

# Pick a phone

Débora Asereny & Malvina Massaro



tequisté

**Pick  
a phone**

## Pick a Phone

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# Acknowledgements

Creating this book has been both a crazy and immensely fulfilling experience. Despite the long hours and demanding family commitments, we have thoroughly enjoyed every moment of this journey. This book is the result of collaborative effort, and we are deeply grateful to the many people who contributed to the creation of this work.

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Deb would like to extend her personal thanks to...

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# Framework

***Pick a Phone*** provides teacher trainees at university and tertiary level teachers' training colleges with dynamic Argentinian material. This book is specially created for them to revise and integrate the learning of phonemes and to pave the way for their acquisition of the English sounds.

This material is designed with the constructivist learner in mind. As the future teachers alternatively turn the pages of this book, they are not merely being exposed to phonemes to be practised; they are actively constructing their understanding of phonetics, weaving together the threads to integrate laboratory practice in a lively and effective way. Constructivism emphasises the importance of learners being actively involved in the process of knowledge creation, instead of being passive recipients. This approach ensures that

the knowledge you gain is not just memorised but truly understood and integrated.

Teachers and teachers-to-be will embark on hands-on explorations and will challenge their own way of learning. Each part builds upon the previous, guiding the readers through a scaffolded learning experience that aims at fostering deep understanding in a creative manner. Jerome Bruner (1960) stated that “the essence of creativity is figuring out how to use what you already know in order to go beyond it”.

Teacher trainees are invited to follow a bottom-up approach, as the information will be processed from basic and particular information to a comprehensive whole picture. They are welcome to start working at word level, and will easily flip over to sentences and motivating paragraphs.

Challenge and motivation play a crucial role when it comes to learning. The study of phonetics is, undoubtedly, a challenge for any teacher-to-be, and it is well known among teacher trainers that the more we learn, the more motivated we are. As Harmer (2007) mentions in his book *Language Teaching Practice*, “motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal”.

Challenging and motivating audio material is offered for teachers and teachers-to-be to make the most of this book. This material was recorded in Argentina, the pronunciation of the audio reflects the accent of intelligible Rio Platense native speakers producing the sounds of English, rather than dominant or

hegemonic ones provided by native speakers. Being Spanish speakers, the authors strongly believe and defend the idea that, since we are, in Kachru's (1985) terms, speakers of the *expanding circle* (i.e English is not our first or second language, but a foreign one), it is natural that our pronunciation reflects substantial differences with the native's. This is what makes speakers of English as a foreign language so unique. Bearing this in mind, the authors highlight the value of diversity and richness of linguistic variations across regions of the world.

This is a book that is created out of the real need of having interesting and dynamic material to practise phonetics at Teachers' Training Colleges in the province of Buenos Aires- even though it will be shared and can definitely be used by teacher trainers and teacher trainees all across Argentina.

## **To the students**

Lab or Prácticas Discursivas de la Comunicación Oral is one of the most practical subjects that you, a teacher trainee, go through at the teachers' training college. From the very first class, you have to work hard and practise in order to improve your sound production and move away from the natural, Spanishlike pronunciation to a more intelligible one that will allow you to understand and be understood by other speakers of the language and, most importantly, you will become a good model to your own students. As you already know, this process is not an easy one. It requires effort, practice and, above all, persistence. In order to help you with this task, we have designed this material that will serve the main pur-

pose of integrating the practice of the English sound system in, we hope, an interesting and entertaining way.

You will be invited to flip through pages, moving back and forth, constantly, while making your own choices of what phoneme you would like to practise more. Do not flip through these pages from beginning to end. The order in which the book has been organised is not mandatory.

## **To the Teacher**

Any teacher who has faced the challenge of teaching Lab or Prácticas Discursivas de la Comunicación Oral at a Teachers' Training College knows how hard it is to get updated and significant material

to truly cater for the necessity of our students. We usually resort to the old books we used as students ourselves but, as we deliver our lessons in today's classrooms, we all realise how discouraging even boring they may be. It is at this point that we realise how important the design of tailor-made material is when it adjusts to the reality of our communities. Being aware of this deficit, we carried out a survey among colleagues who work for different institutions, both private and state-run. These colleagues are teachers who teach *Prácticas Discursivas de la Oralidad* (Discursive Practices) and Laboratory in Argentina, mainly in the city of Buenos Aires and in the outskirts. The survey supported our view on the lack of proper material for this specific content. Thus, we have aimed at trying to solve some of these teachers' needs, and have come up with

this innovative material fully adapted to students learning segmental phonetics in the first year of the Teachers' Training College in Argentina. At the end of the book, we have included some suggestions to make the most of this material in a meaningful way. You will be invited to choose some sentences and paragraphs for your students to create, record and act out different stories. They will also be encouraged to develop their critical thinking through debates on a variety of topics. Finally, your students can learn more about English culture through some typical expressions.



**Audio material is available.**  
**Get access by sending an e-mail to:**  
[pickaphoneargentina@gmail.com](mailto:pickaphoneargentina@gmail.com)



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# Pick a phone

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**/ɪ/**

**/i:/**

- Sit - Seat
- Bin - Bean
- Slip - Sleep
- It - Eat
- Chip - Cheap
- Mitt - Meet

If you want to continue practising /ɪ/ turn to page 66  
If you want to continue practising /i:/ turn to page 31

**/ɪ/ - /i:/**

**Words: minimal pairs**



# /ʊ/ - /uː/

Words: minimal pairs



/ʊ/

/uː/

- Full - Fool
- Wood - Wooed
- Pull - Pool
- Look - Luke
- Could - Cooed
- Cookie - Kooky
- Soot - Suit

If you want to continue practising /ʊ/ turn to page 48  
If you want to continue practising /uː/ turn to page 28

/æ/

/ɑː/

- |         |   |       |
|---------|---|-------|
| • Had   | - | Hard  |
| • Back  | - | Bark  |
| • Hat   | - | Heart |
| • Bad   | - | Bard  |
| • Cad   | - | Card  |
| • Ham   | - | Harm  |
| • Match | - | March |
| • Pack  | - | Park  |
| • Cat   | - | Cart  |

If you want to continue practising /æ/ turn to page 54

If you want to continue practising /ɑː/ turn to page 71

/æ/ - /ɑː/

Words: minimal pairs



# /æ/ - /ʌ/

Words: minimal pairs



/æ/

/ʌ/

- Bat - But
- Ankle - Uncle
- Cap - Cup
- Cat - Cut
- Match - Much
- Bad - Bud
- Began - Begun
- Drank - Drunk

If you want to continue practising /æ/ turn to page 54

If you want to continue practising /ʌ/ turn to page 35

/ɑ:/

/ɜ:/

- Fast - First
- Far - Fir
- Hard - Heard
- Heart - Hurt
- Pass - Purse
- Bath - Birth
- Bard - Bird
- Car - Cur
- Far - Fur
- Farm - Firm

If you want to continue practising /ɑ:/ turn to page 71

If you want to continue practising /ɜ:/ turn to page 69

/ɑ:/ - /ɜ:/

Words: minimal pairs



/t/

- Full
- Pull
- Tool
- Bell
- Null
- Tall
- Feel
- Milk
- Help
- Told

/r/

- Rabbit
- Red
- Rain
- River
- Run
- Rose
- Mirror
- Forest

If you want to continue practising /t/ turn to page 99

If you want to continue practising /r/ turn to page 26

/t/ - /r/

Words





# /r/



- Rebecca's red roses in the rustic vase radiated aroma. It reminded everyone of real nature.
- The rabbit ran over the rock and the rope to reach the fields.
- Ron requested the radio announcer for Ringo's ring.

If you want to continue practising /r/ turn to page 103

Ted's life is a mess. He lives in Leicester but works in Westwood, which is in the opposite direction. He loves berries, however, he never buries his head in a vegetable market. He adores leisure and adventure, but stays at home, bored to death watching Netflix.

If you want to continue practising /e/-/3:/ turn to page 121

/e/



# /u:/



- Susan is kooky and spooky, but she likes fruit soup.
- Luke enjoys pool parties with his friends from school, especially Sue and Hugh.
- The fact that the spoon flew out of the cruise is not true.

If you want to continue practising /u:/ turn to page 89

Philip is a philosophy student who feels very strongly about the meaning of life. Half of the time, he has fun thinking of the vastness of fear and fine laughter. The rest of the time, he feels furious about not having enough money to telephone Fiona, Daphne and Felicity.

/f/

If you want to continue practising /f/-/v/ turn to page 112



/æ/



The mad black man sat on a bag and sang a sad song to Jack who married an Italian woman named Carol: "Oh! My fantastic hat was smashed by a bad man at a party! The man was Afghan and was given the sack."

Bats swam and drank fantastic tangerine juice while cats wearing caps and badges began playing a bad tennis match. Sam, a fat cat, hurt his ankle with a racquet. It looked bad.

If you want to continue practising /æ/-/ɑ:/ turn to page 125

If you want to continue practising /æ/-/ʌ/ turn to page 124

**/I/**



- Mr. Phil, an Indian Prince, felt dizzy on the ship he had taken to travel to Italy.
- William digs a pit in Israel, but his pink pig, Isabel, doesn't think he will fit in.
- Tina bit her lip when she was given the gift.

If you want to continue practising /I/ turn to page 40

Percy had a big pink pig called Paula. The poor pig was the perfect pet. They ate porridge and went to the park for long walks at their own pace. In the evening, they both enjoyed taking tea and tarts while reading poetry.

/p/

If you want to continue practising /p/-/b/ turn to page 115



/w/



Water is a wonderful whisper of life that should not be wasted. It feeds the western woods of the world, which give us the shelter we wish for. Water also feeds the white, wet waves that wait for us, whether we want it, or not. So, squeeze life, that wind under your wings. It won't last forever.

If you want to continue practising /w/-/g/ turn to page 120

If you want to continue practising /w/-/j/ turn to page 119



Martha and Charlie went to a farm in Hurlingham to hunt birds. There, they met people from Hurlingham University, who said, “here we work hard to preserve life. If you prefer to kill birds, go away. Derby is not far and it’s early! Take your car now and do not ask for another chance. We will not calm down!”

/ɑ:/ - /3:/



/æ/ - /ʌ/

Tam and Maddy had some fun at a party on Saturday, but on Monday, they both had to work too much selling fans, caps and bucks in Manchester. They have a large budget they are planning to spend in London next Sunday at a fabulous party.



March parked her car near a park where she had met Carl, the man in a mad black hat. That day he gave her a card. It read “March, I love you with all my heart. Will you share your mattress with me? If you won’t, we shall part.”

/æ/ - /ɑː/



/ʊ/ - /uː/

Good footballers, like Messi, shouldn't eat too much pudding. Antonella says: "Lionel, don't put your foot in it and avoid taking sugar, at least in the afternoon. Take fruit soup or beetroot pudding with some smoothie before you take the children to school".



While I was sitting on the beach, eating a bit of biscuit, a man slipped on a piece of peach and fell on another man, who had taken many sleeping pills. In the meantime, three children were chanting: “I see a kitten eating chicken in a clean kitchen.”

/ɪ/ - /iː/



# /d/ - /ð/

Though becoming a mother or a father is a difficult, even dramatic experience, it is worthwhile. My dear, don't dream that your children will be just adorable.

They might also be mad, dull, or just dreadful...breathe in and out because, in other words, they will be simply human.



**Transcriptions**



Lily is the Queen, but her mother is the ruler.  
Great Glenda excerpts her influence on her  
daughter and Lily cannot resist. Great Glenda  
is the hand that rocks the cradle and rules  
the world.

/ 'lɪli ɪz ðə 'kwi:n / bət hə 'mʌðə ɪz ðə 'ru:lə //  
greɪt 'glendə ek'sɜ:pts hər 'ɪnfluəns ɒn hə  
'dɔ:tə/ ən 'lɪli 'kænət rɪ'zɪst // greɪt 'glendə ɪz ðə  
hænd ðət rɒks ðə 'kreɪdl / ən ru:lz ðə wɜ:ld //

---

Learning the English language is a serious  
thing. Its pronunciation seems to be a tongue  
twister and its grammar will make you anxious.  
Function and content words are important.



Anyway, don't think about it too much. You must sink your teeth into it and conquer it.

/ 'lɜ:nɪŋ ði 'ɪŋɡlɪʃ 'læŋɡwɪdʒ ɪz ə 'sɪəriəs θɪŋ //  
its prə'hʌnsi'eɪʃn sɪ:mz tə bi ə tʌŋ 'twɪstə / ən  
its 'græmə wɪl meɪk ju 'æŋkʃəs // 'fʌŋkʃn əŋ  
'kɒntent wɜ:dz ər ɪmpɔ:tnt // 'eniweɪ / dəʊnt  
θɪŋk ə'baʊt ɪt tu: mʌtʃ // ju məst sɪŋk ʃɔ: ti:θ  
'ɪntu ɪt / əŋ 'kɒŋkər ɪt //

---

Christian church concertos are the engine of my life. It's not their religious content; it is their gentle cello that has captured people for centuries. It's just joy.





/ 'krɪstʃən tʃɜ:tʃ kən'tʃeətəʊz ə ði 'endʒɪn əv  
maɪ laɪf // ɪts nɒt ðeə rɪ'lɪdʒəs 'kɒntent / ɪt ɪz  
ðeə 'dʒentlɪ 'tʃeləʊ ðæt hæz 'kæptʃəd 'pɪ:pəl fə  
'sentʃərɪz // ɪts dʒəst dʒɔɪ //

—

Sheila has bought a new fuchsia rouge that won't wash when she has that Persian champagne that is advertised on television. You know, the one in which two machines take part in a collision near a garage, but there are no casualties.

/ 'ʃi:lə hæz bɔ:t ə nju: 'fju:ʃə ru:ʒ ðæt wəʊnt  
wɒʃ / wen ʃi hæz ðæt 'pɜ:ʃn ʃæm'peɪn ðæt ɪz  
'ædvətaɪzd ɒn 'telvɪʒn // ju nəʊ / ðə wʌn ɪn

wɪtʃ tuː mə'ʃiːnz teɪk pɑːt ɪn ə kə'liːʒn / nɪər ə  
'gæərəːʒ / bət ðər ə nəʊ 'kæʒvəltɪz //

---

Alice's sisters freeze at the sight of the skunk.  
You know, the scent of a frightened skunk is  
not sweet, but strong. The girls are so puzzled  
at the sight that they open their mouths wide  
and have sweaty hands.

/ 'æliːsɪz 'sɪstəz friːz ət ðə saɪt əv ðə skʌŋk // ju  
nəʊ / ðə sent əv ə 'fraɪtɪd skʌŋk ɪz nɒt swiːt  
/ bət strɒŋ // ðə ɡɜːlz ə səʊ 'pʌzld ət ðə saɪt /  
ðæt ðeɪ 'əʊpən ðeə maʊðz waɪd /ən hæv 'sweti  
hændz //





I met your mother at the South Theatre, where she used to work with her brother. They played the role of thick thieves in a thousand plays. They were a fine team working together, but used to have three arguments a month. They used to say, “truth and roses have thorns.”

/ aɪ met jɜ: 'mʌðər æt ðə saʊθ 'θiətə / weə ʃi 'ju:stə  
wɜ:k wið hə 'brʌðə // ðeɪ pleɪd ðə rəʊl əv θɪk θi:vz  
ɪn ə 'θaʊznd pleɪz // ðeɪ wər ə faɪn ti:m 'wɜ:kɪŋ  
tə'geðə / bət 'ju:stə hæv θri: 'ɑ:gjumənts ə mʌnθ  
/ /ðeɪ 'ju:stə seɪ / tru:θ ən 'rəʊzɪz hæv θɔ:nz / /

Vincent is a fabulous father who enjoys travelling with Oliver, his virtuous son. He plays

the violin at every university he is invited to. In fact, he will be celebrating his fiftieth birthday on Friday at Freetown famous university hall.

/ 'vɪnsɪt ɪz ə 'fæbjʊləs 'fɑːðə / huː ɪn'dʒʊɪz  
'trævəlɪŋ wɪð 'blɪvə / hɪz 'vɜːtʃʊəs sʌn // hi  
pleɪz ðə vaɪə'lɪn ət 'evri ˌjuːnɪ'vɜːsɪti hi ɪz  
ɪn'vaɪtɪd tu // ɪn fækt / hi wɪl bi 'selɪbreɪtɪŋ hɪz  
'fɪftiəθ 'bɜːθdeɪ ɒn 'fraɪdeɪ / ət 'friːtʌʊn 'feɪməs  
ˌjuːnɪ'vɜːsɪti hɔːl //

---

Grandfather: Game of cards over a glass of cognac?

Cris: I'm not the kind of guy who likes cards. Why don't we try video games?



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