

UNIVERSIDAD NACIONAL DE CHIMBORAZO



DEFEATING SOME ENGLISH LINGUISTIC BARRIERS



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1. PRONUNCIATION

The best way to learn a new a sound is to practice it as many times as possible. The secret to speaking English clearly and quickly is practicing slowly and accurately. Learning to speak English with a standard American accent is a gradual process, but if people work at it regularly and practice as often as they can, they are going to improve!

The following chart, the American Phonetic Alphabet, clearly shows that there are some sounds that do not exist in Spanish language; their pronunciation is a little bit difficult for Spanish speakers especially with the sounds: [d] [t] [] [] [] [] [ɫ] and that is one reason for which the pronunciation of these sounds is considered as a Language Barrier in the communicative process of the students.

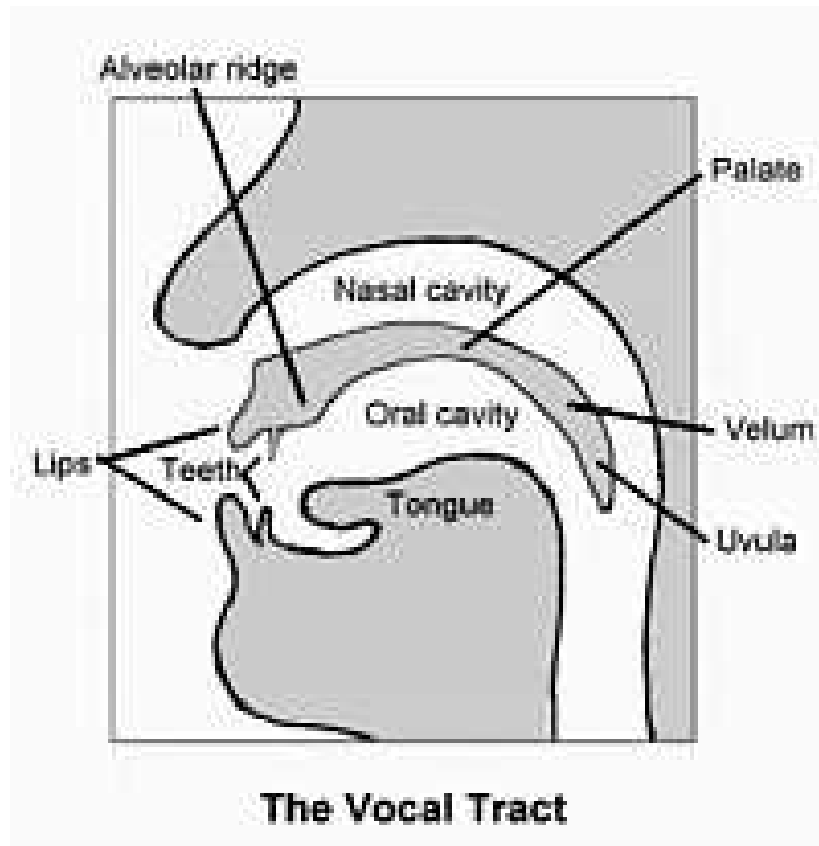
AMERICAN PHONETIC ALPHABET

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Source: <http://www.esl-lounge.com/student/graphics/phonetic-chart.gif>

It is not possible to study the chart above and identify the sounds and the way they are pronounced without the knowledge of the vocal tract. Students of seventh term “B” of English Major are much familiarized with this one because they have attended classes of Phonology and Phonetics during four terms.

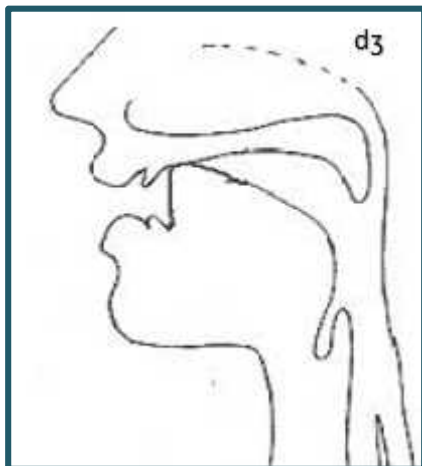
The vocal Tract



Source: <http://www.visiblemantra.org/images/vocal-tract.png>

Coming up next, there is a brief explanation about the above phonemes, it is shown the vocal tract with the position of the tongue to each sound, and there are also some words, phrases and sentences that exemplify what it has been said according to these new international sounds that do not exist in Spanish language.

1. The sound [d]



This sound is voiced. To pronounce this sound you have to press the tip of the tongue against the gum ridge.

Exercise: /d / combined with some key vowels of English.

/d i/ ... /d I/... /d / ... /d eI/ ... /d æ/... /d /... /d a/...
/d o / ... /d /

Examples: jet ... John ... joke ... jazz ... Jew ... judge ...
adjust ... jealous ... gentle ... gesture

Source:

https://www.google.com.ec/search?q=vocal+track&biw=1280&bih=859&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI3Zr3mJeGxglVCyusCh2PyAAx#tbn=isch&q=d%CA%92+in+an+image&imgsrc=1TSPpofbATXeBM%253A%3B1oncSTp-H_EuTM%3Bhttp%253A%252F%252Fflanguagelog.ldc.upenn.edu%252Fmyl%252FAlveolar.png%3Bhttp%253A%252F%252Fflanguagelog.ldc.upenn.edu%252Fnl%252F%253Fp%253D3349%3B211%3B2

John and **Jimmy** joined to me at the church.

That **joke** is not so good



AGING

JUMP

JOB

PAGE

N°	WORD	SOUND	MEANING
1.	job	[d b]	Trabajo
2.	jury	[d ri]	Jurado
3.	general	[d en r l]	General
4.	outrageous	[a t rerd s]	Indignante
5.	giants	[d aɪənts]	Gigantes
6.	pager	[peɪd r]	Localizador
7.	aging	[eɪd ɪ]	Envejecimiento
8.	budget	[b d ɪt]	Presupuesto
9.	message	[mesɪd]	Mensaje
10.	management	[mænɪd m nt]	Dirección
11.	Jam	[d æm]	Mermelada
12.	Just	[d st]	Justo
13.	Page	[peɪd]	Página
14.	Manager	[mænɪd r]	Director/directora
15.	Badger	[bæd r]	Tejón
16.	Gentle	[d entl]	Suave
17.	Rigid	[rɪd ɪd]	Rígido
18.	Bridge	[brɪd]	Puente
19.	Jewel	[d u l]	Joya
20.	Jump	[d mp]	Saltar

PHRASES WITH THE SOUND [d]

N°	PHRASE	SOUND	MEANING
1.	A dishwashing job	[dɪʃwɒʃɪ d b]	Un trabajo de lavaplatos.
2.	A fair jury	[fer d ri]	Un jurado imparcial
3.	That's the general feeling.	[ðæts ð d enr l fi lɪ]	Ese es el sentimiento general.
4.	Outrageous behavior	[æ t reɪd s bɪ heɪv j r]	Un comportamiento indignante
5.	The big giants	[ð big d aɪənts]	Los grandes gigantes
6.	A cellphone pager	[sel f n peɪd r]	Un localizador móvil.
7.	Aging person	[eɪd ɪ p ɜːns n]	Envejecimiento de la persona
8.	The hospital budget	[ð h spɪtəl 'bəd t]	El presupuesto del hospital
9.	An amazing message for you.	[n meɪzɪ mesɪd f r ju]	Un mensaje increíble para usted.
10.	The management positions	[ð mænɪd m nt p zɪʃənz]	Los puestos de dirección
11.	Delicious jam	[dɪ lɪʃəs d æm/]	Mermelada deliciosa
12.	This just once	[ðɪs d st w ns/]	Esta sola vez
13.	On the same page	[n ð seɪm peɪd]	En la misma página.
14.	Campaign manager	[kæm peɪn mænɪd r]	Director de la campaña
15.	Beautiful Badger	[bju tɪf l bæd r]	Hermoso tejón
16.	Gentle lullaby	[d entl l l baɪ]	arrullo suave
17.	Rigid tradition	[rɪd ɪd tr dɪʃən/]	Tradición rígida
18.	Bridge over something	[brɪd v ɜːs m ɪ]	Romper las distancias
19.	Expensive jewel	[ɪks pensɪv d u l]	
20.	Jump the gun	[d mp ð g n]	Salida en falso

SENTENCES IN WHICH THERE IS THE SOUND []

1. I need to find a new <i>job</i> .
2. The <i>jury</i> found the defendant guilty.
3. The <i>general</i> feeling is that he made a big mistake.
4. John was rude all evening; his behaviour was <i>outrageous</i> .
5. Nancy had never seen a <i>giant</i> panda before.
6. They give you a cellphone <i>pager</i> because they want to know where you are morning noon .
7. <i>Aging</i> is something that no one can run away from.
8. Fiona created a family spending <i>budget</i> .
9. Please give me a second to listen to my <i>messages</i> on the phone.
10. The <i>management</i> of the company has decided to sell the shoe division.
11. Peter is eating a delicious <i>jam</i> .
12. I <i>just</i> thought it would be fun for the man.
13. He turned the <i>page</i> and touched it.
14. He handed the phone to me as a <i>manager</i> .
15. <i>Badgers</i> are native of this place.
16. The mother sang a <i>gentle</i> lullaby to put her baby to sleep.
17. Susan has her arms <i>rigid</i> as she faced him.
18. The hunters saw a <i>bridge</i> in the downtown.
19. The <i>jewels</i> disappeared yesterday.
20. You must not <i>jump</i> the rip, because it will be dangerous.

2 The sound [t]



To pronounce the consonant /t / it is necessary to press the front part of the tongue against the front part of the roof of the mouth. This is a voiceless sound.

Exercise: /t / combined with some key vowels of English.

/t i / ... /t I / ... /t / ... /t eI / ... /t æ / ... /t / ... /t a / ...
/t o / ... /t /

Source:

https://www.google.com.ec/search?q=vocal+track&biw=1280&bih=859&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI3Zr3mJeGxglVCyusCh2PyAAx#tbn=isch&q=t%CA%83+in+an+image&imgcr=llsi7nyQQs6JCM%253A%3Biu9eNn1kBH-swM%3Bhttp%253A%252F%252Fwww.lfsag.unito.it%252Fmri%252Fimages%252F9b.png%3Bhttp%253A%252F%252Fwww.lfsag.unito.it%252Fmri%252Ftracings_en.html%3B256%3B251

Examples: chair ... check ... cheeringchow ... chalk ... choose feature ...nature... attachment ... search ...touch



N°	WORD	SOUND	MEANING
1.	Chain	[t em]	Cadena
2.	Rich	[rɪt]	Rico
3.	Catch	[kæt]	Atrapar
4.	Check	[t ek]	chequear
5.	Cheap	[t i p]	Barato
6.	Chair	[t r]	Silla
7.	Chew	[t u]	Masticar
8.	Watch	[w t]	Observar
9.	Crutch	[kr t]	Muletas-Asistencia
10.	chatter	[t æt r]	Parloteo
11.	Sketch	[sket]	Escena
12.	Batch	[b t]	Lote
13.	Butcher	[b t r]	Carnicería
14.	Stitch	[stɪt]	Punzada
15.	Righteous	[raɪt s]	honrado
16.	Twitch	[twɪt]	Retorcerse
17.	Etch	[et]	Grabar
18.	Cheering	[t ɪ rɪ]	entusiasta
19.	Lynch	[lɪnt]	Linchar
20.	Chow	[t a]	Comida

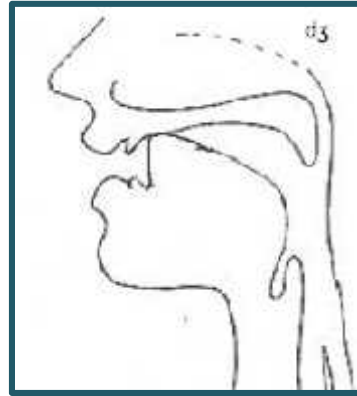
PHRASES WITH THE SOUND [t]

Nº	PHRASE	SOUND	MEANING
1.	Chain- locked	[t en- l kt]	Cadena de seguridad
2.	Rich-man	[rɪt - mæn]	Hombre rico
3.	Catch-cold	[kæt - kold]	Enfriarse
4.	Check on you.	[t k n ju.]	Comprobar
5.	Cheap-place	[t ip ples]	Lugar barato
6.	Office chair	[f s t r]	Silla de oficina
7.	chew through	[t u ru]	Masticar a través de
8.	Watch over	[w t ov r]	Vigilar
9.	Emotional crutch	[ɪmo n l kr t]	Ayuda emocional
10.	Internet chatter	[ɪnt rn t æt r]	Conferencia online
11.	Sketch comedy	[sket]	Comedia
12.	Eclectic batch	[ɪ klektɪk b t]	Lote ecléctico
13.	Butcher's shop	[b t r p]	carnicería
14.	Stitch something	[stɪt sʌθɪ]	cocedura
15.	Righteous character	[raɪt s k rɪkt r]	Carácter honorable
16.	Nose twitch	[twɪt n z]	Contracción de la nariz
17.	Like etch	[laɪk et]	grabado
18.	Cheering people	[t iəri pi:pl]	Gente entusiasta
19.	Lynch mob	[lɪnt m b]	Multitud línchate
20.	Chow down	[t a da n]	Listo para comer

SENTENCES WITH THE SOUND [t]

N°	SENTENCES
1.	Tom <i>chain</i> -locked the door.
2.	He didn't look like a <i>rich</i> man
3.	I have to <i>catch</i> that train.
4.	I'd better go <i>check</i> on Destiny.
5.	It wasn't <i>cheap</i> like the stuff she bought.
6.	He sank into the <i>chair</i> and let out a long breath.
7.	She <i>chew</i> in front of everyone
8.	I watch some interesting news about economy in Ecuador.
9.	He had an accident, now he is going to use some crutches.
10.	Here is much internet chatter about new drugs to save our lifes
11.	The last <i>sketch</i> of Patch Adams was amazing.
12.	There is a free <i>batch</i> near to my home.
13.	My husband is going to open a <i>butcher</i> .
14.	I have a <i>stitch</i> in my stomach.
15.	Paul seems to be a <i>righteous</i> boy.
16.	Saskia <i>twitches</i> her hands in class.
17.	Lauren <i>etches</i> her boyfriend name in a chain.
18.	I like to be a <i>cheering</i> person.
19.	It is unusual! They <i>lynched</i> a thief.
20.	I want to eat some junk <i>chow</i> .

2.1. Distinguishing between /t / and /d /:



Source:

https://www.google.com.ec/search?q=vocal+track&biw=1280&bih=859&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI3Zr3mJeGxgIVCyusCh2PyAAx#tbn=isch&q=t%CA%83+in+an+image&imgsrc=llsi7nyQQs6JCM%253A%3Biu9eNn1kKH-swM%3Bhttp%253A%252F%252Fwww.lfsag.unito.it%252Fmri%252Fimages%252F9b.png%3Bhttp%253A%252F%252Fwww.lfsag.unito.it%252Fmri%252Ftracings_en.html%3B256%3B251

Source:

https://www.google.com.ec/search?q=vocal+track&biw=1280&bih=859&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI3Zr3mJeGxgIVCyusCh2PyAAx#tbn=isch&q=d%CA%92+in+an+image&imgsrc=1TSPPofbAtXeBM%253A%3B1oncSTp-H_FuTM%3Bhttp%253A%252F%252Fflanguagelog ldc.upenn.edu%252Fmyl%252FAlveolar.png%3Bhttp%253A%252F%252Fflanguagelog ldc.upenn.edu%252Fnl%252F%253Fp%253D3349%3B211%3B2

The position of the tongue for these two sounds is very similar that is why some people have mistakes when pronouncing any of these two sounds. The most common mistake students make is substituting /t / for /d /. It depends on the overgeneralization based on the mother tongue. For example, instead of saying "Jane", a student might say something that sounds like "chain" or instead of saying "ridge ", a student might say something like "rich".

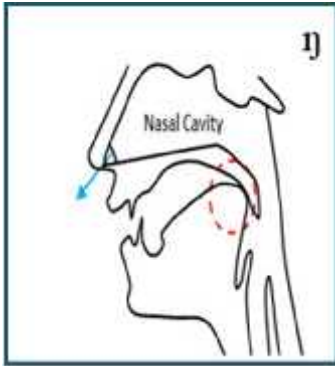
The following words are exactly the same except that the first contains the consonant /t / and the second ones contain the consonant /d /.

Exercise: Listen and repeat the following pair of words.

/t /	/d /
choke	joke
chain	Jane
chin	gin
choose	Jews
etch	edge
search	surge

Mastering the distinction between /t / and /d / is an important part of learning to speak English clearly and correctly. To the ears of an American, these two sounds are completely different and distinct even though for Ecuadorian people they look the same or at least very similar.

3. The sound [ŋ]



It is a nasal consonant. To pronounce this sound, the back part of the tongue reaches up and touches the soft palate. The mouth and the teeth are opened.

Source:

https://www.google.com.ec/search?q=%C9%AAAd+phonetics+in+vocal+tract&biw=1280&bih=815&source=inms&tbn=isch&sa=X&ved=0CacQ_AUoAWoVChMlvq3KgayGxgVDJUNCh3zEgDu#tbn=isch&q=%C5%8B+nasal+vocal+tract&imgsrc=46xrtrn4yw777M%253A%3BmbvpEFR-UmPXtM%3Bhttp%253A%252F%252F2.bp.blogspot.com%252F-QixD1wriQEK%252FUhoFjgGfMSI%252FAAAAAAAAAAts%252FGVVNIHwzU_w%252Fs1600%252Fvelar-nasal-1.jpg%3Bhttp%253A%252F%252Ftanvirhdhaka.blogspot.com%252F2013_08_01_archive.html%3B460%3B267

Some examples of this sound we can find in the verbs with endings “ing”.

For Example:

ring... going.... doing.... speaking



N°	WORD	SOUND	MEANING
1.	Handkerchief	[hæ k ɜtʃɪf]	Pañuelo
2.	Tongue	[t ʌ ŋ]	Lengua
3.	Single	[si ŋ gl]	Soltero
4.	Hungry	[h ʌ ŋ rɪ]	Hambriento
5.	Long	[lɒ ŋ]	Largo
6.	Playing	[pleɪ ŋ]	Jugando
7.	Finger	[fɪ ŋ ɡ ər]	Dedo
8.	Relinquish	[rɪlɪ kwɪʃ]	Renunciar
9.	Think	[θɪ ŋ k]	Pensar
10.	Boring	[bɔːrɪ ŋ]	Aburrido
11.	Pang	[pæ ŋ]	Angustia
12.	Meaning	[mi ni ŋ]	Significado
13.	Meeting	[mi ti ŋ]	Reunión
14.	Wing	[wɪ ŋ]	Ala
15.	Spelling	[spelɪ ŋ]	Ortografía
16.	Strong	[strɒ ŋ]	Fuerte
17.	Hang	[hæ ŋ]	Caída/colgar
18.	Ring	[rɪ ŋ]	Anillo
19.	King	[kɪ ŋ]	Rey
20.	Laughing	[lɔːfɪ ŋ]	Riendo

PHRASES WITH THE SOUND [ŋ]

N°	PHRASE	SOUND	MEANING
1.	Drop the Handkerchief	[dr p ð hæ k rʃɪf]	Dejar caer el pañuelo .
2.	Bite your tongue!	[baɪt j ɹ t]	Morder la lengua!
3.	Single life	[sɪ gl laɪf]	Vida de soltero .
4.	"Hungry as a wolf"	[h ɡrɪ z w lʌz]	"Hambriento como un lobo"
5.	A long face	[l feɪs]	La cara larga.
6.	Playing field	[pleɪn fi ld]	Campo de juego.
7.	Burn fingers	[bɜːn fi ɡ ɹ]	Quemar los dedos.
8.	Don't relinquish	[d ɒnt rɪlɪ kwɪʃ]	No renunciar.
9.	Think again	[ɪ k ɡen]	Piensa otra vez.
10.	All is boring.	[ɪ lɪz b ɹɪ]	Todo es aburrido.
11.	Intense pang	[ɪntens pæ]	Intensa angustia.
12.	Confused meaning	[k ɒnfju zd mi ni]	Significado confuso .
13.	Call a meeting	[k ɪ mi ti ɪ]	Llamar a una reunión.
14.	Left wing	[left wɪ ɪ]	Ala izquierda.
15.	thorough spelling	[ɹ speli ɪ]	Thorough spelling.
16.	Strong as a horse	[str ɔː z h s]	Fuerte como un caballo.
17.	Hang loose	[hæ lu s]	La caída suelta.
18.	Brass ring	[br s ri ɪ]	Anillo de cobre .
19.	Successful king	[s ksesf ɪ ki ɪ]	Rey exitoso.
20.	Die laughing	[daɪ l fi ɪ]	Muere riendo.

SENTENCES WITH THE SOUND []

N°	SENTENCES
1.	I use a red <i>handkerchief</i> every day.
2.	Children should not touch her <i>tongue</i> with dirty hands.
3.	Young people enjoy being <i>single</i> , while they can.
4.	I'm as <i>hungry</i> as a bear.
5.	A <i>long</i> time ago, there was a bridge here.
6.	I am <i>playing</i> with my dog
7.	she never raised a <i>finger</i> to help
8.	However, he signed a contract <i>relinquishing</i> his claim to his benefits in April 1994, just one month earlier.
9.	All you ever <i>think</i> about is money.
10.	Each trip was more <i>boring</i> than the last.
11.	Dean felt another <i>pang</i> of conscience.
12.	A few months ago, we didn't know the true <i>meaning</i> of love.
13.	I wish he had attended the <i>meeting</i> .
14.	If I had <i>wings</i> , I would fly to you.
15.	The students are been <i>spelling</i> .
16.	He appears to be <i>strong</i> and healthy.
17.	I helped her <i>hang</i> the picture on the wall.
18.	Marcos puts the <i>ring</i> on Chintia's finger.
19.	Cocky as the <i>king</i> of spades.
20.	After everyone stopped <i>laughing</i> , the teacher continued.

4. The sound [ʃ]

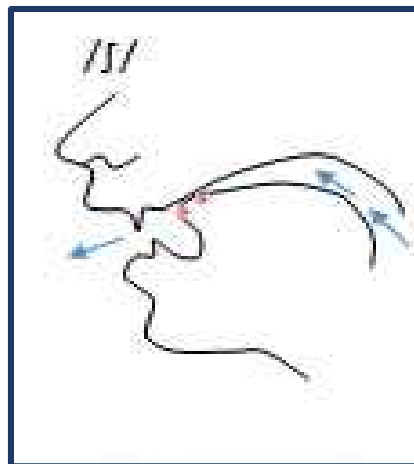
To pronounce this sound you have to point the tip of the tongue forward to the gum ridge. Do not touch the ridge.

Ex: she..ship ... shake ... issue ... fashion ... patience..
motion... fresh .. cash..... push show... shave
Sheshine.

She's getting *in shape*. (in good physical condition)

He *runs a tight ship* . (*manges according to the rules and in an organized manner*)

You can **crash** *at my place*. (*sleep at my home*)



Source:

https://www.google.com.ec/search?q=vocal+tract+with++%CA%83+fricative&biw=1440&bih=799&source=lnms&tbn=isch&sa=X&ved=0CAcQ_AUoAWoVChMI7duJiq-GxplVggGsCh3s2AA_#tbn=isch&q=vocal+tract+with++%CA%92+fricatives&imgref=yirW7bZ8HV225M%253A%3BY6rS0KrifEIm0M%3Bhttp%253A%252F%252F2.bp.blogspot.com%252F-ftB7b_Prcj8%252FUhlp-h3Ksyl%252FAAAAAAAAAAATe%252FOWuEcTDZ6ik%252Fs1600%252Fpalato-alveolar.jpg%3Bhttp%253A%252F%252Ftanvirdhaka.blogspot.com%252F2013%252F08%252Fthe-english-fricatives_3027.html%3B290%3B167



N°	WORD	SOUND	MEANING
1.	Impression	[ɪmˈpreʃn]	impresión
2.	Creation	[kriˈeɪʃn]	creación
3.	Addition	[əˈdɪʃn]	Adición, suma
4.	Wish	[wɪʃ]	deseo
5.	Push	[pʊʃ]	empujón
6.	Brush	[brʊʃ]	cepillo
7.	Show	[ʃəʊ]	mostrar
8.	Professional	[prəˈfeɪʃnl]	profesional
9.	Patient	[ˈpeɪʃnt]	paciente
10.	Medication	[medɪˈkeɪʃn]	medicación
11.	Shadow	[ˈæʊ]	sombra
12.	Shave	[eɪv]	afeitado
13.	Shark	[ʃɑːk]	tiburón
14.	Shake	[eɪk]	agitar
15.	shop	[ʃɒp]	tienda
16.	shoes	[ʃuːz]	zapatos
17.	sheet	[ʃiːt]	Sabana
18.	cash	[kæʃ]	Dinero
19.	shack	[ʃæk]	cazucha
20.	shabby	[ˈæbi]	desgastado, mal estado

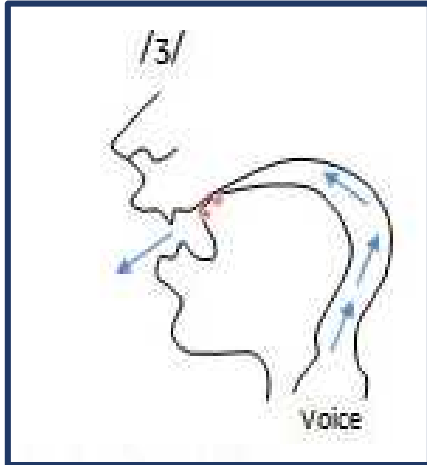
PHRASES WITH THE SOUND []

N°	PHRASE	SOUND	MEANING
1.	A good impression.	[g d impr n]	Una buena impresión
2.	The creation.	[ð kri ´ei n]	La creación
3.	Do the addition.	[du ði ´di n]	Haz la suma
4.	To make a wish.	[t meik wi]	Pedir un deseo
5.	With one push.	[wiθ w n p [De un empujón
6.	Use a brush.	[ju s br]	Usa un cepillo
7.	Motor show	[m t r]	Salón del automóvil
8.	A profesional job	[pr ´fe nl d b]	Un trabajo profesional
9.	To be patient	[t bi pei nt]	Tener paciencia
10.	Conventional medication	[k n ´ven nl]	Medicación convencional
11.	Mysterious shadow	[mɪstri s ædo]	Sombra misteriosa
12.	Different shave	[dif r nt eiv]	Afeitado diferente
13.	White shark	[waɪt rk	Tiburón blanco
14.	Control shake	[k ntro l eik]	Control con sacudida
15.	Hiking equipment shop	[haɪki ikwɪpm nt p]	Tienda de equipos para senderismo
16.	New shoes	[nu uz]	Zapatos nuevos
17.	Dirty sheet	[d rti it]	Sabana sucia
18.	Cash balance	[kæ bæ l ns]	Caja de balance
19.	Old shack	[o ld æk]	Cazucha vieja
20.	Shabby elegance	[æbi l g ns]	Mala presencia

SENTENCES WITH THE SOUND []

N°	SENTENCES
1.	The teacher has a good <i>impression</i> with your lesson.
2.	Humans are most intelligent in all <i>creation</i> .
3.	This <i>addition</i> is correct.
4.	They <i>wish</i> buying new shoes.
5.	<i>Push</i> that button to start the blender.
6.	John uses a <i>brush</i> for cleaning his clothes.
7.	Ely <i>shows</i> her dollar coins collection
8.	He is a <i>professional</i> worker.
9.	Luis is very <i>patient</i> with Marco.
10.	The Peter's medication is <i>conventional</i> .
11.	I saw a mysterious <i>shadow</i> in the wall.
12.	Peter has an eccentric style in his <i>shave</i> today.
13.	The white <i>shark</i> lives in the sea.
14.	<i>Shake</i> to mix it the medicine.
15.	This <i>shop</i> only has equipment to hiking.
16.	David is using new <i>shoes</i> today.
17.	Peter changes his <i>sheet</i> right now.
18.	I don't have <i>cash</i> from yesterday.
19.	Daniel lives in an old <i>shack</i> .
20.	The <i>shabby</i> flat is vacant.

5. The sound [ʒ]



To pronounce this sound you have to point the tip of your tongue forward to the gum ridge. Do not touch the ridge.

Ex: **vision** ... **Asia** ... measure ... **occasion** ... **decision** ...
usual ... casual ... **pleasure**...

Source:

https://www.google.com.ec/search?q=vocal+tract+with++%CA%83+fricative&biw=1440&bih=799&source=lnms&tbn=isch&sa=X&ved=0CAcQ_AUoAWoVChMI7duJiq-GxglVggGsCh3s2AA_#tbn=isch&q=vocal+tract+with++%CA%92+fricatives&imgref=virW7bZ8HV225M%253A%3BY6rS0KrifElm0M%3Bhttp%253A%252F%252F2.bp.blogspot.com%252F-ftB7b_Prcj8%252FUhljph3Ksyl%252FAAAAAAAAAATE%252F0WuEctDZ6ik%252Fs1600%252Fpalato-alveolar.jpg%3Bhttp%253A%252F%252Ftanvirdhaka.blogspot.com%252F2013%252F08%252Fthe-english-fricatives_3027.html%3B290%3B167

It's my **pleasure**. (I'm really glad to help)

*My cooking doesn't **measure** up to my mother's.
(It's not as high quality, isn't up to standard)*



MEASURE TELEVISION TREASURE VISION

Nº	WORD	SOUND	MEANING
1.	Impression	[ɪm'preʃn]	impresión
2.	Creation	[kri'eɪʃn]	creación
3.	Addition	[ə'dɪʃn]	Adición, suma
4.	Wish	[wɪʃ]	deseo
5.	Push	[pʊʃ]	empujón
6.	Brush	[brʊʃ]	cepillo
7.	Show	[ʃəʊ]	mostrar
8.	Professional	[prə'feʃnl]	profesional
9.	Patient	[peɪʃnt]	paciente
10.	Medication	[medɪ'keɪʃn]	medicación
11.	Shadow	[ˈæʊ]	sombra
12.	Shave	[eɪv]	afeitado
13.	Shark	[ʃɑ:k]	tiburón
14.	Shake	[eɪk]	agitar
15.	shop	[ʃɒp]	tienda
16.	shoes	[ʃu:z]	zapatos
17.	sheet	[ʃi:t]	Sabana
18.	cash	[kæʃ]	Dinero
19.	shack	[ʃæk]	cazucha
20.	shabby	[ˈæbɪ]	desgastado, mal estado

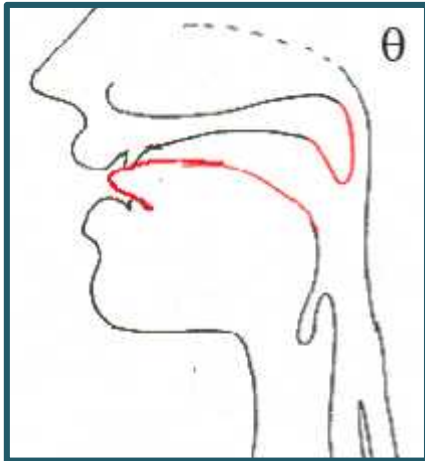
PHRASES WITH THE SOUND []

N°	PHRASE	SOUND	MEANING
21.	A good impression.	[g d impr n]	Una buena impresión
22.	The creation.	[ð kri ´ei n]	La creación
23.	Do the addition.	[du ði ´di n]	Haz la suma
24.	To make a wish.	[t meik wi]	Pedir un deseo
25.	With one push.	[wiə w n p [De un empujón
26.	Use a brush.	[ju s br]	Usa un cepillo
27.	Motor show	[m t r]	Salón del automóvil
28.	A profesional job	[pr ´fe nl d b]	Un trabajo profesional
29.	To be patient	[t bi pei nt]	Tener paciencia
30.	Conventional medication	[k n ´ven nl]	Medicación convencional
31.	Mysterious shadow	[mɪstɪri s ædo]	Sombra misteriosa
32.	Eccentric shave	[dɪf r nt eɪv]	Afeitado diferente
33.	White shark	[waɪt rk	Tiburón blanco
34.	Control shake	[k ntro l eɪk]	Control con sacudida
35.	Hiking equipment shop	[haɪkɪ ɪkwɪpm nt ʃɒp]	Tienda de equipos para senderismo
36.	New shoes	[nu uz]	Zapatos nuevos
37.	Dirty sheet	[d ɹti ʃi:t]	Sabana sucia
38.	Cash balance	[kæ bæ l ns]	Caja de balance
39.	Old shack	[o ld æk]	Cazucha vieja
40.	Shabby elegance	[æbi l g ns]	Mala presencia

SENTENCES WITH THE SOUND []

N°	SENTENCES
21.	The teacher has a good <i>impression</i> with your lesson.
22.	Humans are most intelligent in all <i>creation</i> .
23.	This <i>addition</i> is correct.
24.	They <i>wish</i> buying new shoes.
25.	<i>Push</i> that button to start the blender.
26.	John uses a <i>brush</i> for cleaning his clothes.
27.	Ely <i>shows</i> her dollar coins collection
28.	He is a <i>professional</i> worker.
29.	Luis is very <i>patient</i> with Marco.
30.	The Peter's medication is <i>conventional</i> .
31.	I saw a mysterious <i>shadow</i> in the wall.
32.	Peter has an eccentric style in his <i>shave</i> today.
33.	The white <i>shark</i> lives in the sea.
34.	<i>Shake</i> to mix it the medicine.
35.	This <i>shop</i> only has equipment to hiking.
36.	David is using new <i>shoes</i> today.
37.	Peter changes his <i>sheet</i> right now.
38.	I don't have <i>cash</i> from yesterday.
39.	Daniel lives in an old <i>shack</i> .
40.	The <i>shabby</i> flat is vacant.

6. The sound [θ]



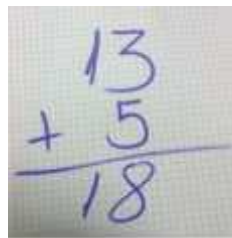
This is a voiceless sound. To pronounce this sound you have to place the tip of the tongue between the teeth and then you have to blow air.

Ex: **think**, **thumb**, **thin**, **Thorndike**, **theme**, **thought**, even **though**.

Put your **thumbs** up

Source:

https://www.google.com.ec/search?q=vocal+tracks&biw=1440&bih=799&source=inms&tbn=isch&sa=X&sqi=2&ved=0CacQ_AUoAmoVChMIqZCQmZeGxglVzB6sCh0iKADl#tbn=isch&q=vocal+tract++with+dental+&imgc=z9kHYoJZD2xEjM%253A%3B-BpxyFqdxuUUqM%3Bhttp%253A%252F%252Ffemedia.leeward.hawaii.edu%252Fhurley%252FLing102web%252Fmod3_speaking%252Fmod3docs%252F3_images%252Finterdental.gif%3Bhttp%253A%252F%252Ffemedia.leeward.hawaii.edu%252Fhurley%252FLing102web%252Fmod3_speaking%252F3mod3.5.2_place.htm%3B431%3B249



MATH



THIN



THROAT



TEETH

N°	WORD	SOUND	MEANING
1.	Fifth	[fɪf]	quinto
2.	Pith	[pɪ]	médula
3.	South	[sa]	sur
4.	Teeth	[ti]	dientes
5.	Anthem	[æn m]	himno
6.	Nothing	[n ɪ]	nada
7.	Ruthless	[ru lɪs]	despiadado
8.	math	[mæ]	Matemáticas
9.	North	[n]	Norte
10.	Thanks	[æ ks]	gracias
11.	thin	[n]	delgado
12.	mouth	[ma]	boca
13.	three	[ri]	tres
14.	bathroom	[b r m]	baño
15.	thermometer	[m mɪt r]	termómetro
16.	theatre	[rət r]	teatro
17.	therapist	[er pɪst]	Terapeuta
18.	thermos	[3 m s]	termo
19.	throat	[r t]	cuello
20.	thumb	[mb]	pulgar

PHRASES WITH THE SOUND []

N°	PHRASE	SOUND	MEANING
1.	Fifth element	[fɪf ɛlɪm nt]	Cinco elementos
2.	Pith helmet	[pɪ helmɪt]	Casco de medula
3.	The south coast	[ð sa st]	La costa sur
4.	False teeth	[f ls ti]	Diente falso
5.	National anthem	[næ nl æn m]	Himno nacional
6.	Nothing else:	[n ɪ els]	Nada mas
7.	Ruthless ruler:	[ru lɪs ru l ɹ]	Gobernante despiadado
8.	Financial math:	[faɪ næn l mæ]	Matemáticas financieras
9.	North wind	[n wɪnd]	Viento del norte
10.	Many thanks:	[menɪ æ ks]	Muchas gracias
11.	large throat	[l d r t]	garganta larga
12.	thin men	[ɪn men]	hombre delgado
13.	big mouth	[bɪg ma]	boca grande
14.	three friend´s	[ri frendz]	tres amigos
15.	beatiful bathroom	[b ru m bju t fl]	baño hermoso
16.	dirty thermometer	[d ti m mɪt]	termómetro sucio
17.	small theatre	[sm l ɪət]	teatro pequeño
18.	therapist doctor	[er pɪst d kt]	doctor terapeuta
19.	small thermos	[sm l m s]	termo pequeño
20.	Bombastic thumb	[b m bæstɪk m]	pulgar hinchado

SENTENCES WITH THE SOUND [θ]

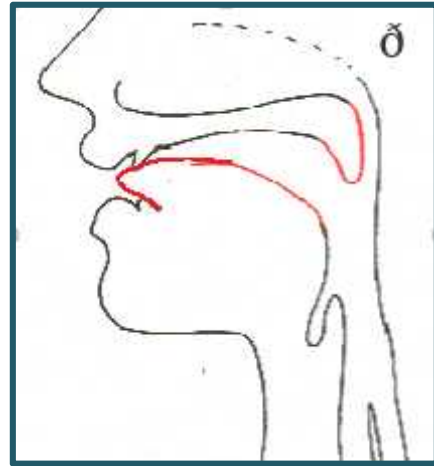
N°	SENTENCES
1.	John is the <i>fifth</i> integrant in the group.
2.	This phrase is a <i>pith</i> part in the essay.
3.	Mary is in the <i>south</i> coast.
4.	You should wash your <i>teeth</i> .
5.	Students sing the national <i>anthem</i> .
6.	Sophie and Charlie do not do <i>nothing</i> else in the classroom.
7.	A <i>ruthless</i> ruler govern in a bad way his country.
8.	They are doing a financial <i>math</i> exercise.
9.	A <i>north</i> wind is originated of south blows.
10.	They have a <i>throat</i> large
11.	My cousin is <i>thin</i>
12.	He has a big <i>mouth</i>
13.	They visit a <i>theatre</i> yesterday
14.	She doesn't have a <i>thumb</i> .
15.	The doctor use the <i>thermometer</i> in the hospital.
16.	He has a coffee in the <i>thermos</i>
17.	The <i>bathroom</i> is clean.
18.	My sister is <i>therapist</i> in the hospital.
19.	I have <i>three</i> brothers in my house
20.	The polite children say many <i>thanks</i> .

7. The sound [ð]

This is a voiced sound. To pronounce this sound you have to place the tip of the tongue between the teeth similar to the pronunciation of the sound [θ] and then you have to blow air.

Ex: **thus**, **the**, gather, **they**, **this**, **them**, mother

All of **them** are my very good friends



Source:

https://www.google.com.ec/search?q=vocal+tracks&biw=1440&bih=799&source=lnms&tbn=isch&sa=X&sqi=2&ved=0CAcQAUoAmoVChMIqZCQmZeGxgIVzB6sCh0IKADl#tbn=isch&q=vocal+tract++with+dental+&imgc=z9kHYoJZD2xEjM%253A%3B-BpxyFqdxuUUqM%3Bhttp%253A%252F%252Ffemedia.leeward.hawaii.edu%252Fhurley%252FLing102web%252Fmod3_speaking%252Fmod3docs%252F3_images%252Finterdental.gif%3Bhttp%253A%252F%252Ffemedia.leeward.hawaii.edu%252Fhurley%252FLing102web%252Fmod3_speaking%252F3mod3.5.2_place.htm%3B431%3B249



N°	WORD	SOUND	MEANING
1.	though	[ð]	aunque
2.	either	[aið r]	cualquiera de los dos
3.	booth	[bu ð]	caseta
4.	thus	[ð s]	de este modo
5.	gather	[gæð r]	recoger
6.	feather	[feð r]	pluma
7.	path	[p ðz]	vereda
8.	leather	[leð r]	cuero
9.	rather	[r ð r]	bastante
10.	smooth	[smu ð]	liso
11.	gathering	[gæð ri]	concurencia, reunión
12.	therefore	[ð f r]	por lo tanto
13.	this	[ðɪs]	esto, este
14.	motherboard	[m ð b d]	placa, base
15.	botheration	[b ð reɪʃən]	fastidio
16.	dither	[dɪð]	vacilar
17.	although	[l ð]	aunque
18.	wether	[weð r]	carnero
19.	other-worldly	[ð wɜːldli]	fantasmal
20.	lithe	[laið]	ágil, flexible

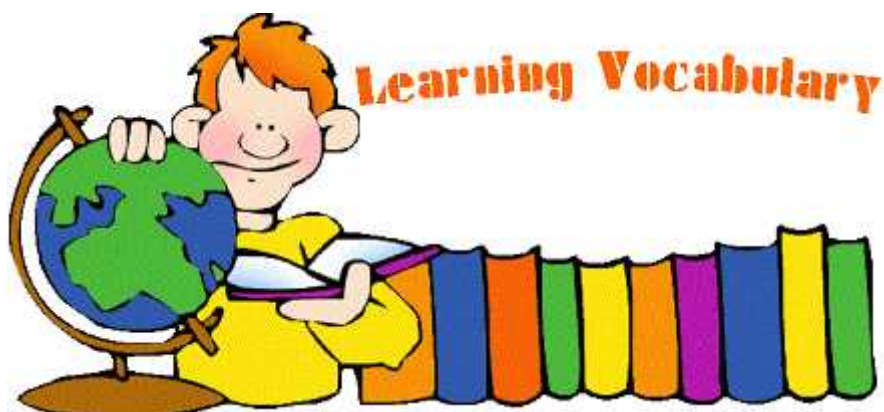
PHRASES WITH THE SOUND [ð]

Nº	PHRASE	SOUND	MEANING
1.	Though it was dark	[ð it w z d k]	A pesar de que era de noche
2.	Wear either dress	[w r aɪð r dres]	Luce bien con ambos
3.	Gorgeous mother	[gɔ:.dʒəs mʌðə]	La caseta de votación
4.	Complete the task thus	[k m pli t ð t sk ð s]	Completar la tarea de este modo
5.	Gathered the leaves	[gæð d ð li vɜz]	De las hojas recojidas
6.	Used a feather	[ju st feð r]	Utilizaba una pluma
7.	This path	[ðɪs p θ]	Esta vereda
8.	A real leather.	[rɪəl leð r]	Un cuero real
9.	Rather disturbed	[r ð r dɪs tɜbd]	Bastante perturbante
10.	A smooth Surface	[smu ð sɜfɪs]	Una superficie lisa
11.	Botheration gathering	[b ð reɪʃən gæð rɪ θ]	Una reunión fastidiosa
12.	Therefore disgusted me	[ð f r dɪs g st]	Por lo tanto me disgusté
13.	This saw	[ðɪs s ə]	Esto miré
14.	Broken motherboard	[br k n m ð b d]	Placa o base rota
15.	Botheration to me	[b ð reɪʃən tu mi θ]	Me fastidió
16.	Dither you	[dɪð ju θ]	Vacilaste
17.	Although went you	[ð wɛnt ju θ]	Aunque te fuiste
18.	Sister's wether	[sɪst r's weð r]	Hermana del carnero-animal
19.	Other-worldly house	[ð wɜldli h əs]	Casa fantasmal
20.	Lithe pencil	[laɪð pencil]	Lapicero ágil

SENTENCES WITH THE SOUND [ð]

N°	SENTENCES
1.	<i>Though</i> it was raining, I go to <i>the</i> cinema.
2.	I like <i>both</i> books, I would feel happy with <i>either</i> .
3.	My friends usually prefer to ask money to their mother.
4.	<i>Thus</i> , children had decided to continue <i>with the</i> poem.
5.	She <i>gathered</i> some shells on the beach.
6.	<i>The</i> bird has lost all its <i>feathers</i> in the terrible accident.
7.	<i>The weather</i> is too cold.
8.	<i>The</i> car seats were made with <i>leather</i> .
9.	He has been <i>rather</i> ill.
10.	She is practicing her dancing on the <i>the</i> floor.
11.	She had a <i>gathering</i> .
12.	You broke <i>therefore</i> disgusted me.
13.	I <i>this</i> saw in my house.
14.	Teachers broke the <i>motherboard</i> .
15.	This <i>bother</i> to me.
16.	You <i>dither</i> her in our high school.
17.	I went <i>although</i> you went.
18.	She saw the bad <i>weather</i> .
19.	You live in an <i>other</i> -worldly house.
20.	He had a <i>lithe</i> pencil.

2. VOCABULARY



Source: https://www.google.com.ec/search?q=vocabulary+in+english&biw=981&bih=417&source=Inms&tbn=isch&sa=X&ei=3DiHVa2mloys-AG-6oAo&sqi=2&ved=0CAYQ_AUoAQ#tbn=isch&q=vocabulary+gif&imgcr=7s9A5vjZuxrs6M%253A%3BnrFj1hIOVPi6kM%3Bhttps%253A%252F%252Fimages-blogger-opensocial.googleusercontent.com%252Fgadgets%252Fproxy%253Furl%253Dhttp%25253A%25252F%25252F3.bp.blogspot.com%25252F-wBH4CqDOWsl%25252FVQAPzHG1ERl%25252FAAAAAAAAAAALS%25252FjUfxgL9ruOI%25252Fs1600%25252FLearningVocabulary_L.gif%2526container%253Dblogger%2526gadget%253Da%2526rewriteMime%253Dimage%25252F*%3Bhttp%253A%252F%252Fmiclasedelclaret.blogspot.com%252F2015%252F03%252Fvocabulary.html%3B695%3B321

According to TESOL (Teaching English for Students of Other Languages) there are different ways to communicate in English; one of these is to learn vocabulary. To know a word, a learner always needs to be aware of the following: meaning, form (part of speech and spelling) and pronunciation and sometimes also: grammar, collocation (the way words combine with each other), word families and cultural information. It happens that when a learner is speaking, he/she sometimes forgets the word that comes next and thinks a lot, this may cause a break in the speech or lose the idea. To avoid some of those barriers, it is advisable to enhance the knowledge of vocabulary even in the mother language. Herein lies the importance of learning vocabulary.

Coming up next, it will be exposed some simple techniques to enhance vocabulary. These ones were applied with the students of seventh Semester “B” at English Major with very positive outcomes.

What does it mean to know a word?

To know a word a learner always needs to be aware of the following:

- Meaning
- Pronunciation
- Form
- Grammar
- Collocation
- Word families
- Cultural information

Meaning: The meaning of the word in the mother tongue

Pronunciation: By means of the International Phonetic Alphabet

Form: Part of the speech and spelling

Grammar: The use of a word in context

Collocation: The way words combine with each other

Word Families: Necessary to identify the grammar elements

Cultural information: To be interpreted accurately from L1 to L2.

Important Aspects of Vocabulary

It is necessary to take into account some aspects to enhance the knowledge of vocabulary and to improve the speaking and listening skill. The most important aspects are: lexical sets, false friends or cognates, antonyms, word stress, collocation, phrasal verbs, appropriateness and grammatical information. There is an explanation of each one of the aspects and also some exercises to do.

1. Lexical Sets

A lexical set is a group of words with the same topic, by means of the lexical set is possible to enhance the knowledge of vocabulary because there is a wide opportunity to use the words. Lexical sets may be done about different topics and it is possible to use as many words as the learner know. In the examples below it is noticeable that the words: ball, referee, players, arc and stadium refer to one topic in particular that is “soccer”; the same with the next example about “birthday party”.

SOCCER

Ball
Referee
Players
Arc
stadium

BIRTHDAY PARTY

Cake
Kids
Balloons
Goodies
piñata

ACTIVITY 1. Students must fill in the blanks with the appropriate words written below.

TECHNOLOGY

1. _____
2. _____
3. _____
4. _____
5. _____

AUSTRALIAN ANIMALS

1. _____
2. _____
3. _____
4. _____
5. _____

RELIGION

1. _____
2. _____
3. _____
4. _____
5. _____

Computer, possum, amish, tablet, bat, cell phone, kangaroo, Christian, atheism, Iphone, wombat, catholic, ipad, Buddhism, koala

2. False Friends

Students might have problems understanding the meaning of false friends or cognates. These terms are used to describe words that even have similar spelling in two languages; however, their meaning from L1 to L2 is completely different. For example the word “library” is very similar in translation to “librería” to Spanish language, but it is incorrect because the real translation is “biblioteca.”

FALSE FRIENDS OR COGNATES		
ENGLISH	SPANISH (cognate)	MEANING
sensible	sensible	sensate
terrific	terrible	estupendo
embarrassed	embarazada	avergonzado
nervous	nervios	nervioso
once	once	una vez
callous	callos	insensible, cruel

ACTIVITY 2. Find the meaning of the following words:

1. Preoccupied -----
2. Dessert -----
3. Assist -----
4. Casualty -----
5. Destitute -----
6. Empress -----
7. Introduce -----
8. Parade -----

3. Antonyms

The antonyms are words that are opposite in meaning. There is a great variety of words to be used as opposites. There are also thesaurus books with a lot of information about this. For example to the word “day” the opposite is “night”. It is possible to form antonyms from nouns, adjectives, verbs or adverbs. For example:

WORD	ANTONYM
light (n)	dark, darkness, heavy
dry (n)	wet, humid, interesting
fair (adj)	unfair, dark, poor, ugly
hard (adj)	soft, easy, kind
good (adj)	bad, badness, evil
likely (adv)	unlikely
win (v)	lose,

ACTIVITY 3. Find the antonyms to the following words:

WORD	ANTONYM
offense	defense
trap	release
part	whole
slave	master
predator	prey
give	receive
toward	away

4. Word Stress

The stress may change the meaning of a word, even though English language does not have accent like Spanish language, but the stress emphasizes the sound and determines the meaning. For example, is not the same [ˈrɛkəd] and [rɛkəd]. The first one is a noun and the second one is a verb and of course the position of these two words in a sentence changes and its use too. Examples:

■ Analyst	■ analysis	■ analyze
■ Economist	■ economic	■ economize
■ An insult	■ to insult	
■ present	■ present	
■ import	■ import	
■ export	■ export	

ACTIVITY 4. Put the stress on the words in italics.

STRESS
1. The <i>analysis</i> was done by the <i>analyst</i> in the lab exams
2. The <i>economist</i> did a great <i>economic</i> report
3. Teachers must not <i>insult</i> the students
4. The <i>present</i> given is in the memory of the soldiers
5. Ecuador has to <i>import</i> raw material from other countries
6. Students have to <i>record</i> a 5 minute speech daily

5. Collocation

Collocation means a natural combination of words; it refers to the way English words are closely associated with each other. The learning of collocations is very important because it helps to speak and write English in a more natural and accurate way. There are words that necessarily go together. For example: “do homework” it is not correct to say “make homework” even though the verbs “do and make” are synonyms. Examples:

RIGHT	WRONG
heavy smoker	strong smoker
to take a photograph	to make a photograph
merry Christmas	happy Christmas *
to miss the bus	to lose the bus
form a friendship	make a friendship
start a family	begin a family
expect a baby	wait for a baby
become successful	get successful
tell the time	tell the hour
apply for a job	request for a job

ACTIVITY 5. Do collocations with the words listed below. Use the verbs: “make and do”. Remember that “make” is about producing something and “do” is about performing an action:

arrangements for, your best, damage, harm, a choice, a comment, your hair, your homework, an effort, friends	
MAKE	DO

* In some parts of England such as in Cambridge and in Birmingham it is used Happy instead of Merry.

6. Phrasal Verbs

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb and a preposition, as in *look forward to*). Phrasal verbs are more common in less formal English than in formal English. They are found in a wide variety of contexts. Phrasal verbs can have 2 meanings: a literal meaning and a metaphorical meaning.

PHRASAL VERB	MEANING
To take off	despegar
To put up with	acomodar
To make up	componer, maquillar (rostro)
To turn up	aparecer, alzar el volume
Lying around	desparramado
Boss around	mangonear
Slam down	arrojar violentamente algo sobre algo

ACTIVITY 6. Match the beginning of each sentence with its ending.

1. Fortunately, my research bore -----	a) In someone
2. Please just play -----	b) Up a good scandal
3. I wish I could confide -----	c) Out your secret.
4. Journalists love to dig -----	d) On her.
5. I'm so sorry I let -----	e) With her.
6. We did all we could to hush -----	f) Out my original hypothesis
7. My girlfriend begged me to level -----	g) Along with the story I tell Mary
8. Tanya accused Josef of spying -----	h) Up the scandal in the company

7. Prefixes

Prefixes are syllables placed before words and that change the meaning of them. Prefixes are part of affixes. There are a lot of prefixes in English. The main function of prefixes is to increase the knowledge of vocabulary.

Prefix	Meaning	Added to	Example
in ---	not	nouns	insane, incompetence
im ---	not	adjectives, nouns	implausible, impossible, imperfection
il ---	not	nouns	illiterate
un ---	not	adjectives, adverbs, nouns, verbs	unable, unacceptable, unhappy
mis ---	wrongly	verbs	misunderstand misbehavior
sub ---	under	Nouns, adjectives, verbs	subway, subsequent, subordinate
re ---	again	verbs	replay, redo, reread

ACTIVITY 7. Complete the table below.

Prefix	Meaning	Added to	Example
dis		nouns	disadvantage, dismount
inter	between	verbs, nouns	
non	absence		non-smoker, non-alcoholic
bi	two	nouns	
mal	bad		malpractice, malnutrition
out		verbs	outdo, outrun
pre	before		prenatal, preview, prediction
un		nouns, verbs	

8. Homophones

Homophones are words that have the same sound but different spelling and different meaning. Their main objective is to enhance the vocabulary in the language. Example:

- a) Their / there
- b) Draw / drawer
- c) Wait / weight
- d) Dye / die
- e) Kiss / keys
- f) Knew / new
- g) For / four / fore

ACTIVITY 8. Find the homophones of the following words:

war	
allowed	
sea	
made	
sweet	
board	
packed	
cereal	

9. Homographs

Homographs are words that have the same spelling but different pronunciation and meaning. Their main objective is to enhance the vocabulary in the language. Example:

HOMOGRAPHS		
Homographs	Meaning 1	Meaning 2
report / report	an item of news	to tell the results of an investigation
miss / miss	a title	failure of any kind
close / close	to stop	being near
refuse / refuse	waste	to decline
compact / compact	small	a small case
compound / compound	something formed by two or more	to put together into a whole
lead / lead	to go first	a type of metal
minute / minute	60 seconds	extremely small
object / object	a thing	a goal
second / second	part of a minute	after first
does / does	female deer	third personal form of do
desert / desert	a hot region	to leave
content / content	happy	contained in something

- a) The **refuse** disposal operatives are here.
- b) I **refuse** to leave.
- c) Here's your **present** for being good.
- d) She can **present** the talk on vocab tomorrow.

10. Polysemy

Polysemy represents words that have multiple but related meanings. Some polyseme words may have 30 or 40 meanings. For example:

FAIR

- a) She had long **fair** hair it means not dark
- b) It was a **fair** judgment it means not bad
- c) He's a **fair** cook. it means average
- d) This **fair** city... it means moderately, large
- e) It will be **fair** and warm it means fine, not bad

POLYSEMY	
WORD	MEANINGS
hold	to bear to maintain a grasp to conduct to hinder to possess to keep in the mind
give	to hand do someone to lace in someone's care to grant to communicate to provide be responsible for
get	to catch to prepare to receive to succeed in something to come to a specific place

11. Synonyms

The synonyms are words that are similar in meaning. There is a great variety of words to be used as similar. There are also thesaurus books with a lot of information about these. It is possible to form synonyms from nouns, adjectives, verbs or adverbs. For example:

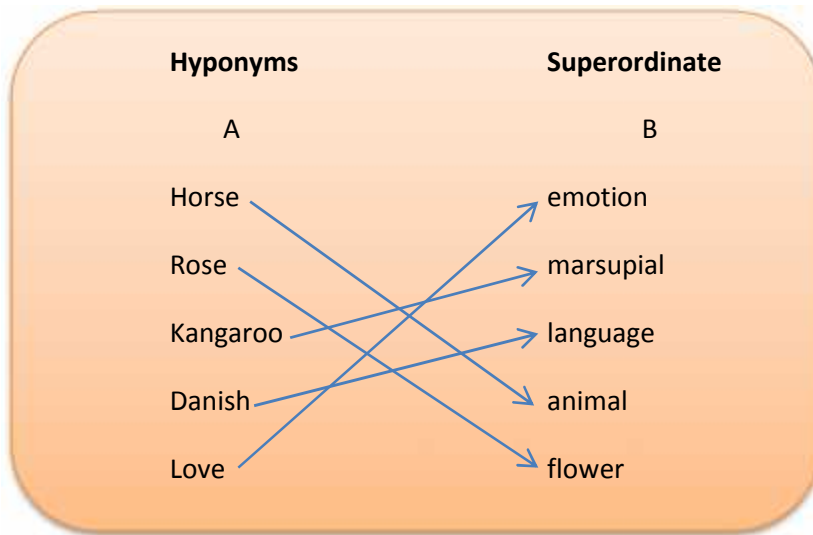
12. WORD	SYNONYM
shake (v)	shiver (cold), tremble (scared)
16. dry (n)	arid, dehydrated, dusty
17. fair (adj)	candid, courteous, clean
19. 20. hard (adj)	solid, strong, tough
good (adj)	acceptable, great, positive
likely (adv)	fair, feasible, inclined
win (v)	gain, achievement

ACTIVITY 9. Find the synonyms to the following words:

WORD	SYNONYM
offense	infraction
trap	device
part	detail, element
slave	servant, victim
predator	carnivore
give	allow
toward	against

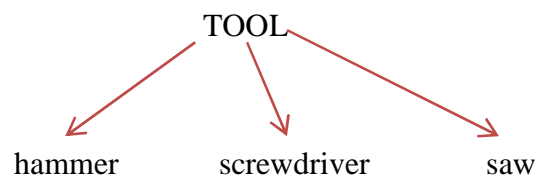
12. Hyponyms and Superordinates

A hyponym is a word that is included in another word, it means that it forms part of a group or it is superordinate. The words in the chart below have similar semantic properties and it is easy to identify what a hyponym is. There is a relation between the pairs of words matched.



Superordinate

Hyponyms



ACTIVITY 10. Divide the following 20 words into 5 groups of 4 co-hyponyms and write a superordinate for each group.

kitten	ankle	elbow	nil	hate	sheep	calf	wrist	dislike	love
enjoy	nought	cub	goat	nothing	puppy	cow	like	pig	knee

1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.

3. GRAMMAR



Source: https://www.google.com.ec/search?q=grammar&biw=981&bih=417&source=lnms&tbn=isch&sa=X&ei=HBqMVfWQNsuaNo-igKAM&ved=0CAYQ_AUoAQ#imgrc=n_GMBU6rWqgG9M%253A%3BRrJAR_1zfWQH6M%3Bhttp%253A%252F%252Fwww.strategiesinlanguagelearning.com%252Fwp-content%252Fuploads%252F2013%252F07%252FGrammar.jpg%3Bhttp%253A%252F%252Fwww.strategies

Although textbooks do present grammar in a sequential manner, they frequently do not have the space to review the requisite knowledge before presenting a new point of structure. The aim of this work is to show, through grammar charts, the ways the teacher and the students may implement the existing materials and engage them in different activities that will contribute the scope of grammar as an important part of the language with purposes of communication.

Some grammar rules are also considered as language barriers that block the oral communication in students, that is why it is convenient to review them briefly. Topics such as possessives, perfect tenses and passive voice are more relevant and demand more emphasis. The charts will help to better clarify these topics.

1. Possessives

POSSESSIVE PRONOUNS			
PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	OBJECT PRONOUNS	POSSESSIVE PRONOUNS
I	my	me	mine
you	your	you	yours
he	his	him	his
she	her	her	hers
it	its	it	its
we	our	us	ours
you	your	you	yours
they	their	them	theirs

- a) Personal Pronouns. The personal pronouns are used like subject in a sentence; they can replace any proper noun or any noun. For ex:

Mary ----- She The doctor ----- He or She

The boys ----- They The cat ----- It

Mary and I ----- we My sister ----- She

- b) Possessive Adjectives. They are used before nouns in the subject or in the complement of the sentence, in singular or in plural form, each possessive adjective has relation with the personal pronouns. For ex.

This is my book

My books are green

She lives in her house

Her car is blue

- c) Objective Pronouns. These pronouns are used after verbs or prepositions, they do not have exactly translations into Spanish, their meaning or their translation is used in context. For ex:

Give me a kiss

Buy her flowers

Forget it please

Dream about you

Come with him

talk to us

- d) Possessive Pronouns. Generally these pronouns are used at the end of the sentence, in some cases they can be used alone, especially when it is necessary to answer questions with whose. For ex:

Whose is this marker?

Mine

Those students are hers

Whose is this course?

It is ours

That new car is his

2. Adverbs of Manner

In general, adverbs of manner have an -ly- ending. Some common exceptions are: good, fast, hard, and loud. The adverbs are formed by adding the suffix -ly to the adjectives. And adverb of manner is generally used at the end of the sentence. The meaning of the ending -ly- is -mente- in Spanish. For example:

The doctor works quietly

The student studies carefully

Here there are some examples of adverbs of manner:

ADJECTIVES	ADVERBS
correct	Correctly
Quiet	Quietly
Bad	Badly
Clear	Clearly
Quick	Quickly
Sad	Sadly
Silent	Silently
Wise	Wisely
Sincere	Sincerely
Careful	Carefully
Beautiful	Beautifully
Easy	Easily
Slow	Slowly (slow)
Good	well
Fast	Fast
Hard	Hard
Loud	Loud (loudly)

3. Verb + ___ er = Noun

In English language it is possible to form nouns from verbs, not from all of them but from some. The rule is to add the suffix –er to the verb by following some easy rules; one of them is to add only an “r” if the verb ends in “e” like in “write”. For example:

BASE FORM OF THE VERB	VERB + SUFFIX _ER	NOUN/MEANING
design	designer	diseñador/a
read	reader	lector/a
work	worker	trabajador/a
teach	teacher	professor/a
learn	learner	aprendiz
write	writer	escritor/a

4. Present Perfect Tense

The present perfect tense is a structure that is presented with the auxiliary verb TO HAVE plus a principal verb in past participle tense, this is also known as a compound sentence in Spanish because it has two verbs, one auxiliary and one principal verb. This tense is used when an action begins in the past and has relevance in the present. The meaning of the auxiliary verb is “haber” and the past participle of the principal verb corresponds to the ending “ado _ ido” in Spanish. The table below will help to familiarize with this structure.

Affirmative Sentence	She	has	worked	a lot		
Negative Sentence	She	hasn't	worked	a lot		
Interrogative Sentence	Has	She	worked	a lot	?	
Affirmative Long answer	Yes,	She	has	worked	a lot	
Affirmative Short answer	Yes,	She	has			
Negative long answer	No,	She	hasn't	worked	a lot	
Negative short answer	No,	She	hasn't			
Tag question +	She	has	worked	a lot	hasn't	she ?
Tag question -	She	hasn't	worked	a lot	has	she ?

5. Present Perfect Continuous Tense

In this case the present perfect progressive or continuous is a tense that shows that the action began in the past and continues in the present, the structure to do an affirmative sentence is Subject + Auxiliary verb (to have) + the verb to be in past participle (been) and the other verb in gerund, with the ending **___ING** + the complement. You have the opportunity to do different sentences based on the table above. Ex:

Affirmative Sentence	She	has	been	working		
Negative Sentence	She	hasn't	been	working		
Interrogative Sentence	Has	She	been	working	?	
Affirmative Long answer	Yes,	She	has	been	working	
Affirmative Short answer	Yes,	She	has			
Negative long answer	No,	She	hasn't	been	working	
Negative short answer	No,	She	hasn't			
Tag question +	She	has	been	working	hasn't	she ?
Tag question -	She	hasn't	been	working	has	she ?

Sentences written in Present Progressive Perfect Tense:

1. The boys **have been traveling** to Quito
2. My parents **have been working** a lot
3. The smart students **have been giving** a test
4. The beautiful girl **has been preparing** pizza
5. The old women **have been eating** french fries
6. The cats **have been drinking** milk
7. The dog **has been eating** a bone
8. The students **have been studying** English
9. My daughter **has been dancing** a lot
10. The guys **have been reading** interesting books

6. Demonstrative Adjectives

Demonstratives like articles, adjectives and other noun modifiers have the same form whether the noun they modify is in subject position or in the object position.

For ex:

DEMONSTRATIVES	THEIR USE:
This	Singular, masculine or feminine, when it is near to us.
That	Singular, masculine or feminine, when it is far to us
These	Plural, masculine or feminine, when it is near to us.
Those	Plural, masculine or feminine, when it is far to us

This blue pen is mine

I am interested in **this** class

That pen isn't mine

I enjoy **that** class

My sentences are **these**

these lessons are easy

Those exercises are easy

I like **those** pencils

7. Passive Voice

The passive voice is used in formal English more than in informal one, the passive voice has two important elements: the verb to be and the principal verb in past participle. The passive is constructed when the object of an active sentence is the subject of the corresponding passive sentence, in this kind of sentence it is necessary the use of the verb TO BE. In the active form, the tense is shown by the main verb (present attend, past attended). In the passive form, the tense is shown by the form of TO BE: present am, is are; past was, were.

It is necessary to notice that the main verb of a passive sentence is always in the past participle form; the verb “to be” is that one that changes according to the structure, like this:

If the main verb of the active sentence is in:	Then be of the corresponding passive sentence is:
Present tense	Present tense: am-is-are
Past tense	Past tense: was-were
Infinitive	Infinitive: be
-Gerund	-ing: being
Past participle	Past participle: been
present perfect	present perfect: been
future	future: will be
modal	modal + be: can be

Examples:

	ACTIVE	PASSIVE
Simple present	They attend people everyday	People are attended everyday
Simple past	They attended people yesterday	People were attended yesterday
Infinitive	They are going to attend people tomorrow	People are going to be attended tomorrow
Progressive	They are attending people	People are being attended
Perfect	They have attended people	People have been attended

ACTIVITY No. 11

Change the following sentences into a passive form:

1. Mary cut some flowers
2. The boy read a magazine
3. My sister eats pizza
4. The professors teach grammar
5. He is going to buy a car
6. They have written an essay
7. We will give an advice
8. She forgot my name
9. The girl needs an umbrella
10. Beethoven composed classical music

8. Modal Verbs

WILL	Future time	(be going to)
CAN	ability	(be able to)
MAY	permission	(be permitted to, have permission to)
MIGHT	possibility	(it's possible that....)
SHOULD	Obligation desirability	(ought to)
MUST	Inference Conclusion Probability necessity	(I conclude that.... It's very probable that....) (have to

or what is done to that person, animal or thing.

Verbs may be defined as important part of the speech, even if they are not overtly present in our messages their meaning remains latent. So, for instance it is considered that the verb is the most important part of the speech in the great majority of the sentences.

We can consider a verb according to the traditional definitions as:

- A word that expresses something about a person, an animal or thing.

- A part of the speech by which we are able to say what a person, animal or thing is or does,

Modals are special verbs which behave very irregularly in English. They are verbs which 'help' other verbs to express a meaning: it is important to realize that "modal verbs" have no meaning by themselves. A modal verb such as *would* has several varying functions; it can be used, for example, to help verbs express ideas about the past, the present and the future.

Modal verbs are never used with other auxiliary verbs such as *do, does, did* etc. The negative is formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject. Modal verbs never change form in third person of singular or to form the past tense. Modal verbs are never followed by *to*, with the exception of *ought to*. Structurally it is possible to form the same sentence with different modals but the connotation is completely different. For example:

1. The lady can drive in London
2. The lady must drive in London
3. The lady should drive in London
4. The lady could drive in London
5. The lady may drive in London
6. The lady might drive in London

Even though the sentences are similar, the connotation differs from each one according to the modal verb. For example sentence No. 1 shows that the lady is able to drive, probably because of the traffic or to the different driving way it is noticeable that it is not an easy task to drive in London, but, the lady demonstrates courage to do it.

9. Comparatives And Superlatives

COMPARATIVES _ER AND MORE			
THE SUFFIX –er is used			
a) with adjectives and adverbs of one syllable :			
Tall	Taller	Careful	more
Clear	Clearer	Beautiful	more
Fast	Faster	Expensive	more
Hard	Harder	Interesting	more
Nice	Nicer	Important	more
Quick	Quicker	Necessary	more
Soon	Sooner	Often	more
b) with adjectives that end in –y (2 syllables)			
Busy	Busier	Carefully	more
Easy	Easier	Clearly	more
Happy	Happier	Easily	more
Heavy	Heavier	Quickly	more
Lazy	Lazier	Rapidly	more
Pretty	Prettier		
Early	Earlier		
c) There are irregular forms:			
Good	Better		
Well	Better		
Bad	Worse		
Badly	Worse		
Far	Farther (further)		

Superlatives

Generally the superlatives are used to show superiority. The following examples explain better:

- The queen of Riobamba is beautiful, Miss Ecuador is more beautiful than the queen of Riobamba, but Miss Universe is the most beautiful.
- To understand English is good, to read it is better than to understand it, but to speak it is the best.

Tall	Taller	The tallest
Clear	Clearer	The clearest
Fast	Faster	The fastest
Hard	Harder	The hardest
Nice	Nicer	The nicest
Quick	Quicker	The quickest
Busy	Busier	The busiest
Easy	Easier	The easiest
Happy	Happier	The happiest
Heavy	Heavier	The heaviest
Lazy	Lazier	The laziest
Pretty	Prettier	The prettiest
Early	Earlier	The earliest
Good	Better	The best
Well	Better	The best
Bad	Worse	The worst
Badly	Worse	The worst
Far	Farther	The farthest

Similar to the comparatives, in this case it is used the suffix **__EST** followed to the definite article “the”, this rule will be used with adjectives and adverbs with just one syllable or with adjectives and adverbs with two syllables but that end in “Y”.

On the other hand, with adjectives and adverbs with two or more syllables it is used the words **THE MOST**. For example:

careful	More careful	The most careful
beautiful	More beautiful	The most beautiful
expensive	More expensive	The most expensive
interesting	More interesting	The most interesting
important	More important	The most important
necessary	More necessary	The most necessary
carefully	More carefully	The most carefully
clearly	More clearly	The most clearly
easily	More easily	The most easily
quickly	More quickly	The most quickly
rapidly	More rapidly	The most rapidly

ANSWERS TO THE ACTIVITIES:

ACTIVITY 1. Students must fill in the blanks with the appropriate words written below. (Page 35)

TECHNOLOGY

1. computer
2. tablet
3. ipad
4. iphone
5. cell phone

AUSTRALIAN ANIMALS

1. possum
2. kangaroo
3. wombat
4. koala
5. bat

RELIGION

1. amish
2. christian
3. atheism
4. catholic
5. buddhism

ACTIVITY 2. Find the meaning of the following words: (Page 36)

- | | |
|----------------|------------|
| 9. Preoccupied | distruido |
| 10. Dessert | postre |
| 11. Assist | ayudar |
| 12. Casualty | víctima |
| 13. Destitute | indigente |
| 14. Empress | emperatriz |
| 15. Introduce | presentar |
| 16. Parade | desfile |

ACTIVITY 3. Find the antonyms to the following words: (Page 37)

WORD	ANTONYM
offense	defense
trap	release
part	whole
slave	master
predator	prey
give	receive
toward	away

ACTIVITY 4. Put the stress on the words in italics. (pag. 38)

STRESS	
7.	The <i>analysis</i> was done by the <i>analyst</i> in the lab exams
8.	The <i>economist</i> did a great <i>economic</i> report
9.	Teachers must not <i>insult</i> the students
10.	The <i>present</i> given is in the memory of the soldiers
11.	Ecuador has to <i>import</i> raw material from other countries
12.	Students have to <i>record</i> a 5 minute speech daily

ACTIVITY 5. Do collocations with the words listed below. Use the verbs: “make and do”. Remember that “make” is about producing something and “do” is about performing an action:

arrangements for, your best, damage, harm, a choice, a comment, your hair, your homework, an effort, friends	
MAKE	DO
make arrangements for	do your best
make a choice	do damage
make a comment	do harm
make an effort	do your hair
make friends	do your homework

ACTIVITY 6. Match the beginning of each sentence with its ending.

9. Fortunately, my research bore	f	i) In someone
10. Please just play	g	j) Up a good scandal
11. I wish I could confide	a	k) Out your secret.
12. Journalists love to dig	b	l) On her.
13. I'm so sorry I let	c	m) With her.
14. We did all we could to hush	h	n) Out my original hypothesis
15. My girlfriend begged me to level	e	o) Along with the story I tell Mary
16. Tanya accused Josef of spying	d	p) Up the scandal in the company

ACTIVITY 7. Complete the table below.

Prefix	Meaning	Added to	Example
dis	negation	nouns	disadvantage, dismount
inter	between	verbs, nouns	interact, interchange, interdisciplinary
non	absence	nouns	non-smoker, non-alcoholic
bi	two	nouns	bicycle, bilingual
mal	bad	nouns	malpractice, malnutrition
out	more	verbs	outdo, outrun
pre	before	nouns, verbs	prenatal, preview, prediction
un	opposite	nouns, verbs	unconstitutional, undelete

ACTIVITY 8. Find the homophones of the following words:

war	wore
allowed	aloud
sea	see
made	maid
sweet	suite
board	bored
packed	pact
cereal	serial

ACTIVITY 9. Find the synonyms to the following words:

WORD	SYNONYM
offense	infraction
trap	device
part	detail, element
slave	servant, victim
predator	carnivore
give	allow
toward	against

ACTIVITY 10. Divide the following 20 words into 5 groups of 4 co-hyponyms and write a superordinate for each group.

kitten	ankle	elbow	nil	hate	sheep	calf	wrist	dislike	love
enjoy	nought	cub	goat	nothing	puppy	cow	like	pig	knee

Body	Domestic Animals	Regular Verbs	Baby Animals	Negative Words
1. ankle	1.sheep	1.hate	1.kitten	1.nil
2. elbow	2.cow	2.enjoy	2.puppy	2.nought
3. wrist	3.goat	3.love	3.calf	3.nothing
4. knee	4.pig	4.like	4.cub	4.dislike

ACTIVITY No. 11

Change the following sentences into a passive form:

- | | |
|----------------------------|---------------------------------|
| 1. Mary cut some flowers | Some flowers were cut (by Mary) |
| 2. The boy read a magazine | A magazine was read |
| 3. My sister eats pizza | Pizza is eaten |

- | | |
|--|------------------------------|
| 4. The professors teach grammar | Grammar is taught |
| 5. He is going to buy a car | A car is going to be bought |
| 6. They have written an essay | An essay has been written |
| 7. We will give an advice | An advice will be given |
| 8. She forgot my name | My name was forgotten |
| 9. The girl needs an umbrella | An umbrella is needed |
| 10. Beethoven composed classical music | Classical music was composed |

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