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| HỒNG ĐỨC UNIVERSITY  **Faculty of Foreign Languages**  **Division of Linguistics - Culture and**  **English Language Teaching Methodologies** | **SYLLABUS**  **English Pronunciation Practice**  **Course code: 132009** |

**I.** [**General information**](https://unitguides.mq.edu.au/unit_offerings/136927/unit_guide#general-information-section)

- Credit points: 2 (18, 12, 12)

- Prerequisites: No

- Semester: 2

**II. Course description**

***Content***: The course deals with basic knowledge of English pronunciation: vowels and consonants, distinguish long, short, stop, fricative, explosive, etc. diphthongs, triple vowels, slip sounds, swallowing phenomena, assimilation of sounds in English. It deals with how to pronounce and read the final consonant, pronounce word stress: nouns, verbs, adjectives etc... and sentence intonation. Practice natural intonation of some simple sounds such as questions, greetings, statements, etc.

***Acquired competence***: Learners are able to recognize and pronounce English sounds correctly, transcribe words when listening to their sounds, and distinguish phenomena such as swallowing sounds, connecting sounds, etc... in English.

**III. Learning Outcomes**

***Knowledge***: Learners have knowledge about problems related to phonetics and phonemes. Learners understand how to pronounce English sounds in theory and practice. Learners know a number of issues related to phonetics and phonology such as phonetic parts: vocal cords, palate....

***Skills:*** Learners are able to pronounce distinct sounds correctly. Learners can pronounce correctly word stress, sentence stress and intonation in the dialogue.

***Attitude:*** Learners have a serious, self-conscious, and responsible attitude in learning. Learners have a spirit of self-improvement.

**IV. Textbooks & Materials**

***\**** ***Required texts:***

1. Jonathan, M. (2007) ***English Pronunciation in Use*.** Cambridge.

***\**** ***Recommended readings:***

[1]. Cameron, S. (2018) ***Perfecting Your English Pronunciation***. McGraw-Hill.

[2]. Nguyễn Quốc Hùng (2009) ***Kỹ thuật luyện phát âm tiếng Anh Mỹ Cambridge*** . NXB Tổng hợp Tp Hồ Chí Minh

[3]. Baker, A. ***Ship or Sheep?.*** Cambridge: Cambridge University Press.

**V. Schedule**

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| **Contents** | **Topics** |
| 1 | **Introduction**  Spelling and pronunciation |
| 2 | **Section A: Sound and spelling**  Sound /i:/ and / ɪ /  Sound /u:/and / ʊ /  Sound /ɑ:/and / ʌ /  Sound / ɒ /and /ɔ:/ |
| 3 | Sound / e /and /æ/  Sound /ɜ:/  Sound /ɪə/and /eə/  Sound /eɪ/, /aɪ/and /ɔɪ/ |
| 4 | Sound /əʊ/and /aʊ/  Sound  /p/ and /b/  Sound /t/and /d/  Sound /k/and /g/ |
| 5 | Sound  /f/and /v/  Sound /θ/and /ð/  Sound /s/and /z/  Sound  /∫/ and /ʒ/ |
| 6 | Sound / t∫ /and / dʒ /  Sound /m/, /n/and / η /  Sound /h/  Sound / l / |
| 7 | **Mid course test**  Sound / r /  Sound  /w/ and /j/ |
| 8 | Consonant groups in the middle of words  Consonant groups at the beginning of words  Consonant groups at the end of words  Consonant groups across words |
| 9 | **Section B: Syllables and words**  Syllables  Strong and weak vowels  Stress in two – syllable words  Stress in compound words |
| 10 | **Section C: Phrases, sentences and grammar**  Reading aloud  Linking words together 1  Linking words together 2  Rhythm  Strong and weak form 1 |
| 11 | Strong and weak form 2  Strong and weak form 3  Strong and weak form 4  Contractions |
| 12 | Pronouncing – s endings  Pronouncing past tense  **Part D: Conversation**  Intonation for old and new information  Intonation in storytelling |
| 13 | Important words in conversation 1  Important words in conversation 2  Intonation in phrases and sentences 1  Intonation in phrases and sentences 2 |
| 14 | * **Revision** |

**VI. Assessment**

***1. Course policies***

Anyone who is absent from class for over 20% of total time will not be allowed to take the final exam. Students are required to participate in all inside and outside classroom activities as well as submit all the homework. Students are also required to take all the on-going tests and presentation.

***2. Assessment details***

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| **Assessment Task** | **Assessment Form** | **Time** | **Weighting** | **Format** |
| On-going assessment | 1. Attendance, participation | During  the course | 30% | Weekly attendance, participation |
| 2. Mini-test 1 | After  content 3 | Video recording |
| 3. Mini-test 2 | After  content 9 | Video recording |
| 4. Presentation | During  the course | Group work |
| Midcourse test | Oral test | After content 6 | 20% | 1.Theory.  2. Read the following words based on their transcription.  3. Read aloud the text. |
| Final test | Oral test | After the course | 50% | 1.Theory  2. Give the broad transciption including the stress of the following words.  3. Read the following words based on their transcription.  4. Read aloud the text.  5. Answer examiners’ questions. |