Words commonly mispronounced

VOCABULARY PRACTICE

ADVANCED | C1

Name: _____ **Date:** _____

1 Match each pronunciation concept with its meaning.

1 schwa	____	a insertion of an extra sound
2 elision	____	b prominence assigned to a syllable in a word
3 epenthesis	____	c neutral vowel common in unstressed syllables
4 metathesis	____	d consonant functioning as the centre of a syllable
5 assimilation	____	e two identically written words with different meanings or sounds
6 lexical stress	____	f omission of a sound in connected speech
7 syllabic consonant	____	g use or absence of post-vocalic /r/ in an accent
8 weak form	____	h unstressed pronunciation of a grammatical word
9 rhoticity	____	i one sound becoming more like a neighbouring sound
10 homograph	____	j reversal or reordering of sounds

2 Complete the advanced pronunciation collocations.

assimilation | **elision** | **epenthetic** | **lexical** | **rhotic** | **schwa** | **syllabic** | **weak**

1 vowel reduction to _____

2 consonant _____ in connected speech

3 an _____ vowel

4 _____ stress placement

5 a _____ consonant

6 a _____ form of *to*

7 regressive _____

8 a _____ accent

3 Choose the analysis that best explains the difficulty.

1 Adding a vowel in *film*: *epenthesis / elision*.

2 Saying *nucular* for *nuclear*: *metathesis / rhoticity*.

3 Reducing the first vowel in *police*: *schwa / homography*.

4 Missing the sound in *comfortable*: *elision / epenthesis*.

5 Noun REK-awd versus verb ri-KAWD: *lexical stress / assimilation*.

6 Pronouncing /r/ after a vowel in *car*: *rhoticity / weak form*.

7 Different sounds in *lead* metal and *lead* a team: *homographs / syllabic consonants*.

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4 Complete the diagnostic commentary with terms from the box.

assimilation | elision | epenthesis | homograph | lexical stress | metathesis | rhoticity | schwa | syllabic consonant | weak form

The learner inserts a vowel into a difficult cluster, an instance of **1** _____. Reordering sounds suggests **2** _____, whereas deleting one suggests **3** _____. An unstressed vowel may reduce to **4** _____, and a grammatical word may take a **5** _____. In *button*, the final sound may involve a **6** _____. Errors in syllable prominence concern **7** _____. Accent differences in post-vocalic /r/ involve **8** _____. Context resolves a **9** _____, while neighbouring sounds may trigger **10** _____.

5 Read the text and answer the questions concisely.

Beyond a single correct accent

Pronunciation norms are plural rather than uniform. A form may be standard in one region, socially marked in another, or changing across generations. Responsible feedback distinguishes established variation from slips that impede intelligibility. It also avoids treating spelling as a phonetic blueprint. Corpus evidence, current dictionaries and recordings from comparable speakers can reveal whether a form is widespread, context-dependent or stigmatised. The pedagogical question is therefore not simply whether a pronunciation differs, but whether it is intelligible, appropriate to context and consistent with the speaker's goals.

1 Are pronunciation norms completely uniform? _____

2 How may one form differ across regions? _____

3 What should feedback distinguish? _____

4 Why should spelling not be treated as a blueprint? _____

5 Name two useful sources of evidence. _____

6 Which three criteria guide teaching decisions? _____

6 Paraphrase using the expression in capitals.

1 The speaker inserted a vowel into the cluster. **EPENTHESIS** _

2 The unstressed vowel became neutral. **SCHWA** _____

3 The noun and verb differed in syllable prominence. **LEXICAL** _

4 The form is accepted in that region. **VARIANT** _____

OVER TO YOU

Write a **160-190 word** critical response: How should teachers address commonly mispronounced words without presenting one accent as the only legitimate model?

[ ] Use at least ten target terms or collocations. [ ] Separate variation from intelligibility problems. [ ] Refer to evidence and learner goals.

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ANSWER KEY

1 Pronunciation concepts

1 **c** 2 **f** 3 **a** 4 **j** 5 **i** 6 **b** 7 **d** 8 **h** 9 **g** 10 **e**

2 Advanced collocations

1 **schwa** 2 **elision** 3 **epenthetic** 4 **lexical** 5 **syllabic** 6 **weak** 7 **assimilation** 8 **rhotic**

3 Diagnostic analyses

1 **epenthesis** 2 **metathesis** 3 **schwa** 4 **elision**
5 **lexical stress** 6 **rhoticity** 7 **homographs**

4 Diagnostic commentary

1 **epenthesis** 2 **metathesis** 3 **elision** 4 **schwa** 5 **weak form**
6 **syllabic consonant** 7 **lexical stress** 8 **rhoticity** 9 **homograph** 10 **assimilation**

5 Reading - suggested answers

1 No. 2 It may be standard, marked or changing. 3 Variation from intelligibility-impeding slips.
4 Spelling does not map reliably onto sound. 5 Any two: corpora, dictionaries, recordings. 6 Intelligibility, contextual appropriateness and speaker goals.

6 Paraphrasing - possible answers

1 The speaker used **epenthesis**. 2 The vowel reduced to **schwa**. 3 They differed in **lexical stress**. 4 It is an accepted regional **variant**.

Over to you: Answers will vary. Check phonological precision, evidence, variation and learner-centred judgment.