

ENGLISH PRONUNCIATION

[ˈɪŋɡlɪʃ prənʌnsɪ'eɪʃn]

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INTRODUCTION

The text follows the contents of G. Ludbrook: *English Pronunciation. CD* (Edizioni Erickson)

Unlike Italian, English is not a phonetic language which is the principle reason why it is difficult to write and pronounce English words. Although there are 26 letters in the English alphabet, the sounds that may be produced are almost double that number. This text is a short introduction to the phonetic transcription of English phonemes (vowel and consonant sounds) to increase the Italian student's understanding of English pronunciation, improve speech and reading, and help students consult a dictionary. The phonemic transcriptions in dictionaries are based on the standard English accent known as 'Received Pronunciation' (RP for short) and other regional and international English accents will not be considered here. The text will focus particularly on sounds that are difficult to pronounce for Italian students and those that may be easily confused.

Another common problem is the stress placed on the pronunciation of words and phrases, as English is stress-timed, unlike Italian which is syllable-timed. Attention is paid to strong and weak stress in words and phrases, taking into consideration function words, contracted forms, compound nouns and adjectives, prefixes and suffixes. The problem of English spelling is explored through a brief study of homophones, homographs and silent letters.

In conclusion, there is a brief section on English words used in Italian that are often mispronounced, and false anglicisms (words used by Italians that do not exist in English).

Frederika Gebhardt

UNIT 1 PHONETIC SYMBOLS AND SOUNDS

International phonetic alphabet symbols

Vowels

/ɪ/	pin, English, business	/ʌ/	cut, come, mother
/e/	bed, head, bury, exit	/ɜː/	girl, burn, word, heard
/æ/	cat, bag, apple, black	/ɑː/	car, art, heart, half
/ə/	the, a, woman, banana	/ɔː/	or, board, door, small
/ʊ/	look, put, could, cushion	/ɪː/	sea, bee, people, receive
/ɒ/	clock, what, because	/uː/	too, blue, fruit, fool

Diphthongs

/eɪ/	take, pay, wait, ballet	/aʊ/	round, renown, doubt
/aɪ/	five, sigh, height, buy	/ɪə/	here, deer, dear, fierce
/ɔɪ/	noise, boy, lawyer	/eə/	care, air, mayor, prayer
/əʊ/	no, road, sew, broken	/ʊə/	poor, insure, tour, moor

Consonants

/p/	play, stop, speak, power	/ʒ/	genre, measure, vision
/b/	bad, baby, big, object	/h/	hot, hair, whole, whose
/t/	ten, later, little, pot	/m/	moon, lamp, lamb
/d/	day, advice, bed	/n/	can, snow, pneumonia
/k/	character, quick, taxi	/ŋ/	string, singer, tongue
/g/	got, exam, ignore, finger	/tʃ/	chair, match, future
/f/	food, laugh, telephone	/dʒ/	just, general, age, soldier
/v/	vain, over, Stephen	/l/	look, small, bottle, isle
/θ/	thin, earth, method, both	/r/	real, train, wrong, write
/ð/	they, father, breathe, with	/j/	yes, Europe, university
/s/	small, since, scene, psalm	/w/	window, twin, quick, why
/z/	zoo, goes, xenophobe		
/ʃ/	shell, nation, machine		

Exercise 1 Match the phonetic transcriptions with the words.

- | | |
|------------|-----------|
| 1. /ʃʌt/ | a. later |
| 2. /hɑ:t/ | b. joke |
| 3. /θɪŋk/ | c. heart |
| 4. /wɜ:k/ | d. there |
| 5. /leɪtə/ | e. doubt |
| 6. /bɔ:t/ | f. work |
| 7. /pu:l/ | g. shut |
| 8. /daʊt/ | h. think |
| 9. /dʒəʊk/ | i. pool |
| 10. /ðə/ | j. bought |

Exercise 2 Listen to the following words and circle the sound that you hear.

- | | | | |
|---------|------|---------|------|
| 1. /æ/ | /ʌ/ | 6. /eɪ/ | /aɪ/ |
| 2. /æ/ | /e/ | 7. /ʊ/ | /u:/ |
| 3. /ʊ/ | /ɒ/ | 8. /ɪə/ | /eə/ |
| 4. /ɪ:/ | /ɪ/ | 9. /θ/ | /ð/ |
| 5. /ɜ:/ | /ɔ:/ | 10. /ʃ/ | /ʒ/ |

Exercise 3 Complete the transcriptions with one of the following diphthongs:

/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/	/ɪə/	/eə/	/ʊə/
------	------	------	------	------	------	------	------

- | | |
|----------------------|--------------------|
| 1. make /m _ _ k/ | 6. hear /h _ _/ |
| 2. sure /ʃ _ _/ | 7. town /t _ _ n/ |
| 3. bear /b _ _/ | 8. home /h _ _ m/ |
| 4. island /- - lænd/ | 9. sight /s _ _ t/ |
| 5. employ /ɪmpl _ _/ | 10. know /n _ _/ |

Exercise 4 Write out the correct spelling of these place names.

1. /kæntəbrɪ/ 2. /grenɪtʃ/ 3. /lestə/ 4. /edɪnbərə/ 5. /wɔːrɪk/
-

Some difficult sounds for Italian speakers of English

/ə/

This is the most frequent vowel sound in spoken English, which can also represent several letters or syllables. It can be found in unstressed function words such as *a, am, an, but, can, of*, in prefixes and suffixes such as *in-, suc-, to-, ad-, -ible, -able, -ment*; in words such as *according, lemon, minute, purose, second etc.*

Exercise 5 Listen to the teacher and underline the /ə/ sound in the following sentences.

1. We went to the theatre yesterday.
2. He can speak Russian and German.
3. Susan is famous for her Christmas cake.
4. The pronunciation, grammar and vocabulary are difficult.
5. We could ask them if they have reached a decision.
6. A man and a woman were waiting at the station.
7. They're going to the mountains on Saturday.
8. The private sector is all economic activity other than government.
9. Where are the spoons and forks?
10. There were seven or eight hundred people present at the conference.

/ɜː/

A difficult sound to reproduce for Italian speakers: *world* – /wɜːld/, *third* – /θɜːd/.

Exercise 6 Tick the words that contain the /ɜː/ sound.

- | | | | |
|-------------|------------|-------------|-----------|
| 1. Thursday | 5. Tuesday | 9. birthday | 13. ball |
| 2. does | 6. work | 10. turn | 14. hurt |
| 3. skirt | 7. ear | 11. bun | 15. early |
| 4. short | 8. nurse | 12. weren't | 16. ward |

/ʌ/

There are several letter combinations that produce this sound: *mother* – /mʌðə/, *country* – /kʌntri:/, *flood* – /flʌd/

Exercise 7 The teacher will read out the following sentences. Underline the alternative that you hear.

1. Which *county/country* did you say he lived in?
2. She *rubbed/robbed* the silver to make it shinier.
3. There are a lot of colourful *rags/rugs* on the floor.

4. Can I borrow your *cup/cap*?
5. We were *wondering/wandering* where she was.
6. She has a *heart/hut* of gold.
7. Put the *batter/butter* in the fridge.
8. Did you say he *run/ran* away?
9. There was a big *cart/cut* in the wood.
10. He tripped over the *stump/stamp* on the ground.

/ɪ/

Italian does not have this sound: *fill* – /fɪl/, *ship* – /ʃɪp/.

Exercise 8 Say whether the pairs of words you hear are the same (S) or different (D).

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

/θ/ and /ð/

These sounds do not exist in Italian, so they may be transformed in /t/, /f/ or /d/.

Exercise 9 Write the following words under the correct phonetic sound.

there three breathe thin moth whether although nothing throw either

/θ/	/ð/

/w/

This sound tends to be pronounced by Italian speakers as /v/.

Exercise 10 The teacher will read out the following sentences. Underline the alternative that you hear.

1. There was only a little *vine / wine* left.
2. Where is the *vest / west*?
3. I saw a long *whale / veil* in the distance.
4. What was under the *wheel / veal*?
5. Her poetry has become *worse / verse*.

/dʒ/

When written with a 'J', Italian speakers tend to pronounce this sound as /j/. The letter 'G' can also produce this sound: *general, storage*, as can the combination *-dge* and *-age*: *edge, storage*.

Exercise 11 Tick the words that contain the /dʒ/ sound.

- | | | | |
|-----------|------------|----------|-------------|
| 1. gin | 5. yam | 9. jet | 13. damage |
| 2. large | 6. soldier | 10. gear | 14. mayor |
| 3. goat | 7. guilty | 11. just | 15. collage |
| 4. injury | 8. gum | 12. get | 16. college |

/h/

This sound tends to be omitted by Italian speakers. However, the h is not pronounced in such words as *hour, honour, heir* and *honest*, in some words and place names: *exhibit, Totten(h)am*, or in rapid speech: *Tell (h)im we'll be late*.

Exercise 12 The teacher will read out sentences. Tick the word that you hear.

- | | | | |
|--------|-------|----------|-------|
| 1. ill | hill | 6. old | hold |
| 2. eye | high | 7. heir | hair |
| 3. art | heart | 8. all | hall |
| 4. air | hair | 9. eight | hate |
| 5. ear | hear | 10. edge | hedge |

/s/

Apart from the letter 'S', the /s/ sound can be represented by a number of consonant combinations, which differ in pronunciation from the Italian: *psyche, cellar, science, listen*.

Exercise 13 Tick the words that contain the /s/ sound.

- | | | | |
|------------|------------|-------------|----------------|
| 1. song | 5. face | 9. issue | 13. disciple |
| 2. Islam | 6. city | 10. months | 14. sugar |
| 3. vision | 7. message | 11. castle | 15. mix |
| 4. science | 8. houses | 12. fascism | 16. psychology |

Exercise 14 Underline the word that the transcription represents.

1. bɔ:n burn born
2. θɪŋ thing thin
3. fɪ:lɪŋz fillings feelings
4. vaɪn vine wine
5. meɪdʒə major mayor
6. ræm rum ram
7. wɜ:d word worried
8. fəget forget forged
9. aɪs eyes ice
10. hu:z whose house



Tongue Twisters Quickly say the following sentences.

1. She sells sea shells on the sea shore.
2. Thirty-three thrilling thespians thought throughout Thursday.
3. I wish to wash my Irish wristwatch.
4. In Hertford, Hereford and Hampshire, hurricanes hardly ever happen.
5. A skunk sat on a stump.

UNIT 2 ENGLISH SPELLING AND SOUNDS

English spelling is a particular obstacle to non-native speakers. This is due to the fact that during the course of its history it has been influenced by numerous languages, especially by German, Latin, French and the Scandinavian languages. Thus, for example, the sound /ʃ/ is to be found in the following letter combinations: *shut*, *champagne*, *nation*, *expansion*, *conscience*, *issue*, and *sugar*.

Sometimes words do not sound alike despite their similar spellings (homographs): *bow* – /bəʊ/ and /baʊ/, *close* – /kləʊz/ and /kləʊs/, *live* – /lɪv/ and /laɪv/. Other words sound alike, but are spelled differently (homophones): *aren't* / *aunt* – /ɑ:nt/, *bare* / *bear* – /beə/, and *seen* / *scene* – /si:n/.

It was already noted over 400 years ago that English used more letters than necessary to spell many of its words, and during the 17th century numerous redundant letters were removed, the emergent standard spellings tending to prefer one of the shorter forms among the alternatives previously in use. For example, in the 16th century the word *bit* was sometimes spelt *byte*. Many words were reduced like *byte* by the loss of a silent final -E, the replacement of Y by I, and the simplification of doubled consonants. But many other words have kept unnecessary letters, for instance the B in *debt*, the E in *have* or the P in *receipt*.

After the 17th century this process of simplification of English spelling slowed down, thanks to the standardizing influence of printing and the spread of dictionaries. The American lexicographer Noah Webster took the process of simplification a step further in the early 19th century, and Americans today use some distinctive spellings of the type his dictionary recommended, such as *center*, *traveling*, *favor*, *defense*, *realize* (Br.Eng. *centre*, *travelling*, *favour*, *defence*, *realise*).

Difficult vowel combinations Practice saying the following words

u: /ʌ/ - *bun*, /ʊ/ - *put*, /ɪ/ - *busy*, /e/ - *bury*, /uː/ - *rude*, /juː/ - *huge*, /ə/ - *focus*, /ɜː/ - *burn*.

ea: /iː/ - *beach*, /e/ - *bread*, /eɪ/ - *break*, /eə/ - *bear*, /ɪə/ - *dear*.

au: /ɑː/ - *aunt*, /ɔː/ - *author*, /v/ - *because*, /eɪ/ - *gauge*.

oo: /uː/ - *too*, /ʊ/ - *look*, /ʌ/ - *flood*, /əʊ/ - *brooch*, /ɔː/ - *floor*.

ei: /eɪ/ - *eight*, /iː/ - *receive*, /ɪ/ - *counterfeit*, /e/ - *leisure*, /aɪ/ - *height*

ui: /uː/ - *fruit*, /ɪ/ - *build*, /waɪ/ - *suite*, /aɪ/ - *guide*.

ou: /aʊ/ - *out*, /əʊ/ - *soul*, /ʌ/ - *touch*, /ʊ/ - *could*, /uː/ - *you*, /ɔː/ - *pour*.

oa: /əʊ/ - *road*, /ɔː/ - *broad*.

ow: /aʊ/ - *now*, /əʊ/ - *know*, /v/ - *knowledge*.

ough: /əʊ/ - *though*, /uː/ - *through*, /ɔː/ - *bought*, /aʊ/ - *drought*, /ə/ - *borough*, /v/ - *cough*, /ʌf/ - *enough*.

augh: /ɔː/ - *taught*, /ɑːf/ - *laugh*.

Difficult consonant combinations Practice saying the following words

ch: /k/ - *character*, /tʃ/ - *choice*, /ʃ/ - *chef*, /ɔ/ - *yacht*.

cc: /ks/ - *success*, /k/ - *account*, /tʃ/ - *cappuccino*.

gn: /n/ - *sign*, /gn/ - *recognise*.

ng: /ŋ/ - *sing*, /ŋg/ - *finger*, /ndʒ/ - *danger*.

Exercise 15 Circle the word that is pronounced differently from the other three words.

- | | | | |
|----------------------|-----------------|---------------------|------------------|
| 1. <u>acc</u> ident | <u>acc</u> ess | <u>acc</u> ommodate | <u>acc</u> ept |
| 2. <u>shee</u> p | <u>bee</u> r | <u>fi</u> eld | <u>peo</u> ple |
| 3. <u>ang</u> ry | <u>ju</u> ngle | <u>Eng</u> lish | <u>spring</u> |
| 4. <u>sho</u> t | <u>no</u> w | <u>rou</u> nd | <u>mo</u> uld |
| 5. <u>chee</u> se | <u>chi</u> p | <u>ma</u> chine | <u>attac</u> h |
| 6. <u>signa</u> ture | <u>forei</u> gn | <u>G</u> nostic | <u>ton</u> gue |
| 7. <u>sui</u> t | <u>fru</u> it | <u>cru</u> ise | <u>biscu</u> it |
| 8. <u>thoug</u> h | <u>roug</u> h | <u>enoug</u> h | <u>toug</u> h |
| 9. <u>floo</u> r | <u>po</u> or | <u>floo</u> d | <u>do</u> or |
| 10. <u>autho</u> r | <u>caug</u> ht | <u>laug</u> hter | <u>daug</u> hter |

Suffixes

-s suffix

The morpheme *-s* of the 3rd person singular (*he works*), of the noun plural (*books*), of the genitive (*John's*) and of the contraction of *is* or *has* (*he's*) is pronounced in three different ways depending on the sound of the preceding consonant:

/ɪz/ after sibilant consonants: /s/ /ʃ/ /tʃ/ /dʒ/

slices	/slaɪsɪz/	brushes	/brʌʃɪz/
churches	/tʃɜːtʃɪz/	wages	/weɪdʒɪz/

/s/ after unvoiced consonants: /f/ /k/ /p/ /t/

packs	/pæks/	rates	/reɪts/
laughs	/lɑːfs/	taps	/tæps/

/z/ in other cases

boys	/bɔɪz/	girls	/gɜ:lz/
clothes	/kləʊðz/	John's	/dʒɒnz/

Some unvoiced sounds, /θ/ and /f/, become voiced when the -s suffix is added.

Compare:

bath	/bɑ:θ/	baths	/bɑ:ðz/
knife	/naɪf/	knives	/naɪvz/

Exercise 16 Write the sound /s/, /z/ or /ɪz/ next to the following words.

1. judges	-----	6. watches	-----
2. lives	-----	7. attends	-----
3. plates	-----	8. tapes	-----
4. classes	-----	9. books	-----
5. breathes	-----	10. wives	-----

-ed suffix

The morpheme *-ed* of the past tense (or past participle) is also pronounced in three different ways depending on the preceding consonant:

/ɪd/ after *t* and *d*

painted	/peɪntɪd/	founded	/faʊndɪd/
wanted	/wɒntɪd/	rounded	/raʊndɪd/

/t/ after unvoiced consonants: /f/ /k/ /p/ /s/ /tʃ/ /ʃ/

clapped	/klæpt/	brushed	/brʌʃt/
laughed	/lɑ:ft/	wished	/wɪʃt/

/d/ in other cases

earned	/ɜ:nd/	carried	/kærɪd/
changed	/tʃeɪndʒd/	harmed	/hɑ:md/

Exercise 17 Pronounce the past form of these regular verbs paying attention to the **-ed** suffix.

- | | | | |
|-----------|-------|-------------|-------|
| 1. study | ----- | 6. answer | ----- |
| 2. judge | ----- | 7. test | ----- |
| 3. listen | ----- | 8. invent | ----- |
| 4. miss | ----- | 9. research | ----- |
| 5. work | ----- | 10. enjoy | ----- |

-e suffix

Sometimes the addition of the **-e** suffix to a noun to form a verb changes the quality both of the vowels sound and of the final **-th**:

- | | | | |
|----------|--------|------------|---------|
| a bath | /ba:θ/ | to bathe | /beɪð/ |
| a breath | /breθ/ | to breathe | /bri:ð/ |

Exercise 18 Listen to the teacher and circle the word you hear.

1. *Breath/Breathe* in deeply and then out again.
2. Suits were usually made of wool *cloth/clothe*.
3. I really *loath/loathe* the fashion of the 1980s.
4. The medicine *soothes/sooths* the pain of the inflammation.
5. The baby's *teeth/teethe* are coming through.

Homographs

Some examples of homographs:

- | | | | |
|----------------|--------|-------------|--------|
| <i>to lead</i> | /li:d/ | <i>lead</i> | /led/ |
| <i>to read</i> | /ri:d/ | <i>read</i> | /red/ |
| <i>to live</i> | /li:v/ | <i>live</i> | /laɪv/ |

The sound may also change according to the where the stress is on the word:

- | | | | |
|-------------------|------------|----------------|-----------|
| <i>to record</i> | /rɪ'kɔ:d/ | <i>record</i> | /'rekɔ:d/ |
| <i>to present</i> | /prɪ'zent/ | <i>present</i> | /'preznt/ |

Exercise 19 Listen to the sentences and circle the transcription that you hear.

1. /hʌʊz/ /hʌʊs/
2. /teə/ /tɪə/
3. /kləʊz/ /kləʊs/
4. /wɪnd/ /wəɪnd/
5. /'kɒntrækt/ /kən 'trækt/

Homophones

Some examples of homophones:

son / *sun* /sʌn/
allowed / *aloud* /əlaʊd/
minor / *miner* /maɪnə/

Exercise 20 Listen to the teacher and circle the word that you hear in its context.

- | | |
|------------------|------------------|
| 1. whose / who's | 6. right / write |
| 2. there / their | 7. hear / here |
| 3. sale / sail | 8. rain / reign |
| 4. rode / road | 9. bare / bear |
| 5. steel / steal | 10. by / buy |

Silent letters

a) Some consonants are written but not pronounced. This is either because they were once pronounced (*knock*) or come from a foreign language (*psychology*).

Initial position

cz - *czar*

kn - *knock, knee, knight, knife*

gn - *gnat, gnaw, gnome*

pn - *pneumonia*

ps - *psychology, psychiatry, pseudo*

pt - *Ptolemy*

wr - *write, wrong, wring, wrist*

wh - *who, whom, whose, whole*

End position

-mb - *lamb, climb, thumb*

-ng - *king, thing, song, wing*

-gm - *paradigm, diaphragm*

-gn - *sign, reign, foreign, resign (but signature, resignation)*

-mn - *condemn, autumn, column*

-pt - *receipt (but reception)*

Other positions

doubt muscle castle whistle isle visucount sword Norwich

b) Sometimes vowels are written but not pronounced.

Some examples:

government

family

chocolate

garden

reason

evil

Exercise 21 Mark the silent letters in the following words.

- | | | | |
|---------------|----------------|---------------|---------------|
| 1. answer | 6. castle | 11. subtle | 16. island |
| 2. Greenwich | 7. design | 12. vegetable | 17. mustn't |
| 3. interest | 8. know | 13. generous | 18. Wednesday |
| 4. restaurant | 9. comfortable | 14. psychosis | 19. bomb |
| 5. written | 10. honest | 15. cupboard | 20. hoped |



This poem illustrates the various English spelling complexities. Read it aloud.

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead–
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's doze and rose and lose–
Just look them up– and goose and choose,
And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart–
Come, I've hardly made a start!

UNIT 3 STRESS PATTERNS IN WORDS

In Italian, a syllable-timed language, uniform stress is given to different syllables. English, on the contrary, is a stress-timed language in which there exists a distinction between strong (*toniche*) and weak (*atone*) syllables.

Syllable division

A syllable consists of a vowel sound or a vowel sound + consonant(s). The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

a) Each syllable has only one vowel sound. When a consonant separates two vowels, divide the word after the first vowel and before the consonant:

stu-dent re-sult ex-a-mine

b) When the vowel is at the end of a syllable, it has a long sound, called an open syllable:

may be-low an-ec-dote

c) When the vowel is not at the end of a syllable, it has a short sound, called a closed syllable: *mad sub-ject con-vent*

d) Syllables are divided between doubled consonants, unless the doubled consonant is part of a syllable that is a base word: *din-ner swim-ming tell-er*

e) Monosyllabic prefixes and suffixes are not divided:

il-le-gal un-com-mon
gov-ern-ment cou-ra-geous

f) Plurisyllabic prefixes and suffixes are divided:

an-ti-war un-der-take
vel-o-ci-ty hy-po-the-ti-cal

Exercise 22 Divide the following words into syllables.

1. mirror
2. sunshine
3. poem
4. wonderful
5. calendar
6. global
7. fitness
8. December

9. computer

10. lovely

11. fine

12. tongue

13. oversleep

14. dinner

15. antidote

Stress patterns in words

The strong or primary stress on one syllable has the effect of weakening the pronunciation of the secondary syllables. It is therefore important to be able to determine the stress pattern of words.

Symbols used to indicate stress:

' the following syllable has primary stress

, the following syllable has secondary stress

Suffixes

Suffixes do not generally have primary stress.

Compare:

'*age* /eɪdʒ/

'*courage* /kʌrɪdʒ /

to be 'able /eɪbl/

'*capable* /keɪpəbl/

'*ate* /eɪt/

'*graduate* (n) /grædʒʊət /

'*full* /fʊl/

'*beautiful* /bjʊ:tɪfl/

'*less* /les/

'*hopeless* /həʊpləs/

In only a few cases the main stress falls on the suffix, generally with suffixes of foreign, especially French, origin.

Some examples are:

-oo *kangar'oo*

-elle *gaz'elle*

-ee *employ'ee*

-ette *cigar'ette*

-eer *engine'eer*

-ese *Chin'ese*

Some suffixes determine the position of the primary stress.

The following suffixes determine the primary stress on the syllable preceding the suffix:

Nouns

-ity, -ety	<i>cap'acity</i>	<i>oppor'tunity</i>
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Note the shift in stress: *'public* *pub'licity*
'social *soc'iety*
to 'vary *var'iety*

-ion	<i>dis'cussion</i>	<i>at'tention</i>
------	--------------------	-------------------

Note the shift in stress: *to pre'pare* *prepar'ation*
to pro'nounce *pronunci'ation*
to 'realise *realis'ation*

-ian	<i>am'phibian</i>	<i>phy'sician</i>
------	-------------------	-------------------

Note the shift in stress: *hu'manity* *humani'tarian*
'library *lib'rarian*
'history *his'torian*

-ics	<i>'physics</i>	<i>'ethics</i>	<i>mathe'matics</i>
------	-----------------	----------------	---------------------

Verbs

-ify, -ish	<i>to 'magnify</i>	<i>to a'bolish</i>
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Note the shift in stress: *'person* *to pers'onify*

Exercise 23 Mark the primary stress in the following words.

- village
- society
- talkative
- suffragette
- classify
- passion
- anxiety
- universal
- career
- economics

Adjectives

-ic, -ible, -igible	<i>his'toric</i>	<i>in'visible</i>	<i>'eligible</i>
---------------------	------------------	-------------------	------------------

Note the shift in stress: *e'conomy* *eco'nomie*
to ne'glect *'negligible*

-ious, -eous, -uous	<i>'glorious</i>	<i>ar'boreous</i>	<i>con'tinuous</i>
---------------------	------------------	-------------------	--------------------

-ial, -ual	'social	'usual
------------	---------	--------

Other suffixes do not alter the stress pattern of the word.

-able	'comfort	'comfortable
-cy	'vacant	'vacancy
-dom	'king	'kingdom
-er/-or	'visit	'visitor
-ful	'wonder	'wonderful
-ish (adj.)	'baby	'babyish
-ism	to 'criticise	'criticism
-ize/-ise (v.)	e'conomy	to e'conomize
-less	'care	'careless
-ly (adv.)	'rapid	'rapidly
-man (n.)	po'lice	po'liceman
-ment	to 'govern	'government
-ship	'owner	'ownership
-ty	'unit	'unity
-y	to in'quire	in'quiry

Exercise 24 Mark the shift in stress in the following pairs of words.

- | | |
|-----------------|---------------|
| 1. economy | economics |
| 2. experiment | experimental |
| 3. history | historian |
| 4. nation | nationality |
| 5. philosophy | philosophical |
| 6. psychiatry | psychiatric |
| 7. science | scientific |
| 8. examine | examination |
| 9. idiot | idiotic |
| 10. demonstrate | demonstration |

Prefixes

Two-syllable words with no prefix usually have the primary stress on the first

syllable: 'follow 'carry 'govern 'cancel

Two-syllable words with a separable prefix (often written with a hyphen) have equal stress on the prefix and the main word:

'ex-'wife *'pre-'book* *'re-'write* *'self-'help*

Two-syllable VERBS with an inseparable prefix generally have the primary stress on the second syllable: *to ex'plain* *to pre'sent* *to de'ny* *to pro'duce*

Two-syllable NOUNS with an inseparable prefix generally have the primary stress on the first syllable: *'expert* *'present* *'deluge* *'proverb*

Some exceptions to this are: *ad'vice* *de'fence* *ex'cuse* *re'lief*

The stress in three-syllable words can vary from word to word. Compare:

'telegraph *re'moval* *'vegetable* *de'cision*

If the prefix – separable or inseparable – is bisyllabic, there is secondary stress on the first syllable of the prefix and primary stress on the third syllable:

,under'stand *,inter'vene* *,super'sede* *,over'ride*

Exercise 25 Mark the primary stress in the following pairs of nouns and verbs.

- | | |
|----------------|----------|
| 1. to conduct | conduct |
| 2. to desert | desert |
| 3. to present | present |
| 4. to subject | subject |
| 5. to conflict | conflict |
| 6. to decrease | decrease |
| 7. to object | object |
| 8. to produce | produce |
| 9. to suspect | suspect |
| 10. to rebel | rebel |

Exercise 26 Find the word in each group that the primary stress located on the different syllable from the other three.

- | | | | |
|--------------------|------------------|------------------|-----------------|
| 1. a) con-fi-dent | b) del-i-cate | c) po-et-ic | d) sen-si-tive |
| 2. a) ad-mi-ra-ble | b) app-ro-priate | c) com-pli-cated | d) nec-es-sar-y |
| 3. a) or-i-gin | b) oc-cur | c) lim-it | d) of-fer |
| 4. a) in-stru-ment | b) cal-en-dar | c) at-mos-phere | d) ad-vice |

- | | | | |
|------------------|-----------------|-----------------|-----------------|
| 5. a) ca-nal | b) de-moc-ra-cy | c) char-ac-ter | d) suc-cess |
| 6. a) mu-si-cian | b) ne-ces-si-ty | c) au-thor-i-ty | d) pho-to-graph |
| 7. a) man-age | b) con-nect | c) o-blige | d) re-veal |
| 8. a) a-tom-ic | b) dif-fer-ent | c) se-ri-ous | d) vi-ol-ent |
| 9. a) ac-ci-dent | b) ma-chin-e-ry | c) res-tau-rant | d) tel-e-phone |
| 10. a) mar-riage | b) mys-ter-y | c) ben-e-fit | d) ex-ist-ence |

Compound nouns

Most compound nouns have the primary stress on the first element. Compare this to the equal stress of adjective and noun:

'dining-room *'textbook* *'blackbird*
'dark 'room *'library 'book* *'black 'bird*

Compound adjectives

The stress generally falls on the second element with the -ed participle and -ing participle: *bad-'tempered* *old-'fashioned* *good-'looking*

However, if one of the elements of the compound adjective is a noun, stress will fall on the noun, even if it is the first element: *'law-abiding* *'record-breaking*

Compound verbs

The stress generally falls on the second element: *out'run* *over'rate* *under'line*

Exercise 27 Mark the stress on the following words.

- | | |
|------------------|-------------------|
| 1. blackboard | 6. train-spotting |
| 2. mobile phone | 7. football |
| 3. well-dressed | 8. bus stop |
| 4. highlight | 9. out-dated |
| 5. swimming pool | 10. over-ripe |

Exercise 28 Rewrite the sentences forming compound adjectives and mark the primary stress.

- | | |
|---|--------------------------|
| 1. The letter was written by hand | The letter was |
| 2. We grew the vegetables at home. | The vegetables are |
| 3. We went on holiday at the last minute. | It was aholiday. |
| 4. Jane works very hard. | Jane is |
| 5. Tom looks really good. | Tom is |

UNIT 4 STRESS PATTERNS IN PHRASES

Function words such as prepositions, conjunctions, pronouns, determiners, and auxiliary verbs are generally weaker in stress within a sentence.

prepositions

<i>at</i>	/ət/
<i>for</i>	/fə/
<i>from</i>	/frəm/
<i>of</i>	/əv/
<i>to</i>	/tə/
<i>per</i>	/pə/

conjunctions

<i>that</i>	/ðæt/
<i>as</i>	/əz/
<i>than</i>	/ðən/
<i>and</i>	/ən/, /n/
<i>but</i>	/bət/
<i>or</i>	/ə/, /ər/

pronouns

<i>he</i>	/hi/
<i>him</i>	/ɪm/, /əm/
<i>her</i>	/hə/
<i>us</i>	/əs/
<i>them</i>	/ðəm/
<i>some</i>	/səm/

determiners

<i>his</i>	/ɪz/
<i>her</i>	/hə/, /ə/
<i>our</i>	/aɪ/
<i>your</i>	/jə/
<i>a, an</i>	/ə/, /ən/
<i>the</i>	/ðə/, /ði:/

Exercise 29 Underline the weak function words in the following sentences.

1. I'd love a cup of tea.
2. When are you going to Spain?
3. He goes to the cinema three or four times a month.
4. I'll have some bread and butter, please.
5. We'd rather stay at home than go to the restaurant.
6. You'll have to study harder if you want to pass the exam.
7. They drove at 50 kilometres per hour.
8. Did you give him the books?
9. He said that he'd go home as soon as possible.
10. I told them they were going to fall.

Articles

a, an – The indefinite article *a* is reduced to /ə/ before consonants (or consonant sounds): *a book* *a table* *a university* *a one-year plan*

It becomes *an* /ən/ before vowels (or vowel sounds):

an apple *an event* *an hour* *an heir*

the – The definite article *the* is reduced to /ðə/ before consonants (or consonant sounds): *the mother* *the table* *the university* *the one-year plan*

It is pronounced /ði:/ before vowels (or vowel sounds):

the apple *the event* *the hour* *the heir*

Exercise 30 Write *a* or *an* in the following sentences.

1. It took me _____ hour to write the letter.
2. Would you like _____ orange?
3. She is _____ Anglo-Italian.
4. It is _____ European law.
5. Jane is _____ university student.
6. I hope to study for _____ M.A. degree next year.
7. It was _____ one-hour lesson.
8. The concert was _____ extraordinary event.
9. You'll have to have _____ X-ray for that leg.
10. It was _____ enjoyable evening.

Exercise 31 Say whether the following pronunciation of the definite article is /ðə/ or /ði:/ .

- | | |
|----------------------|-------------------------|
| 1. _____ heir. | 6. _____ hotel. |
| 2. _____ universe. | 7. _____ historian. |
| 3. _____ apple. | 8. _____ jewels. |
| 4. _____ ugly house. | 9. _____ hour-glass |
| 5. _____ U.S.A. | 10. _____ one-man band. |

Auxiliary verbs

be and *have* are generally pronounced as a single syllable:

<i>I'm</i>	/aɪm/	<i>I've</i>	/aɪv/
<i>he's</i>	/(h)ɪz/	<i>he's</i>	/(h)ɪz/
<i>she's</i>	/ʃɪz/	<i>she's</i>	/ʃɪz/
<i>it's</i>	/ɪts/	<i>it's</i>	/ɪts/
<i>we're</i>	/wiə/	<i>we've</i>	/wi:v/
<i>you're</i>	/juː/	<i>you've</i>	/ju:v/

they're /ðeə/ *they've* /ðeɪv /
there's /ðeəz/
there are /ðeərə/

Be and *have* have a weak pronunciation in Wh- questions:

Where has /həz/ *he 'gone?* *What's* /s/ *his name?*

They have strong (or semi-weakened) forms:

(a) in yes/no questions:

'Have /hæv / *you got a car?* *'Is* /ɪz/ *he on time?*

(b) in the negative form with the contracted *not*:

I 'haven't /hævnt/ *been there yet.*

(c) in tag questions and short answers:

She hasn't arrived, 'has /hæz/*she?* *Yes, she 'has* /hæz/.

The auxiliary *do* (*does*) has a weak pronunciation in Wh- questions:

Where does /dəz/ *he 'live?* *What do* /də/ *you 'do?*

It has a strong (or semi-weakened) form:

(a) in other questions:

'Do /du:/ *you like cheese? 'Does* /dɪz/ *he live here?*

(b) in the negative form with the contracted *not*:

I 'don't /dəʊnt/ *want to come.*

(c) in tag questions and short answers:

He doesn't /dɪznt/ *live here, 'does* /dɪz/ *he?* *Yes, he 'does* /dɪz/.

Modal auxiliary verbs

Modal auxiliary verbs have weak pronunciation in the affirmative and interrogative:

I can /kn/ *'go.* *They could* /kəd/ *'come.* *Should* /ʃəd/ *he 'leave?*

They have a strong form:

(a) in the negative with the contracted *not*:

I 'can't /kɑːnt/ *go.* *They 'won't* / wəʊnt / *come.*

(b) in tag questions and short answers:

He can't swim, 'can /kæn/ *he?* *Yes he 'can* /kæn/.

Exercise 32 Underline the weak function words in the following sentences.

1. He could have told you if you had asked.
2. Don't you want to know?
3. I should have known he was joking.
4. She can apply for the job, can't she?
5. Who does she think she is?
6. He was at school when the fire broke out.

7. Where does he say he was going?
8. That is the place he has renovated.
9. I certainly won't do that job again.
10. You don't have to stay if you don't want to.

Exercise 33 Mark the stressed syllables in the following passages. Practise reading them with attention to the weak forms (auxiliaries, articles, pronouns, prepositions etc).

TEXT 1

Of all the changes that swept over Europe in the seventeenth and eighteenth centuries, the most widely influential was an epistemological transformation that we call the "scientific revolution". In the popular mind, this revolution is associated with natural science and technological change, but the scientific revolution was, in reality, a series of changes in the structure of European thought itself: systematic doubt, empirical and sensory verification, the abstraction of human knowledge into separate sciences, and the view that the world functions like a machine. These changes greatly altered the human experience of every other aspect of life. This modification in world view can also be charted in painting, sculpture and architecture, where it can be seen that people are looking at the world very differently.

TEXT 2

Today English is a world-wide language. About 300 million people speak it as their mother-tongue, and there are as many – if not more – for whom it is an additional language. The unparalleled status of English as an international language reflects the economic and technological power of the English-speaking countries, predominantly the United States. A radical shift in power would undoubtedly result in the eventual displacement of English as the paramount international language. Even so, it will remain the national language of many countries where the majority of the population now speak it as their first or second language.

UNIT 5 ENGLISH WORDS USED IN ITALIAN

In the last century the Italian language has adopted and adapted a wide range of English words, especially when they refer to new products and trends. For example, *browser*, *welfare*, and *pullover*, to name but a few. Other influences concern direct translations from English into Italian: *la maggioranza silenziosa* (the silent majority) and *le pubbliche relazioni* (public relations). Another way to handle foreign words is to adapt the spelling to Italian, so we have *ferribot* (ferryboat) and *nailon* (nylon), or else Italian suffixes are added to an English word, such as *stappare* and *bluffare*. There is also a tendency to coin English words that do not in fact exist in English (called ‘false anglicisms’), such as *footing* (jogging) and *fiction* (TV series).

Exercise 34 The following words are commonly used in Italian. Make sure you know their correct pronunciation.

- | | |
|----------------|-------------------|
| 1. management | 11. report |
| 2. performance | 12. hamburger |
| 3. audience | 13. privacy |
| 4. replay | 14. suspense |
| 5. know-how | 15. Japan |
| 6. check-in | 16. mountain bike |
| 7. server | 17. wafer |
| 8. partner | 18. flashback |
| 9. desktop | 19. club |
| 10. cover | 20. bunker |

Exercise 35 Write the original English terms of these translations in Italian.

1. cartone animato
2. diversamente abile
3. informatica
4. parola-chiave
5. parola d'ordine

Exercise 36 Match the false anglicism on the left with its correct term on the right.

- | | |
|----------------|-----------------------|
| 1. autogrill | a. funfair |
| 2. camping | b. juvenile murderer |
| 3. luna park | c. toilet |
| 4. stage | d. motorway snack bar |
| 5. golf | e. pinball machine |
| 6. baby killer | f. channel surfing |
| 7. water | g. adhesive tape |
| 8. scotch | h. hitch-hiking |
| 9. lifting | i. internship |
| 10. flipper | j. jumper |
| 11. zapping | k. campsite |
| 12. autostop | l. facelift |

ANSWER KEY

UNIT 1

Exercise 1

1. /ʃʌt/ – g. shut
2. /hɑ:t/ – c. heart
3. /θɪŋk/ – h. think
4. /wɜ:k/ – f. work
5. /leɪtə/ – a. later
6. /bɔ:t/ – j. bought
7. /pu:l/ – i. pool
8. /daʊt/ – e. doubt
9. /dʒəʊk/ – b. joke
10. /ðeə/ – d. there

Exercise 2

1. cut /ʌ/
2. head /e/
3. cook /ʊ/
4. live /ɪ/
5. world /ɜ:/
6. pine /aɪ/
7. shoe /u:/
8. hair /eə/
9. think /θ/
10. gel /ʒ/

Exercise 3

1. make /meɪk/
2. sure /ʃʊə/
3. bear /beə/
4. island /aɪlənd/
5. employ /ɪmˈplɔɪ/
6. hear /hɪə/
7. town /taʊn/
8. home /həʊm/
9. sight /saɪt/
10. know /nəʊ/

Exercise 4

1. /kæntəbrɪ/ Canterbury
2. /ɡreɪnɪtʃ/ Greenwich

- 3. /lestə/ Leicester
- 4. /edɪnbərə/ Edinburgh
- 5. /wɒrɪk/ Warwick

Exercise 5

1. We went to the theatre yesterday.
2. He can speak Russian and German.
3. Susan is famous for her Christmas cake.
4. The pronunciation, grammar and vocabulary are difficult.
5. We could ask them if they have reached a decision.
6. A man and a woman were waiting at the station.
7. They're going to the mountains on Saturday.
8. The private sector is all economic activity other than government.
9. Where are the spoons and forks?
10. There were seven or eight hundred people present at the conference.

Exercise 6

1. Thursday 3. skirt 6. work 8. nurse 9. birthday
10. turn 12. weren't 14. hurt 15. early

Exercise 7

1. Which **county** did you say he lived in?
2. She **rubbed** the silver to make it shinier.
3. There are a lot of colourful **rugs** on the floor.
4. Can I borrow your **cap**?
5. We were **wondering** where she was.
6. She has a **heart** of gold.
7. Put the **batter** in the fridge.
8. Did you say he **ran** away?
9. There was a big **cut** in the wood.
10. He tripped over the **stump** on the ground.

Exercise 8

- | | |
|--------------------|---------------------|
| 1. sit / seat – D | 6. tin / tin – S |
| 2. ship / ship – S | 7. live / leave – D |
| 3. bin / bean – D | 8. lick / leak – D |
| 4. fill / fill – S | 9. chip / chip – S |
| 5. is / ease – D | 10. bid / bid – S |

Exercise 9

/θ/	/ð/
three	there
thin	breathe
moth	whether
nothing	although
throw	either

Exercise 10

1. There was only a little **wine** left.
2. Where is the **vest**?
3. I saw a long **whale** in the distance.
4. What was under the **veal**?
5. Her poetry has become **worse**.

Exercise 11

1. gin 2. large 4. injury 6. soldier 9. jet 11. just 13. damage 16. college

Exercise 12

1. They went over the **hill**.
2. The symbol represents the **eye** of God.
3. At the **heart** of the issue is the disparity of wealth.
4. Make sure the **air** circulates.
5. You need something to help you **hear**.
6. She showed me how to **hold** a violin.
7. He was the **heir** to a fortune.
8. Leave some books for me – don't take them **all**!
9. They wrote '**hate**' on the wall.
10. Try not to go near the **hedge**, Paul.

Exercise 13

1. song 4. science 5. face 6. city 7. message
10. months 11. castle 13. disciple 15. mix 16. psychology

Exercise 14

1. bɔ:n	born	6. ræm	ram
2. θɪŋ	thing	7. wɜ:d	word
3. fi:lɪŋz	feelings	8. fəget	forget
4. vaɪn	vine	9. aɪs	ice
5. meɪdʒə	major	10. hu:z	whose

UNIT 2

Exercise 15

1. accommodate 2. beer 3. spring 4. mould 5. machine 6. signature
7. biscuit 8. though 9. flood 10. laughter.

Exercise 16

1. judges /ɪz/ 2. lives /z/ 3. plates /s/ 4. classes /ɪz/
5. breathes /z/ 6. watches /ɪz/ 7. attends /z/ 8. tapes /s/
9. books /s/ 10. wives /z/

Exercise 17

1. study /d/ 2. judge /d/ 3. listen /d/ 4. miss /t/ 5. work /t/
6. answer /d/ 7. test /ɪd/ 8. invent /ɪd/ 9. research /t/ 10. enjoy /d/

Exercise 18

1. Breathe /ð/ 2. cloth /θ/ 3. loathe /ð/ 4. soothes /ð/ 5. teeth /θ/.

Exercise 19

1. /haʊz/ Where did they **house** the painting?
2. /teə/ Your dress has got a big **tear**.
3. /kləʊs/ They live very **close** to us.
4. /waɪnd/ I forgot to **wind** up my alarm clock last night.
5. /kən 'trækt/ We were afraid she might **contract** some disease in Africa.

Exercise 20

1. **Whose** book is this? 2. They said **their** house was in the country. 3. I'd love to **sail** to Greece. 4. He **rode** the horse and won the race. 5. The structure is made of **steel**. 6. Is

that the **right** answer? 7. **Here** is where the battle took place. 8. The monarch's **reign** was peaceful. 9. He couldn't **bear** to be seen. 10. This novel is **by** a famous author.

Exercise 21

- | | | | |
|-----------------------|------------------------|-----------------------|-----------------------|
| 1. <u>ans</u> wer | 6. cast <u>l</u> e | 11. sub <u>t</u> le | 16. <u>i</u> sland |
| 2. <u>Greenw</u> ich | 7. <u>design</u> | 12. <u>veget</u> able | 17. <u>mustn</u> 't |
| 3. <u>inter</u> est | 8. <u>kn</u> ow | 13. <u>gener</u> ous | 18. <u>Wednes</u> day |
| 4. <u>restaur</u> ant | 9. <u>comf</u> ortable | 14. <u>psy</u> chosis | 19. <u>bomb</u> |
| 5. <u>w</u> ritten | 10. <u>h</u> onest | 15. <u>cup</u> board | 20. <u>hop</u> ed |

UNIT 3

Exercise 22

1. mir-ror 2. sun-shine 3. po-em 4. won-der-ful 5. ca-len-dar
6. glo-bal 7. fit-ness 8. De-cem-ber 9. com-pu-ter 10. lov-ely
11. fine 12. tongue 13. over-sleep 14. din-ner 15. an-ti-dote

Exercise 23

1. 'village 2. so'ciety 3. 'talkative 4. suffra'gette 5. 'classify
6. 'passion 7. an'xiety 8. uni'versal 9. ca'reer 10. eco'nomics

Exercise 24

1. e'conomy / eco'nomics 2. ex'periment / experi'mental
3. 'history / hi'storian 4. 'nation / natio'nality
5. phi'losophy / philo'sophical 6. psy'chiatry / psychi'atric
7. 'science / scien'tific 8. ex'amine / exami'nation
9. 'idiot / idi'otic 10. 'demonstrate / demon'stration

Exercise 25

1. to 'conduct / con'duct 2. to de'sert / 'desert 3. to pre'sent / 'present
4. to sub'ject / 'subject 5. to con'flict / 'conflict 6. to de'crease / 'decrease
7. to ob'ject / 'object 8. to pro'duce / 'produce 9. to sus'pect / 'suspect
10. to re'bel / 'rebel.

Exercise 26

1. c) po-'et-ic 2. d) 'nec-es-sar-y 3. b) oc-'cur 4. d) ad-'vise

5. c) 'char-ac-ter 6. d) 'pho-to-graph 7. a) 'man-age 8. a) a-'tom-ic
9. b) ma-'chin-e-ry 10. d) ex-'ist-ence.

Exercise 27

1. 'blackboard 2. 'mobile phone 3. well-'dressed 4. 'highlight
5. 'swimming pool 6. 'train-spotting 7. 'football 8. 'bus stop 9. out'dated 10.
over-'ripe.

Exercise 28

1. The letter was hand-'written.
2. The vegetables are home-'grown
3. It was a 'last-minute holiday.
4. Jane is hard-'working.
5. Tom is good-'looking.

UNIT 4

Exercise 29

1. I'd love a cup of tea.
2. When are you going to Spain?
3. He goes to the cinema three or four times a month.
4. I'll have some bread and butter, please.
5. We'd rather stay at home than go to the restaurant.
6. You'll have to study harder if you want to pass the exam.
7. They drove at 50 kilometres per hour.
8. Did you give him the books?
9. He said that he'd go home as soon as possible.
10. I told them they were going to fall.

Exercise 30

1. an 2. an 3. an 4. a 5. a 6. an 7. a 8. an 9. an 10. an.

Exercise 31

1. /ðɪː/ heir 2. /ðə/ universe 3. /ðɪː/ apple 4. /ðɪː/ ugly house
5. /ðə/ U.S.A 6. /ðə/ hotel 7. /ðə/ historian 8. /ðə/ jewels.
9. /ðɪː/ hour-glass 10. /ðə/ one-man band.

Exercise 32

1. He could have told you if you had asked.
2. Don't you want to know?
3. I should have known he was joking.
4. She can apply for the job, can't she?
5. Who does she think she is?
6. He was at school when the fire broke out.
7. Where does he say he was going?
8. That is the place he has renovated.
9. I certainly won't do that job again.
10. You don't have to stay if you don't want to.

Exercise 33

TEXT 1

Of all the changes that swept over Europe in the seventeenth and eighteenth centuries, the most widely influential was an epistemological transformation that we call the "scientific revolution". In the popular mind, this revolution is associated with natural science and technological change, but the scientific revolution was, in reality, a series of changes in the structure of European thought itself: systematic doubt, empirical and sensory verification, the abstraction of human knowledge into separate sciences, and the view that the world functions like a machine. These changes greatly altered the human experience of every other aspect of life. This modification in world view can also be charted in painting, sculpture and architecture, where it can be seen that people are looking at the world very differently.

TEXT 2

Today English is a world-wide language. About 300 million people speak it as their mother-tongue, and there are as many – if not more – for whom it is an additional language. The unparalleled status of English as an international language reflects the economic and technological power of the English-speaking countries, predominantly the United States. A radical shift in power would undoubtedly result in the eventual displacement of English as the paramount international language. Even so, it will remain the national language of many countries where the majority of the population now speak it as their first or second language.

UNIT 5

Exercise 34

1. management /'mæniɪdʒmənt/
2. performance /pə'fɔːməns/
3. audience /'ɔːdiəns/
4. replay /'riːpleɪ/
5. know-how /'nəʊhaʊ/
6. check-in /'tʃekɪn/
7. server /'sɜːvə/
8. partner /'pɑːtnə/
9. desktop /'deskɒp/
10. cover /'kʌvə/
11. report /rɪ'pɔːt/
12. hamburger /'hæmbɜːgə/
13. privacy /'prɪvəsi/
14. suspense /sə'spens/
15. Japan /dʒə'pæn/
16. mountain bike /'maʊntɪn baɪk/
17. wafer /'weɪfə/
18. flashback /'flæʃbæk/
19. club /'klʌb/
20. bunker /'bʌŋkə/

Exercise 35

1. cartone animato – cartoon
2. diversamente abile – differently abled
3. informatica – information technology
4. parola-chiave – key word
5. parola d'ordine – password

Exercise 36

1. autogrill – d. motorway snack bar
2. camping – k. campsite
3. luna park – a. funfair
4. stage – i. internship
5. golf – j. jumper
6. baby killer – b. juvenile murderer
7. water – c. toilet
8. scotch – g. adhesive tape
9. lifting – l. facelift
10. flipper – e. pinball machine
11. zapping – f. channel surfing
12. autostop – h. hitch-hiking