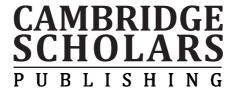
Pronunciation Instruction for Brazilians

Pronunciation Instruction for Brazilians: Student's Book

By

Rosane Silveira, Márcia Zimmer, and Ubiratã Kickhöfel Alves



Pronunciation Instruction for Brazilians: Student's Book, by Rosane Silveira, Márcia Zimmer and Ubiratã Kickhöfel Alves

This book first published 2009

Cambridge Scholars Publishing

12 Back Chapman Street, Newcastle upon Tyne, NE6 2XX, UK

British Library Cataloguing in Publication Data A catalogue record for this book is available from the British Library

Copyright © 2009 by Rosane Silveira, Márcia Zimmer, and Ubiratã Kickhöfel Alves

Graphic Designer: Luciane Baldo de Oliveira

Audio Recordings: Sônia Assumpção

Photo and Illustration Credits:

All photos and illustrations have been purchased from Istockphoto.com under a Standard License Agreement: p.5, 125 ©Istockphoto.com/Mark Brown; p.127 ©Istockphoto.com/Scott Barnes, Milorad Zaric; p.5 ©Istockphoto.com/Onur Döngel; p.12, 19, 35, 37, 38, 41, 43, 46, 49, 57, 64, 65, 72, 75, 80, 92 ©Istockphoto.com/Chih-Hang Chung; p.19 ©Istockphoto.com/Lise Gagne; p.31 ©Istockphoto.com/René Mansi; p.32 ©Istockphoto.com/Stacey Newman, Fuat Kose; p.53 ©Istockphoto.com/Chaleerat Ngamchalee; p.62 ©Istockphoto.com/David Turton, John Woodcock; p.69 ©Istockphoto.com/Jacom Stephens; p. 73, 74 ©Istockphoto.com/David Turton, John Woodcock; p.69 ©Istockphoto.com/Jacom Stephens; p. 73, 74 ©Istockphoto.com/DNY59; p.78 ©Istockphoto.com/Diane Labombarbe, Galina Barskaya, Quavondo Nguyen, John Prescott, Jacob Wackerhausen; p. 83 ©Istockphoto.com/Chris Schmidt; p.91 ©Istockphoto.com/Xavi Arnau.

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN (10): 1-4438-1113-0, ISBN (13): 978-1-4438-1113-2

DEDICATION

We dedicate this book to our students and mentors, who inspired us to write this book, and to our families.

TABLE OF CONTENTS

Foreword	ix
Guidelines for the students	X
Acknowledgements	xii
Introduction	1
0.1 Letters and sounds	1
0.2 Vowel sounds	4
0.3 Consonant sounds	6
Unit 1	
The syllable	
(Process 1 – Schwa Paragoge)	11
1.1 Vowel letters and vowel sounds	11
1.2 The letters "e" and "y"	15
1.2.1 The letter "e"	15
1.2.2 The letter "y"	16
Unit 2 Tricky sounds (Process 2: Substitution by another consonant)	22
2.1 /r/	22
2.2 /θ/ and /ð/	25
2.3 /tʃ/ and /ʃ/	28
2.4 /dʒ/, /ʒ/ and /d/	33
Unit 3 Aspiration of /p/, /t/, /k/ (Process 3: Non–aspiration of voiceless plosives in initial or stressed positions)	37
Unit 4 Final /b/, /d/, /g/ and /z/ (Process 4: Terminal devoicing of /b/, /d/, /g/ and /z/)	45
Unit 5 Getting the final /l/ right (Process 5: Delateralization and rounding of final /l/)	51

Unit 6	
The nasals	
(Processes 6 and 7)	55
6.1 /m/ and /n/	
(Process 6: Vocalization of word–final nasals)	55
6.2 Getting the velar nasal /ŋ/ right (Process 7: Velar consonant epenthesis)	58
Unit 7	
Getting the vowels right (Process 8: Vowel assimilation)	64
7.1 /ı/ and /i/	64
7.2 /æ/ and /ε/	70
7.3 /q/, /n/ and /3 ^r /	75
7.4 /ə/	79
7.5 /o/, /u/ and /ʌ/	84
Unit8	
Complex syllables	
(Process 1: Syllable simplification; Process 9: Interconsonantal epenthesis (-ed and -s morphemes))	89
8.1 Initial /s/ clusters	89
8.2 Final clusters: –ed endings	92
8.3 The –s endings (plural, third–person singular and possessive)	97
Answer key	102
References	122
Contributors	123
Notes	124
Appendices	125

FOREWORD

This captivating book is a precious resource for students of English interested in pronunciation matters. Specially designed for Brazilian Portuguese (BP) learners, this book, which is the counterpart to Pronunciation Instruction: Bringing Theory and Practice Together, is extremely helpful to fill a common gap regarding the practice of English pronunciation.

It is very common to find English learners and teachers who recognize the importance of pronunciation instruction but are not aware of many pronunciation problems that may hinder communication in a foreign language. The exercises and tips suggested in the nine practical units which comprise this book provide invaluable help to raise the learners' awareness about the relationship between sound articulation/perception and the orthography of English language, which sometimes biases both perception and production of Brazilians learning that language. The activities consistently address the differences between the native language sounds and the American English sounds which do not exist in Portuguese or which are slightly different from Portuguese.

Activities are creative and simple, and all of them can be applied in many teaching contexts at any school, i.e., no fancy technology is required.

This is definitely a well designed and appealing step-by-step guide for students who would like to improve their understanding about the pronunciation difficulties they face. The sets of exercises carefully prepared to overcome each difficulty are ready to be used. Most importantly, besides focusing on the perception/pronunciation of specific segments or structures, there are many creative contextualized exercises which help the learners practice the pronunciation of the learned information in a more natural way.

Enjoy the book and improve your pronunciation!

Andreia S. Rauber, PhD University of Minho

GUIDELINES FOR THE STUDENTS

Pronunciation Instruction for Brazilians: Student's Book is an exercise book that presents communicative pronunciation activities aiming to tackle the main pronunciation difficulties faced by Brazilian learners during the process of learning English. This activity book accompanies the contents of Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together, which, besides presenting all the activities covered in this exercise book, also provides the teacher and students with theoretical information on the main pronunciation problems faced by Brazilian learners when learning English. Thus, while Pronunciation Instruction for Brazilians: Student's Book can be regarded as a classroom activity or a self-study book, Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together is the ideal tool for teachers of English or researchers interested in the acquisition of L2 phonology.

In *Pronunciation Instruction for Brazilians: Student's Book*, practical classroom activities are designed and organized in nine separate units – from Intro to Unit 8 – which can be worked from beginning to end or just by choosing some exercises in the range that is presented within each unit. It doesn't mean that all the practical units have to be covered; rather, learners can decide which of the transfer processes shown in the Table of Contents need attention. For more details regarding these processes, refer to the book *Pronunciation Instruction for Brazilians: Bringing Theory and Practice Together*.

For all units, General American was taken as the standard pronunciation. Occasionally, comments regarding standard British pronunciation or some dialects spoken in the United States are included. Most pronunciation activities presented here are suitable for students at any proficiency level. However, some of the more communicative activities were designed for specific proficiency levels. The following symbols (page xi) will be used throughout this chapter to indicate the appropriate proficiency level.

Symbol	Proficiency Level
В	Beginners
I	Intermediate
A	Advanced

Activities with no special symbols are suitable for any proficiency level. Some activities require further information provided in the appendices.

We wish to provide a very flexible and practical way to make the study of pronunciation both communicative and fun, allowing learners to use this book either as a whole and comprehensive course of pronunciation and conversation, or as a resource for additional activities which can complement their classes according to the their needs.

ACKNOWLEDGEMENTS

Our special thanks to Andreia Rauber, Luciane Baldo de Oliveira, Michael Watkins, Paul Cumming, Sônia Assumpção, Thaïs Cristófaro-Silva, and Walcir Cardoso for their contribution to make this book happen.

Introduction

THE PHONETIC ALPHABET

0.1 Letters and Sounds

Listening 1. Listen to the words below. Pay attention to the different pronunciations of the letter "a".							
n <u>a</u> n	ne	f <u>a</u> ther	b <u>a</u> d		<u>a</u> ny		
			one sound, es an be represen		_		
b <u>oo</u> t	s <u>ou</u> p	<u>c</u> ar	<u>ch</u> emistry	<u>sh</u> ape	<u>s</u> ure		
[u]	[u]	[k]	[k]	[5]	[5]		
used to repr	resent the SO	UNDS.	onetic alphabe "a" in (1) can				
n <u>a</u> me		<u>a</u> ther	b <u>a</u> d	o represen	<u>a</u> ny		
[eI]		[a]	[æ]		[ε]		
Let's take a look at other words that contain the same sounds:							
May	car	S	some	man	every		
[e1]	[a]		$[\Lambda]$	[æ]	[ε]		

2 Introduction

Listening			
3. The sounds of to the words belo		so be spelled in	different ways. Lister
<u>k</u> ey	<u>c</u> able	ba <u>ck</u>	<u>ch</u> emistry
The symbol use in the words abo	•	onunciation of t	he underlined letters
Listening			
4. Now, listen to pronounced.	the words below and	check how the	underlined letters are
tea <u>ch</u> er	ma <u>cl</u>	<u>ı</u> ine	<u>c</u> ellular
as the words in		•	with the sound [k] sonant letters can be
-	,	ave the same so	unds as the underlined

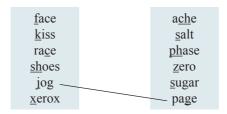
a) Can you think of other words that have the same sounds as the underlined letters?

tea <u>ch</u> er	ma <u>ch</u> ine	<u>c</u> ellular

Knowing the phonetic alphabet can therefore help you learn the pronunciation of a foreign language, which is why many dictionaries use some type of phonetic alphabet to represent the pronunciation of the words.



5. Listen to the words below and pay attention to the pronunciation of the UNDERLINED letters. Match the words whose underlined letters are pronounced with the same sound.



Using Your Dictionary

If you look up the word "knife" in the Thefreedictionary.com, for example, you will find the following information:

knife (naif)

- n. pl. knives (naivz)
- 1. A cutting instrument consisting of a sharp blade attached to a handle.
- 2. A cutting edge; a blade.
- v. knifed, knifeing, knifes
- v.tr. 1. To use a knife on, especially to stab; wound with a knife. 2. Informal To betray or attempt to defeat by underhand means.
- v.intr. To cut or slash a way through something with or as if with a knife: The boat knifed through the waves.

(Source: http://www.thefreedictionary.com/knife)

The first information to appear in this entry is the pronunciation of the word "knife", which is enclosed in parentheses, in the singular [naif] and the irregular plural [naivz] forms. Thus, we find out that, for example, the letter "k" is not pronounced in these words, and that the letter "i" is pronounced as [aɪ].

0.2 Vowel Sounds



Listening

1. Listen to the words below. Then, let us take a look at the vowel sounds of the English language and how they are represented in a phonetic alphabet:

Vowel	Keywords	Your Keyword
i	s <u>ee</u>	
I	s <u>i</u> t	
eı	s <u>ay</u>	
ε	b <u>e</u> d	
æ	m <u>a</u> d	
a	f <u>a</u> ther	
э	sp <u>o</u> t	
ou	n <u>o</u>	
υ	b <u>oo</u> k	
u	Z <u>00</u>	
aı	m <u>y</u>	
au	n <u>ow</u>	
31	b <u>oy</u>	
Λ	c <u>u</u> t	
3 ^r	b <u>ir</u> d	
ә	<u>a</u> bove	



Add another keyword for each vowel sound.

Important: Some dictionaries use different symbols to represent certain sounds. At home, compare the symbols of the alphabet we are going to use in this class with those used in your dictionary.



2. Guessing the words

The vowel letters of the words below were replaced by the phonetic symbols. Pronounce the words out loud and write them down using their normal spelling.

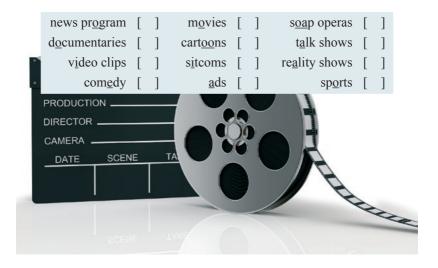
 mлm	 wai	 cæp
 shock	 hʌrt	 bɪt
 bæd	 hau	 luk
 si	 sei	 top



Listen to the words and check your answers.



3. Listen to the pronunciation of the TV programs below and use the appropriate vowel symbol to transcribe the underlined vowel letters. Use your dictionary if necessary.



6 Introduction



4. Fill in the chart below with your favorite type of TV programs for each day of the week. Then, talk about them with a partner. Give as much information as possible. Pay attention to the pronunciation of the vowel sounds.

Example: In the mornings I like to watch the news. But I can only do this on Mondays and Fridays because...

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
Morning							
Afternoon							
Evening							
Night							

0.3 Consonant Sounds



Listening

1. Listen to the words pay attention to how the consonant sounds are represented in a phonetic alphabet:

Consonants	Keywords	Consonants	Keywords
p	реп	n	<u>n</u> ever
b	<u>b</u> oy	W	<u>w</u> ell
t	<u>t</u> ime	1	<u>l</u> ove
d	<u>d</u> ay	r	<u>r</u> oad
k	<u>c</u> ar	j	yes
g	girl	t∫	<u>ch</u> at
f	<u>f</u> ace	dʒ	june
V	<u>v</u> ery	θ	<u>th</u> ink
S	<u>s</u> un	ð	<u>th</u> e
Z	<u>z</u> ebra	S	<u>sh</u> e

Consonants	Keywords	Consonants	Keywords
h	<u>h</u> ot	3	massage
m	<u>m</u> other	ŋ	si <u>ng</u>

Add your own keywords to the consonant chart.

Consonants	Your Keywords	Consonants	Your Keywords
p		n	
b		W	
t		1	
d		r	
k		j	
g		t∫	
f		dʒ	
V		θ	
S		ð	
Z		ſ	
h		3	
m		ŋ	

Important: Some symbols used in the phonetic alphabet are very different from normal spelling. Check the symbols your dictionary uses for these symbols and add them to the consonant chart.



- 2. Get together with a classmate and try to answer these questions:
- a) What is a day of the week that starts with the sound $[\theta]$?
- b) What is a month that finishes with the sound $[t\int]$?
- c) What is a month that starts with the sound [dʒ]?
- d) What is a pronoun that starts with the sound $[\delta]$?
- e) What is a day of the week that has the sound [æ]?

8 Introduction

3. The chart below contains words that belong to four different categories. Can you spell the words for each category?

School subjects	Colors
'længwədʒ mæθ 'kʰεmɪstri 'fızıks	blæk wait phiŋk beiʒ
Numbers	Countries
θri 'hʌndrɪd naın 'θɜrtɪ	dʒəˈpʰæn 'tʃɪlɪ 'kʰjuba fræns



4. Write these words in the appropriate column, according to the pronunciation of the underlined consonants. There are two words for each column. Use your dictionary to check pronunciation if necessary.

share rich cheese June car caught <u>h</u>armony comprehend take that chat age thought either casual math sure massage

[dʒ]	[3]	[t∫]
rea .	F41	[0]
[5]	[t]	[θ]
[ð]	[h]	[r]



Listen to the pronunciation of the words in exercise (4) and check your answers. Then, practice pronouncing the words with a partner.



Horoscope Buff

5. Listen to the pronunciation of the signs of the zodiac.

How many dates can you guess? Match the columns and check your answers with a partner.

Horoscope	Dates
a. Libra	May 21-June 21
b. Taurus	August 23-September 22
c. Sagittarius	November 22-December 21
d. Pisces	July 23-August 22
e. Cancer	September 23-October 23
f. Aquarius	January 20-Feb. 18
g. Aries	April 20-May 20
h. Leo	October 24-November 21
i. Capricorn	December 22-January 19
j. Scorpio	March 21-April 19
k. Gemini	February 19-March 20
1. Virgo	June 22-July 22

6. Here are five signs of the zodiac. Write the signs transcribed below using the regular alphabet:

'p ^h aisis	'æris	'dʒɛmənaı	'liou	'vзrgou
5	2 m =	Ω	<i>m</i>)	+

10 Introduction



7. Now, comment on the star signs of 3 people you know (parents, brothers and sisters, friends, etc.).

Example:

Student A: What is your mother's star sign?

Student B: She was born on February 25th. So, she's Pisces.



- 8. Discuss these questions with a partner:
- a) Do you believe horoscopes can predict your future?
- b) Do you know other people that have the same star sign you have? How similar are you?
- c) Do you know any person who is obsessed with horoscopes? If so, what does this person generally do?

Your Notes		

Unit 1

THE SYLLABLE

1.1 Vowel letters and vowel sounds



1. Listen to the words below and check the number of syllables in each of them.

car	name	begin	student	eleven	understanding
(1)	(1)	(2)	(2)	(3)	(4)

Tip: To count the syllables, pay attention to the number of vowels that are PRONOUNCED. Remember that not every letter vowel is pronounced. And the letter "y" is sometimes pronounced as [i] (easy ['i.zi]) or [aɪ] (ex., cry [kraɪ]).

Important: The sounds [aɪ], [eɪ], [ɔu], [au], [ou] are also called diphthongs. These sounds also count as one vowel.

Examples: fly [flai] = 1 syllable; house [haus] = 1 syllable

2. Now complete the chart below.

	Number of letter vowels or diphthongs	Number of pronounced vowels or diphthongs	Number of syllables
choose	3	1	1
door			
June			
July			
tour			
Friday			
spring			
give			

12 Unit 1



3. Listen to the words below and classify them according to the number of syllables. Practice pronouncing the words.

smoke	snow	foggy	smoky	movie
snowy	dirty	blood	wind	rainy
ease	cloud	windy	easy	fog
dirt	rain	cloudy	move	bloody

One syllable	Two syllables

Don't forget to pronounce the final "y" in the words above! Notice that "y" can be added to nouns to transform them into adjectives, and this creates a new syllable: wind — windy dirt — dirty

Did you notice how important it is to pronounce the end of the words correctly?



4. The instructor is going to dictate 8 words from exercise (2). Write them down.



Pair Work

5. Each student chooses 5 words from exercise (2) and dictates them to a classmate. Check if your classmate wrote the words you dictated.

Tip: The letter "y" can be pronounced as:

[i]: study, any, body [aɪ]: cry, my, why

[j]: yes, year, you

[1]: symbol, myth, system



Listening

- 6. Listen to the pairs of sentences below and circle the one you hear. Check your answers with a partner and practice pronouncing each pair.
 - 1 a) The move was great.
 - b) The movie was great.
 - 2 a) Why is it read?
 - b) Why is it ready?
- a) Which party did you like?
 - b) Which part did you like?
- 4 a) Did you say "sit"?
 - b) Did you say "City"?

- 5 a) I saw the army.
 - b) I saw the arm.
- 6 a) The cop is here.
 - b) The copy is here.
- 7 a) The word is "juice".
 - b) The word is "juicy"
- 8 a) There are many over there.
 - b) There are men over there.

14 Unit 1



What's the weather like?

7. Your instructor will give you some information about the weather forecast for the whole week (see Apendix A). Take turns describing the weather and complete the chart you will receive with the information your partner will give you.

Example:

Student A: What is the weather like on Monday morning?

Student B: It's cloudy and cold. Student A: And in the afternoon?

Student B:



8. (a) Here are some activities that you can do in your free time. Some of them depend on the weather conditions.



Listening

Listen to the words and add 2 more activities to the chart.

Go	Do	Other suggestions:
camping	• tai-chi in the park	
sailing	• a picnic	
 parachuting 		
fishing	Play	
 to the beach 	 video game 	
• to an outdoor concert	• cards	



Pair Work

8. (b) Ask your partner to suggest three activities you could do this week, based on the weather forecast in exercise (7). Pay attention to the way you pronounce the word endings.

Your suggestions:

	Activities	Weekday	Reason
Ex.	sailing	Sunday	windy
1.			
2.			
3.			

Example: I think we should go sailing on Sunday. It's going to be windy.

1.2 The Letters "e" and "y"

1.2.1 The letter "e"

1. In the previous unit, you learned how to count syllables in English. Did you notice that the letter "e", at the end of the words, is not generally pronounced?

nam <u>e</u>	lat <u>e</u>	sai	m <u>e</u>	pag <u>e</u>	Jun <u>e</u>
2. There are a f	ew words in	n which the	e final "e" is	pronounced:	
be	me	see	knee	degree	agree
Why do we have	ve to pronou	ince the let	ter "e" (or "	ee") in the w	ords above?
Your guess:					

3. You must be asking yourself: "If the letter "e" is not pronounced in some words, why does it appear in their written form?" Try and find a possible explanation.



Listening

Listen to the words below and work with a partner.

A	В	A	В
mad	made	mat	mate
at	ate	fin	fine
pin	pine	cut	cute
bit	bite	tap	tape
not	note	chess	cheese

guess:										
	guess:									

16 Unit 1

- In the words in the B columns, the vowels are pronounced as in the normal English alphabet: a [e1], e [i], i [a1], o [ou], u [u].
- In the words in the A columns, the vowels are not pronounced as in the normal English alphabet: a [α], e [ϵ], i [i], o [α], u [Λ].



Pair Work

4. Repeat the words in (3). Then, practice them with a partner. You say one of the words in columns A or B and your colleague circles the word he or she hears

How many syllables are there in the words in exercise (3)?



Listening

5. The words in exercise (3) are Minimal Pairs, that is, words that sound very similar, except for one sound (ex.: mad/made, in this case, the vowel sound). Complete the chart below by adding minimal pairs that have a different vowel sound

hat	tap	bit
sit	cub	cop
quit	rat	rob
spin	hop	win

Practice pronouncing the minimal pairs.

1.2.2 The letter "y"



Listening

1. It is important to remember that the letter "y" must be pronounced in word-final position. Listen to the words below.

many any sixty twenty



2. As we have seen in unit 1.1, when we add "y" to some nouns, we can form adjectives. Listen and compare the pronunciation of nouns and adjectives:

sunn(y) cloud(y) rain(y) sleep(y)

How many syllables are there in the words in exercises (1) and (2)?



- 3. Listen to the words and discuss with a partner:
- →Why is it important to pronounce "y" in word–final position?

A	В	A	В
sit	city	sun	sunny
men	many	noise	noisy
ice	icy	sleep	sleepy
blood	bloody	luck	lucky
dirt	dirty	fun	funny

Your guess:



- 4. Listen and repeat the words in (3).
- → Practice pronouncing the words with a partner. You say one of the words in columns A or B and your colleague circles the word he or she hears.
- 5. Read the sentences and fill in with a suitable word from the chart in exercise (3). Then, practice reading the sentences aloud with a classmate.
- It's getting late. I'm going to bed because I'm really _______
 It's a lovely _______ day. We can go to the beach.
- 3. Do you live in New York _____?
- 4. The _____ were really excited about the soccer game on TV.

18 Unit 1

6. I am tired. I want to	ny don't you clean it?down. Can I use this chair? donors to help sick				
KEEP PRACTICING: Pronouncin	g "e" and "y"				
to the pronunciation of the letters "e"	d a passage or a dialog. Pay attention and "y" in word–final position. Then, to the chart below and practice them				
"-e" "-y"					
Pair Work					
Discussion: Is the letter "e" pronound the chart? Share some of your finding	ced in any of the words you added to as with the whole class.				
Your	Notes				