

PRONUNCIATION ■ SPELLING ■ STRESS

In the last lesson we learned about English sounds (phonemes) and their phonemic symbols to help us know the correct pronunciation of a word from the dictionary. Today, let's start with some tips about English spelling and pronunciation and stress.

Presentation-1

Read the following poem and see how the letter 'e' changes the sound of 'a' in a word.

The Magic E

In my long can
I have a plan
For making new word
Out of old.
To make can cane,
To make plan plane,
Add e.
And see new words unfold
My magic e
Is like a key:
It turns the vowel sound
Of a word
Each time you see
A final e
You know a diphthong.
Or, two vowel sounds
Together
May be heard.



Activity-1

A. 1. Read the following sentences. Add 'e' to the underlined word in each sentence to make a new word. Now complete each sentence by filling in the blank with the new word.

Example: The man looked at the horse and admired its mane.

- Can you please buy me a new _____?
- I _____ to ask you, but can you get me a hat, too?
- I lost both at the restaurant where I _____ lunch with you the other day.
- Remember Sam, the young man from the neighbourhood who was at the _____ restaurant having lunch?
- He is mad at me because I _____ him go there and look for my things afterwards.

ii. Which of the following diphthongs or two vowel sounds together do you use when you say the new words aloud?

/aɪ/ /ɔɪ/ /eɪ/ /əʊ/

B. Say the following sentences aloud. Notice the sound the magic e gives to the letter 'T'.

:Ready? Okay, smile everybody!
:Thanks!
:Can you ride a bike?
:Yes, I can.
:Can you play Hide and Seek?
:Yes, I can.

i. Read the sentences below and choose the right words from the list of words below to fill in the blanks.

Mike is a _____ young man. He's an accountant and works from _____ to _____ in a local firm. In his free _____ he loves to _____ his _____ along the sea _____.

ride time bike nine side fine five

ii) Which of the following diphthong sounds do you hear in all the above words that have 'e' at the end?

/ɔɪ/ /eɪ/ /aɪ/ /əʊ/

C. Review the sound that the magic e gives to the letter 'o'. Add 'e' to each of the following words to make a new word and then say both the words aloud.

Example: hop hope

hop rob not rod

i. Choose a word from the list of words below to fill in each of the blanks in the following sentences.

Before leaving _____ I left a _____ next to the telephone for my friend. It read, "The tea kettle is on the _____. Make yourself a cup of tea if you want. There is a cake and some oranges in the fridge. Sorry, the _____ is out of order, but there is a public phone booth _____ by. By the way, _____ you liked the _____ on the dining table. I got them especially for you."

stove home phone hope close note rose

ii. Which is the sound that you hear in the above words with a final 'e'?

/eɪ/ /ɔɪ/ /aɪ/ /əʊ/

D. Say the following words and notice the sound that the magic 'e' gives to the letter 'u'.

cut cute | tub tube | cub cube | hug huge | us use

i. Which vowel sound do you hear in 'tube'?

/u:/ /ju:/ /ʊə/ /ʊə/

ii. Fill in the blanks in each of the sentences below with a pair of words from the pairs of words above.

a. When Shikha saw the _____ chocolate cake on the table, she ran to her mother and gave her a big _____.

b. Your little sister is very _____ but she shouldn't _____ her nails with her teeth.

c. Mohan gave _____ a video camera and also explained how to _____ it.

Activity-3

Presentation-3: Stress

In speaking English, using the right stress is as important as using the right sound. By 'stress' we mean the emphasis that a speaker would place on a syllable in a word, or on a word in a sentence.

In a good dictionary, the syllable of a word on which the stress should fall is shown by a mark (') on it.

Look at the following words up in a dictionary and notice where the stress mark is shown in each case:

Monday computer idea language teacher

Recognising word stress in a sentence is important because the meaning of what we say can be changed by changing the stress from one word to another.

Read each sentence below by putting stress on the word in bold and notice how the meaning changes every time.

Did you talk to the Principal?

(not to the Vice Principal)

Did you talk to the Principal?

(you, not your friend)

Did you talk to the Principal?

(talked, not just met)



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