English; and*
4. *explain the simplest way to handle this sound*

Many Indonesian learners of English pronounce this sound as the sound /f/. They pronounce /ferl/ for either “ferry” or “very” and /fju:/ for “few” or “view”. To the author’s perception the simplest way to articulate the sound /v/ is by producing a sound between /f/ and /w/. Put your upper teeth on your lower lips. Use the position to block *tightly* the airflow from within. Let’s see how this sound is different from its “neighbor” sound /f/.

I. Repeat these pairs. Notice how the underlined letters are pronounced

- | | |
|--------------------------|------------------------|
| 1. <u>f</u> eel | <u>v</u> eal |
| 2. <u>f</u> ine | <u>v</u> ine |
| 3. <u>f</u> ail | <u>v</u> eil |
| 4. <u>f</u> ew | <u>v</u> iew |
| 5. <u>l</u> ea <u>f</u> | <u>l</u> ea <u>v</u> e |
| 6. <u>h</u> a <u>l</u> f | <u>h</u> a <u>v</u> e |
| 7. <u>f</u> ast | <u>v</u> ast |
| 8. <u>l</u> i <u>f</u> e | <u>l</u> i <u>v</u> e |
| 9. <u>s</u> a <u>f</u> e | <u>s</u> a <u>v</u> e |
| 10. <u>f</u> an | <u>v</u> an |
| 11. <u>f</u> erry | <u>v</u> ery |

I. Work in pairs. Your partner should say one of the words in each pair silently to you. Try to decide which one is being said.

IT SOUNDS LIKE NATIVE ENGLISH

Take turns being listener and speaker

II. Read this passage aloud

This is a photograph of a fat farmer arriving at a village in the valley. He's driving a van. It's a fine day, but it's November, and the leaves have fallen from the vine in the front of photograph.



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III. After you understand what the photograph is all about, ask somebody these questions about the photograph.

1. Who's driving the van?
2. How many leaves have fallen from the vine?
3. Where do the villagers live?
4. Is the van leaving or arriving?
5. What month of the year was it when the photograph was taken?

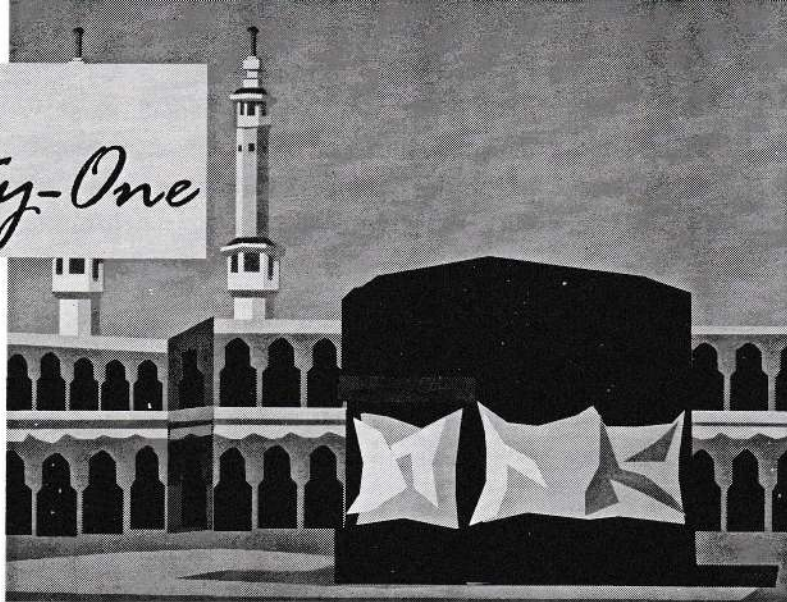
IV. Think of ten other /v/ words. Write the phonetic symbols

Example: vivid, active,

V. It's quite easy to identify the occurrence of the sound /v/ in written form. The consonant letter for the sound /v/ is

IT SOUNDS LIKE NATIVE ENGLISH

Chapter *Twenty-One*



The Mosque

ðəm:ʊ sk

79

Specific Instructional Objectives:

Having read this chapter, the students are expected to be able to pronounce the clustered consonant sounds without the presence of vowel sounds.

This chapter is dedicated to consonant clusters. By 'consonant clusters' here the author means two or more consonant sounds that come together. Again, as far as pronunciation is concerned, do not confuse sound with letter. The word 'speak' begins with the consonant cluster /sp/. There is a tendency for us Indonesian learners of English to produce vowel /ə/ between the /s/ and /p/ while saying the word. There are so many consonant clusters or groups in English. But for our purpose, in this unit the author presents exercises that highlight a number of them which are potentially problematic to Indonesian learners of English, and they have to be aware of the occurrence of sounds of this kind.

I. Underline the parts of the words where consonant clusters occur.

- | | |
|---------------|------------|
| 1. blood | 11. throat |
| 2. against | 12. belt |
| 3. school | 13. field |
| 4. next | 14. built |
| 5. film | 15. think |
| 6. street | 16. since |
| 7. Christmas | 17. want |
| 8. three | 18. friend |
| 9. through | 19. grasp |
| 10. thrillers | 20. crowd |

IT SOUNDS LIKE NATIVE ENGLISH

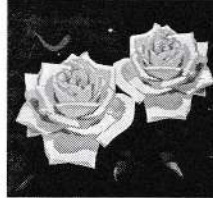
II. Choose the word that is suitable with the picture provided

an umbrella	bread	a plate	an alarm clock
a ski suit	leaves	an aircraft	a sleeping bag
a light bulb	a dress	a sweater	flippers
slippers	a credit card	a swimsuit	bug spray
a diskette	flowers	a tree	candles

Pict 1



Pict 6



Pict 2



Pict 7



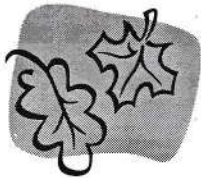
Pict 3



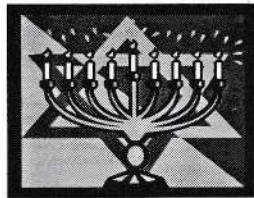
Pict 8



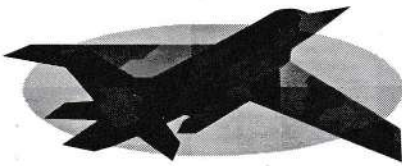
Pict 4



Pict 9



Pict 5



Pict 10



III. Work in pairs. From the words in the box below find some.....

- things you can eat or drink
- things you can wear
- parts of the body
- animals
- people
- ways people feel

elephant	adult	pleased	belt	waist
wasp	childfox	toast	yourself	pants
beans	arm	shorts	hand	orange
parent	boyfriend	shocked	milk	depressed
cold	chest			desk lamp

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IV. Ask other students these questions and note how many people give each answer. Read the questions and the choices.

1. Which of these subjects did you like best in school?
_____ science _____ art
_____ economics _____ politics
2. Which of these colors do you like best
_____ purple _____ orange
_____ pink _____ gold
3. Which of these activities do you like to do best in your spare time?
_____ watch television _____ read books
_____ play sports _____ garden
4. Which of these jobs would you rather have?
_____ journalist _____ artist
_____ programmer _____ accountant
5. Where would you rather work?
_____ in a hospital _____ in a bank
_____ in a school _____ outdoors

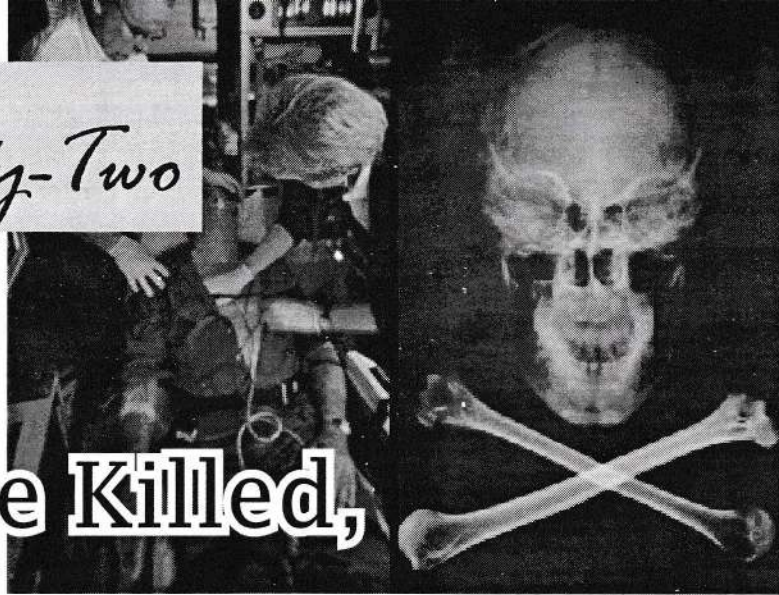
6. Which of these countries would you rather go to for a vacation?

_____ Egypt

_____ France

_____ Thailand

_____ Sweden



Three Killed,

Five Injured

θri: kɪld faɪv ɪndʒə:d

85

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. articulate differently three types of verb ending *-ed*;
2. articulate differently three types of verb ending *-es*;
3. articulate differently three types of noun ending *-es*;
and
4. explain why comparatively the same ending spelling is pronounced differently.

As the previous chapter suggests, word endings are often troublesome to our Indonesian learners of English. Experience tells us usually students do not pronounce the last sound of consonant cluster in the final position. You can expect with all its consequences that learners say /kʌn/ or /sen/ in "Sorry, I can't" or "Well, the order has already been sent". Native speakers of British English end these two words with sound /t/ very clearly. Learners encounter worse problem when ending with the same spelling should be pronounced in different ways as found in the past tense -ed, present -es, and plural noun -es.

I. Notice how the paper headlines below are pronounced.

Man Knocked Down by Speeding Motorbike

Man and Woman Killed Crossing Road

Hundreds Wounded in the War

Man Injured by Car at Intersection

Wanted Alive or Dead!

II. Which one/ones of the following words do you think has/have

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relation with the information above?

walked	knocked	jumped	crossed
looked	worked	arrested	stopped
called	arrived	started	helped
robbed	missed	combated	hurried
battled	talked	hospitalized	killed

III. The -ed ending is pronounced in one of three ways. Listen to the speaker pronouncing the past -ed words from the box above and write them in the table according to its pronunciation category. Number 1 has been done for you as an example.

No	/t/	/d/	/ɪd/
1	walked		
2			
3			
4			
5			
6			

III. The pronunciation of –ed ending depends fully on the sound that comes before it. This table shows the sounds that come before –ed. Try to find other sounds that most possibly fall to each category.

/t/	/d/	/ɪd/
/k/	/n/	/t/

IV. Likewise, the –s ending is pronounced as /s/, /z/, or /ɪz/. Repeat these example words:

Words that end with /s/: cats, keeps, takes, Beth's

Words that end with /z/: calls, gloves, toys, she's

Words that end with /ɪz/: catches, passes, boxes, Mitch's

The pronunciation used depends on the sound that comes before the final –s or –es. Note that –es endings include noun plurals (for example, two cats), third person singular verbs (He takes the train), possessives (Beth's house), and the short form of "is" or "has" (What's her name? He's already left). They all follow the same pronunciation rules.

/s/ "clear"	/z/	/ɪz/
/k/	/n/	/s/

IT SOUNDS LIKE NATIVE ENGLISH

V. Listen to these groups of words. In each group, all the words except one have the same pronunciation at the end. Underline the odd one out in each group.

looks, sleeps, runs, cuts, hopes
finishes, includes, chooses, misses, watches
loses, calls, gives, sings, buys
plays, goes, rains, wears, gets
writes, laughs, speaks, touches, stops
begins, promises, drives, seems, sells
Jeff's, Bob's, David's, Jane's, Mary's

VI. Find someone in your class who.....

1. likes old movies

2. enjoys telling jokes

3. wears contact lenses

4. reads history books for fun

5. watches television less than two hours a week

6. hates to shop for clothes

7. walks at least two miles every day

8. loves animals

9. speaks three or more languages

10. plays sports every weekend

Ask questions like this:

“Do you like old movies?”

Write the name of a person who answers “yes” in the space provided.

Each name can be used only one time.

Report your answers to the rest of the class. For example:

Ali likes old movies

ReCORD *it!* The REcord Shows

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Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

1. *pronounce various types of words with correct stress;*
2. *correctly predict syllable stresses in the English words.*

Every language has its own rhythm. The typical stressing system of the English words is systematic. The patterns of stressed and unstressed syllables of words create rhythm in longer linguistic units. Awareness of this will help you achieve a better pronunciation style. For this purpose, perhaps you will find the dictionary most helpful.

Words can be divided into syllables. For example:

farm	one syllable
be-gin	two syllables
com-pu-ter	three syllables
in-tel-li-gent	four syllables

I. How many syllables do these words have? Prove.

- | | | |
|----------------|------------------|-----------------|
| 1. furniture | 11. collect | 21. impossible |
| 2. brought | 12. anybody | 22. electricity |
| 3. blackboard | 13. please | 23. rabbit |
| 4. examination | 14. police | 24. directions |
| 5. remember | 15. grandmother | 25. good-bye |
| 6. economics | 16. biology | 26. Italian |
| 7. Chinese | 17. photographer | 27. September |
| 8. August | 18. chemistry | 28. July |
| 9. accountant | 19. diplomat | 29. Russia |
| 10. Marocco | 20. Arabic | 30. Germany |

IT SOUNDS LIKE NATIVE ENGLISH

II. In each line, four of the words have the same stress pattern.

Work in pairs and try to find the odd one out in each line.

above, chicken, prepare, guitar, correct

under, dirty, handsome, Japan, reason

exciting, tomorrow, November, injection, president

appointment, popular, yesterday, politics, sensitive

unemployment, competition, supermarket, information, immigration

III. Repeat these words and put √ sign over the stressed syllables.

carry famous daughter husband

forget careful modern prefer

frighten kitchen friendly doctor

IV. Now complete these sentences with the words provided below to get some simple rules for two-syllable words in English.

nouns verbs adjectives

Most.....and.....are stressed on the first syllable. Some..... are stressed on the first syllable, and others on the second.

V. Many words in English have endings such as -ion, -ity, -ic, and -ical. These endings can help you figure out where the stress goes. Listen to these words and put √ sign over the stressed syllable.

- | | | | |
|-------------------|-------------------|------------------|-------------------|
| 1. decision | 5. equality | 9. magnetic | 13. musical |
| 2. suggestion | 6. possibility | 10. scientific | 14. medical |
| 3. institution | 7. responsibility | 11. enthusiastic | 15. political |
| 4. identification | 8. personality | 12. democratic | 16. psychological |

VI. Now try these words.

- | | |
|----------------|---------------|
| 1. invention | 5. electronic |
| 2. examination | 6. strategic |
| 3. ability | 7. practical |
| 4. opportunity | 8. physical |

VII. Complete this sentence to get a rule for words with these endings.

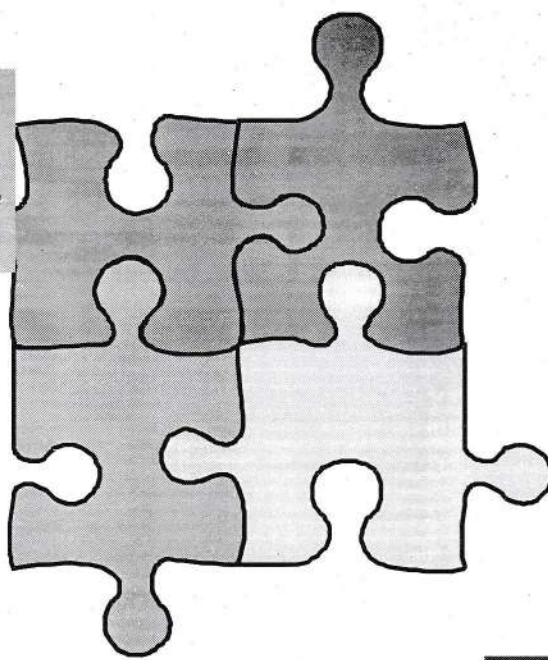
Words that end in -ion, -ity, -ic, and -ical usually have the main stress on the.....syllable from the endings.

VIII. Which of the adjectives in box A can be used to describe the nouns in box B? Work in pairs and discuss your answers with your partner. Example: a medical examination

romantic	medical
fantastic	electronic
scientific	enthusiastic
physical	political
musical	practical

question	suggestion
ability	discussion
invention	examination
personality	opportunity
composition	profession

IT SOUNDS LIKE NATIVE ENGLISH



Connected Speech

95

Specific Instructional Objectives:

Having finished studying this chapter, the readers are expected to be able to:

- 1. identify the occurrence of connected sounds; and*
- 2. pronounce the words that are normally connected.*

As the phonetic transcription of titles of the preceding chapters suggest, words are normally connected in spoken English. That is the reason why at times it is difficult to understand speakers of English when they are talking at normal speed. The pronunciation of some words when they are said in isolation, or in slow, careful speech, is not recognized anymore when they are connected or linked together smoothly in longer units spoken at normal speed. But remember, not every word is worth connecting. This chapter will introduce you to the connected speech of English. Your competence in this matter helps you improve native-likeness, speaking English that sounds "real" English.

I. Repeat these after the speaker. Make sure that you link the words together smoothly.

- | | |
|------------------------|-------------------------------------|
| 1. An hour and a half. | 6. Neither am I. |
| 2. It's upstairs. | 7. Both of us. |
| 3. He's an actor. | 8. A while ago. |
| 4. I found it. | 9. That's a lot of money. |
| 5. Just a little. | 10. This afternoon at four o'clock. |

In the expressions above, linkage is done when consonant sound ending a word meets a vowel sound initiating a word that immediately follows. Sometimes, two consonant sounds can be pronounced together as one different sound. This often happens in relaxed conversation when the consonant /t/, /d/, /s/, or /z/ at the end of a word is followed by /y/ at the beginning of the next word (especially in "you" or "your").

IT SOUNDS LIKE NATIVE ENGLISH

x. Repeat these sentences. Make sure that you link the words as shown.

Don't forget your passport.

You'll miss your train.

/tʃ/

/ʃ/

You won't need your jacket.

Don't lose your camera

/dʒ/

/ʒ/

Of course, there are many other words that produce these sounds when they come together. Work in pairs or groups of three to find minimum ten words.

No	Neighboring words	Longer units
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

III. If you roll on the words while uttering the following sentences,

you will automatically produce sounds /w/ or /y/.

When is Brian's birthday?

What present do Joe and Mary Ann decide to get him?

When are they going to have a party?

What about a new umbrella?

Yeah, let's do it on Saturday.

I'm free on Sunday

Are you at home on Thursday evening?

You arrange the party.

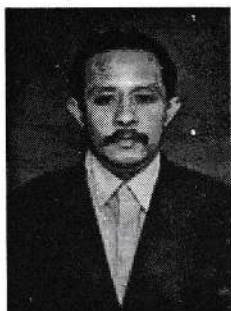
It won't be too expensive.

He has an interview on Friday.

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He obtained his graduate degree in English Language Education as well as his master in Linguistics from *Sebelas Maret* State University of Surakarta (known as UNS). He is now registered as a doctoral student in Language Education at State University of Jakarta. He has also actively involved himself in either national or international professional meetings, such as BIPA and TEFLIN. He is an assessor as well as trainer in the teacher certification program.

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IT SOUNDS LIKE NATIVE ENGLISH



It Sounds Like Native English

Pronunciation plays a central role as far as spoken communication is concerned. It is not deniable that every learner of English dreams of being able to speak in the language with good pronunciation. It will not take long to improve your pronunciation up to a native-like level if you follow and complete the tasks specially designed for such a practical purpose. The author is an expert in this area. So, you will find "It Sounds like Native English" an amazing pronunciation self-access resource. Good luck.



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