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Formação Docente

Cursos de Especialização para o quadro do Magistério da SEESP

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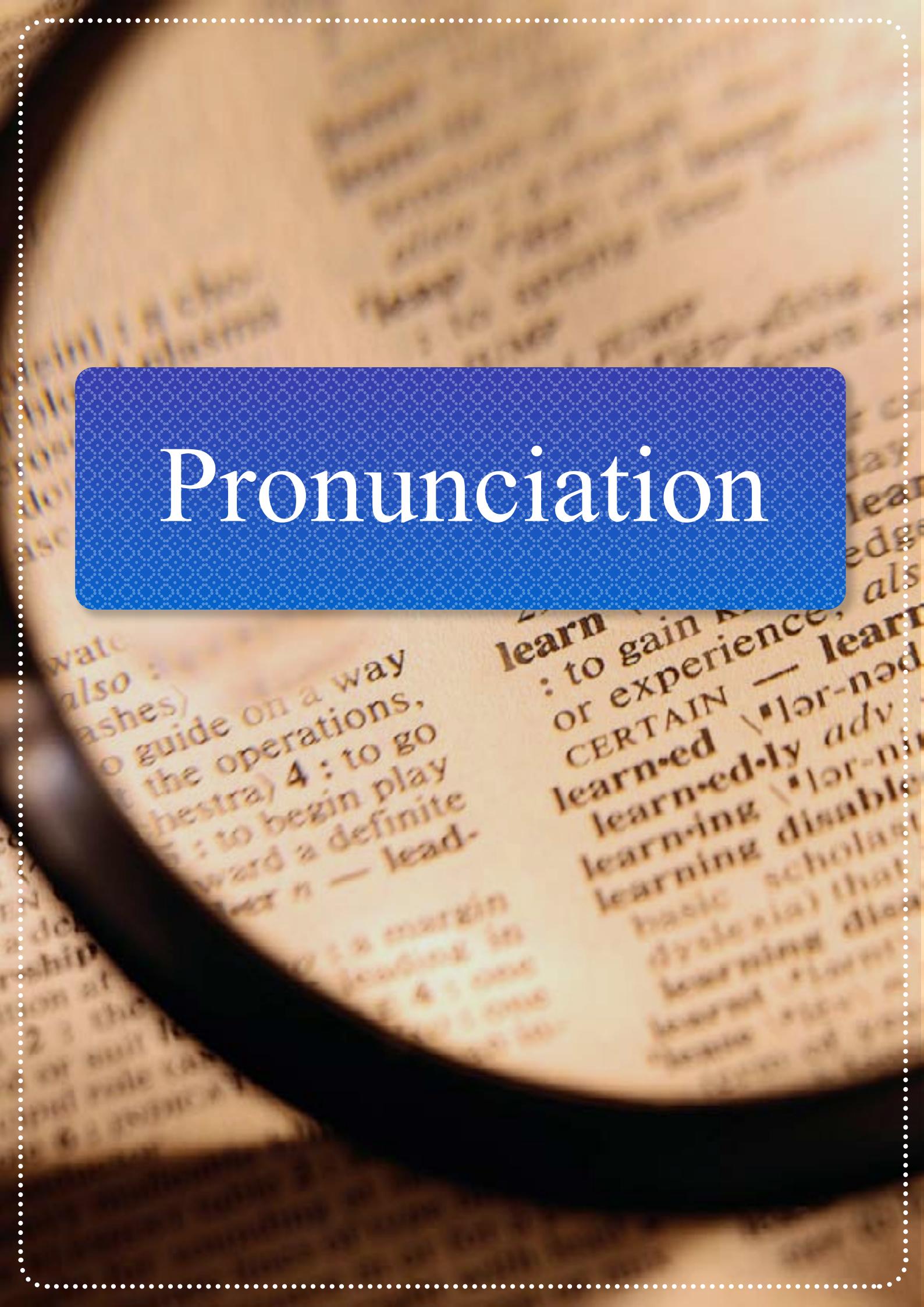
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**SECRETARIA
DA EDUCAÇÃO**



Pronunciation



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Vídeo da Semana



2. Pronunciation

Every language has 4 wheels:

Semantics which are the rules of meaning, Syntax which are rules of order or arrangement, Morphology which are rules of formation and last but not the least, Phonology which are the rules of pronunciation.

In pronunciation we can have:

- **PHONEMES:** sounds significantly different from others
- **MINIMAL PAIRS:** pairs of similar sounds in words. Ex: ship x sheep
- **ALLOPHONES:** variation of a phoneme that can be interchanged without affecting the meaning. Ex: The /l/ sound is pronounced differently in 'love' and in 'wool'. These

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two words contain allophones of the phoneme /l/.

- **HOMOPHONES:** same sounds, different spelling. Ex: eight x ate; sea x see.
- **HOMOGRAPHHS:** same spelling, different sound, different meaning. Ex: read (present) x read (past); tear (noun) x tear (verb). When words are homographs, nouns are stresses on the 1st syllable and verbs on the 2nd one.
- **HOMONYMS:** different meaning, same spelling, similar sound. Ex: record (noun) x record (verb), don't lie x lie down.
- **VOICED:** when you feel a vibration on the vocal cords. All vowels are voiced.
- **VOICELESS:** no vibration on the vocal cords.
- **STRESS:** Stress is emphasis given to certain syllables in words. In English, stress is produced with a longer, louder and higher pitched sound than unstressed sounds. Example : The word 'banana' has stress on the second syllable, the word 'photographic' on the third. Unlike many languages, stress in English is unpredictable, and learners generally need to memorize individual words. Areas for teachers to focus on include word families, which show different stress patterns, e.g. 'photo', 'photographer', and 'photographic', and some words that have different stress in different forms, e.g. 'produce' and 'desert', verb and noun.
- **RHYTHM:** it is the intonation, the melody of the language. Sometimes, even when you can't understand the meaning of what someone is speaking, you know what language the person is speaking because of its rhythm. In English, the rhythm comes from the stress.

There are some problems involving Brazilians speaking English. Brazilian Portuguese accent when speaking English is due to:

- Nasal vowels (pão, são)
- Insertion of vowels between consonants
- Syllable rhythm with too much emphasis on unstressed syllables
- Portuguese is a language marked by syllables and English is a language marked by stress

Although there are different accents, in different places and countries and for different peoples, pronunciation should be clear in order to make communication more effective. Some phonemes cannot simply be replaced by others without being misunderstood. For example: the final sound of the consonants in RUN and RUM, if they are not pronounced differently meanings will be mixed. The same goes for TAUGHT and THOUGHT, and so on. You don't have to speak as a native speaker. It is all right to have some accent. It will be part of your identity. But take care not to damage communication as you can check watching the video: The Italian man who went to Malta:



<http://www.youtube.com/watch?v=m1TnzCiUSI0&feature=related>

More about pronunciation see:



<http://www.sk.com.br/sk-pron.html>

If we think back to the history of the English language, we will notice that the written English language was created after the London dialect at the time. As language changes and that dialect would not remain as one only language, later on there were some problems concerning spelling and pronunciation, as you can picture by reading the following text, especially if you read it aloud:

“When the English tongue we speak,

Why is break not rhymed with freak?

Will you tell me why it's true

We say sew, but likewise few?

And maker of the verse

Can not cap his horse with worse?

Beard sounds not the same as heard,

Cord is different from word.

Cow is cow, but low is low;
Shoe is never rhymed with foe,
Think of hose and dose and lose,
And of goose and yet of choose.

Think of comb and tomb and bomb,
Doll and roll, and home and some,
And since pay is rhymed with said,
Why not paid with said, I pray?

We have blood and food and good;
Mould is not pronounced like could.

Wherefore done, but gone, and lone?
Is there any reason known?

And, in short, it seems to me
Sounds and Letters disagree."

(M. Needleman. A manual of pronunciation, apud MASCHERPE, 1970.

Now, if you want, you can practice it by checking:



<http://www.youtube.com/watch?v=FmAaX0kREGQ>

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Ficha da Disciplina:

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Ementa da disciplina:

Gêneros de discurso e as situações sociais de uso da língua oral; aspectos da comunicação oral: recepção e produção. Pronúncia, fluência e inteligibilidade; o inglês como língua de comunicação internacional; tecnologia e o acesso às manifestações orais da língua inglesa. Atividades práticas de compreensão e produção com ênfase nas competências comunicativas a fim de propiciar uma visão de ensino de línguas que seja capaz de promover autonomia intelectual e maior capacidade de reflexão dos aprendizes e educadores. Reflexão sobre o uso da língua como instrumento de comunicação social e de formação humana e cidadã.

Estrutura da Disciplina

Mód. III – Recursos Midiáticos e Comunicação oral

Disciplina 05: Compreensão e Produção Oral.

1. Oral Communication

- 1.1. Objectives
- 1.2. A brief history of the English language

2. Pronunciation

3. Intonation

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