

# Extrait du manuel

## Communication en anglais des affaires

(en attendant que vous récupériez votre copie)

x | Communication en anglais des affaires (version anglaise)

### Accéder aux fichiers audios

Ce manuel sert à l'acquisition de compétences nécessaires pour communiquer en anglais en contexte professionnel. Afin de vous faire la démonstration de ces interactions et de vous aider dans l'exécution des exercices pratiques, nous vous fournissons des fichiers audios. Ces fichiers se trouvent dans un dossier que vous pouvez télécharger à partir de notre site Web. Il s'agit d'un dossier compressé qui contient le dossier **91191 Fichiers audios pour CEA**.

Pour télécharger les fichiers audios, vous devez avoir non seulement une connexion Internet, mais aussi une clé USB, ou la possibilité d'enregistrer sur votre disque dur. Une fois le téléchargement terminé, il vous suffira de copier le dossier d'exercices et de le coller sur votre clé USB ou sur votre disque dur.

#### Exercice Télécharger et extraire les fichiers audios

Dans ce manuel, les fichiers de travail seront téléchargés sur une clé USB. Si vous le souhaitez, vous pouvez les télécharger sur votre disque dur (Disque local (C:) ou OS (C:) par exemple).

1. Insérez la clé USB dans son port, puis fermez l'Explorateur de fichiers.
2. Lancez Microsoft Edge, Internet Explorer ou le navigateur de votre choix.
3. Accédez au site [www.logitell.com](http://www.logitell.com).
4. Suivez les étapes ci-dessous pour télécharger le dossier compressé contenant les fichiers audios.

❶ Au besoin, faites défiler la page Web vers le bas jusqu'à ce que vous atteigniez le titre **Téléchargement des fichiers d'exercices**.

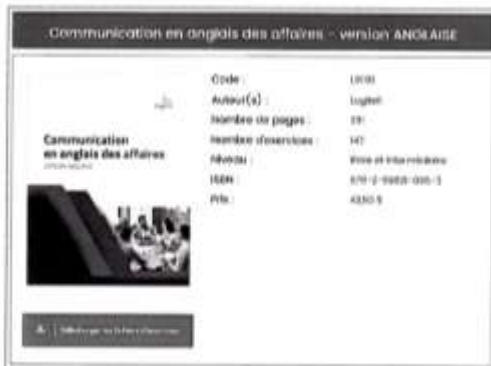
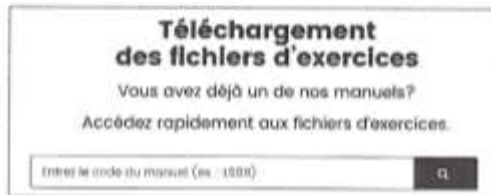
❷ Dans la zone de recherche, tapez **91191**.

❸ Appuyez sur **Entrée** ou cliquez sur 

*Assurez-vous que le titre qui s'affiche à l'écran correspond au manuel que vous utilisez. Si tel n'est pas le cas, il se pourrait que vous ayez entré le mauvais code.*

❹ Cliquez sur

 Télécharger les Fichiers d'exercices



Une notification apparaît dans la partie inférieure gauche de l'écran.

- 1 Cliquez sur la flèche puis sur **Ouvrir**.

L'Explorateur de fichiers s'ouvre et affiche dans son volet droit le contenu du dossier compressé, soit le dossier **91191 Fichiers audios pour CEA**.

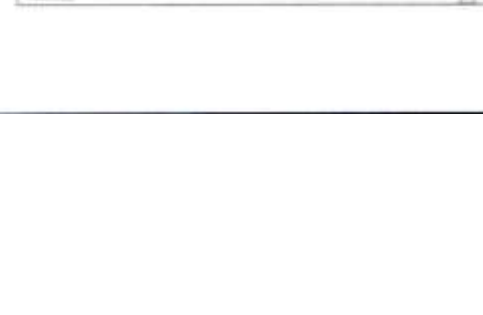
- 5. Suivez les étapes ci-dessous pour extraire les fichiers à partir du dossier compressé.

- 1 Dans le volet droit, cliquez avec le bouton droit sur le dossier **91191 Fichiers audios pour CEA**, puis sélectionnez **Copier**.

- 2 Dans le volet de navigation, sélectionnez **Lecteur USB**.

- 3 Dans le volet droit, cliquez avec le bouton droit dans un espace vide, puis sélectionnez **Coller**.

Le dossier **91191 Fichiers audios pour CEA** se trouve maintenant dans le lecteur sélectionné.





CHAPTER

# 1

## Pronunciation

In this chapter, you will learn how to:

- Pronounce the letters of the alphabet and English words correctly
- Use sentence stress and word stress
- Use sliding sounds

## General objective

If you do not know how to pronounce certain words correctly in English, it might be hard for others to understand you. In this chapter, we will focus on pronunciation, stress, and sliding sounds.

## Understanding the importance of good pronunciation

When you are communicating in English, it is important to pronounce the words correctly. After reading the short scenario below, you will see how mispronunciation can lead to miscommunication.

### Demonstration

*Last week, Pauline was invited to a pot-luck supper. When she arrived, her host Christine, asked:*

Christine: Pauline, what kind of dish did you bring?

Pauline: I brought some chicken. But before we can serve it, I have to eat\* the chicken.

*Christine stared at Pauline in surprise.*

Christine: You must be very hungry, Pauline!

Pauline: Yes, I'm extremely angry\*\*.

Christine: You're angry? Why are you angry?

Pauline: I'm not angry.

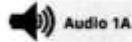
*Christine still seemed a little perplexed.*

\*Pauline wanted to say the word *heat*, but pronounces it as *eat*.

\*\*Pauline wanted to say the word *hungry* but pronounces it as *angry*.

## Pronouncing the letters of the alphabet

Some of the letters of the alphabet, “m” (*em*) for example, are pronounced the same way in both French and English. Some letters are pronounced differently; the letter “b”, for example, is pronounced as “bi”<sup>1</sup> in English, but as “bé” in French.



Letter	Pronunciation	Letter	Pronunciation
A a	èi	N n	enne
B b	bi	O o	oh
C c	si	P p	pi
D d	di	Q q	quiou
E e	i	R r	awre
F f	èf	S s	esse
G g	dji	T t	tí
H h	eitsh	U u	you
I i	oil	V v	vi
J j	djéi	W w	dabbl you
K k	kéi	X x	èx
L l	elle	Y y	ouaille
M m	aime	Z z	zi / zed*

\* In Canadian English, Z is pronounced as “zed”. But in American English, it is pronounced as “zi”.

### Exercise 1.1 Pronouncing the letters of the alphabet

1. Pronounce each letter of the alphabet in both French and English.
2. Circle the letters that are pronounced the same way in both languages.



#### Pronouncing words correctly in English

To learn or improve word pronunciation in English, use the following methods:

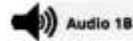
- o Look up the phonetic transcription presented in a dictionary – paper or online. (You will see this in the next chapter.) Online dictionaries also give you the option of listening to the pronunciation of a word.
- o Listen to podcasts, movies, etc. in English.
- o Communicate orally with English speakers.

<sup>1</sup> In this chapter, we provide the pronunciation in French using the traditional alphabet; you will learn the phonetic alphabet in the next chapter.

## Vowels

As you know, the alphabet consists of vowels and consonants. Let's begin by looking at vowel sounds. The alphabet has six vowels: **a, e, i, o, u**, and sometimes **y**. All the vowels have both a short sound and a long sound.

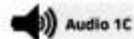
- The short sound is identified with the symbol **ː** above the letter. Examples: **băt, jög.**
  - The long sound is identified by the symbol **ē** above the letter. Examples: **rāte, jōke.**
- The examples below will help you better understand the differences between short and long sounds.



Vowel	Short	Long
A a	căt	plāne
E e	mět	mēet
I i	bīt	bīte
O o	fōx	phōne
U u	sūn	cūte
Y y	babÿ	trÿ

### Exercise 1.2 Pronouncing vowels

1. First, listen to the pronunciation of the words listed below.



2. Practise pronouncing the words below by reading them out loud. The vowels are in bold.

<b>A a</b>	(ă)	Angela	ant	address	again
	(a)	angel	play	say	day
<b>E e</b>	(ē)	bell	let	forget	pen
	(ē)	be	Leon	meteor	see
<b>I i</b>	(i)	sit	film	did	trip
	(i)	nice	drive	like	Bible
<b>O o</b>	(ô)	gone	shot	box	lost
	(ô)	go	show	stove	echo
<b>U u</b>	(ū)	shut	must	run	hunt
	(ū)	deluge	cube	mule	use
<b>Y y</b>	(ÿ)	friendly	only	puppy	ready
	(y)	by	fry	sky	my

3. In the sentences below, add the appropriate symbols on top of the long or short vowels, then practise their pronunciation. Listen to the audio, if necessary.



<b>A</b>	ā	Āpples ālways fāll āfter Hālloween.
	ă	Kāte āte ānything Alice hātes.
<b>E</b>	ē	Brēt mēt the lētter carrier.
	ĕ	Mēet thrēē swēēt pēople.
<b>I</b>	ī	Play us a littlē bīt of fiddlē.
	ĭ	Fivē mīce bīte īce.
<b>O</b>	ō	Scōtt shōt the fōx.
	ŏ	The blōke chōked the ōld man in the bōat.
<b>U</b>	ū	Did King Tūt cūt his doughnūts?
	ŭ	You refūte Hūgh's cūte sūit?

### Vowels with specific sounds

When the vowels **a**, **e**, **i**, **o**, and **u** are followed by an **r**, they are all pronounced the same way, that is, a sound that resembles **eu**<sup>2</sup> in French, as in the words **murmur**, **stellar**, **stir**, **fur**, **November**, **work**.

Also, the vowel diphthongs<sup>3</sup> **oi** and **oy** are always pronounced as /ɔɪ/ as in the words **oil**, **toy**, **soil**, **boy**.

#### Exercise 1.3 Pronouncing vowel sounds

1. Practise pronouncing the sounds below.

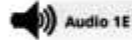
<b>ar</b>	as in	regular, beggar, altar
<b>er</b>	as in	better, September, number
<b>ir</b>	as in	circus, sir, girl
<b>or</b>	as in	visitor, traitor, manor
<b>ur</b>	as in	blur, occur, injure
<b>ol</b>	as in	noise, avoid, spoil
<b>oy</b>	as in	enjoy, annoy, royal

<sup>2</sup> We provide the pronunciation in French using the traditional alphabet; you will learn the phonetic alphabet in the next chapter.

<sup>3</sup> A diphthong is a vowel that combines two adjacent vowel sounds within the same syllable.

### Tips for pronouncing vowels

Below, you will find some tips to help you with the pronunciation of vowels. For each vowel, there is an example that will help you better understand the subject.



- Most one-syllable words that have one short vowel sound usually end with a consonant. Those that have one long vowel sound usually end with a vowel. See the examples below.

Short vowel	Long vowel
hop	hope
Tim	time
car	care

- When there are two consecutive vowels in a same word, the first vowel is pronounced, but not the second one\*.

rain	heat	street
------	------	--------

Moreover, the first vowel is long.

rain (as in say)	heat (as in be)	street (as in be)
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\* There are some exceptions such as the word "chaos".

- The letter y can be either a short, long, or silent vowel.

<b>Short</b>	happy, story, dizzy, busy, hypocrite
<b>Long</b>	fry, my, sky, hypothesis
<b>Silent</b>	play, day, say, maybe

## Consonants

In English, the pronunciation of certain consonants will vary depending on the letter that follows it, just like in French. For instance, when the consonant **c** is followed by the letters **a**, **o**, or **u**, it is pronounced as **k**. However, when it is followed by the letters **i** or **e**, it is pronounced as **s**. You will find below other examples of these types of consonants, as well as the rules that will help you determine the appropriate sound.

Consonant	Pronunciation	Examples
<b>C</b> followed by <b>a / o / u</b>	<b>K</b>	candy, come, cutlery
<b>C</b> followed by <b>i / e / y</b>	<b>S*</b>	city, ice, bicycle
<b>G</b> followed by <b>e / i / y</b>	<b>djé</b>	geography, engine, prodigy
<b>G</b> followed by <b>a / o / u</b>	<b>gue</b>	game, gold, gum
<b>H</b> when <u>aspired</u>		hospital, hot dog, hockey
<b>H</b> when silent		hour, honest, heir
<b>TH</b> when <u>soft</u>		thin, thought, thrilling
<b>TH</b> when <u>hard</u>		the, there, this
<b>GH</b> and <b>PH</b>	<b>F**</b>	laugh, enough, photographer
<b>-tion</b>	<b>shun</b>	notation, duration, option

\* There are exceptions, such as the word "soccer".

\*\* There are exceptions, such as the word "through".

### Exercise 1.4 Practising consonant sounds

1. Read the bizarre stories below out loud. If you are not sure of the pronunciation of a word, consult the table on the next page.

#### Story 1


Phyllis Seymour became scared when she perceived a circle of mice gently dancing in a corner of the room and eating corn on the cob and stuffed cabbage. "What a peculiar picture," she gasped. "Honestly," she thought, "either I'm going completely crazy or my phobia of mice is causing hallucinations." To try to recover from her condition, she decided to escape to Philadelphia. She bought new clothes and a keg of Coca Cola and ate mincemeat pie for the rest of the year.

**Story 2**

George Jacob Garden was on the verge of taking a sip of his hot ginger-apple cider when suddenly he received a call on his cell phone. It was his good friend Gord Jeffery. Gord's voice was hoarse and he had a horrible cough. "What happened to you?" George Jacob Gardener laughed. "I've had a rough night," Gord Jeffery complained. "I fell off a bridge and plunged into ice-cold water. Now I've got a bad cold. My lungs are full of phlegm. And last night, I didn't get enough rest. I coughed all night, so I only got about three hours of sleep."

The consonant C		The consonant G	
K sound ( <i>hard sound</i> )	C sound ( <i>soft sound</i> )	gue ( <i>hard sound</i> )	J ( <i>soft sound</i> )
became	mice	keg	George
clothes	circle	Gord	verge
scared	perceived	got, get	gently
because	mince meat	gasp	bridge
corn	received	go	plunge
cabbage	cell phone	garden	ginger
recover	dancing	<b>GH and PH</b>	
picture	ice	rough	Phyllis
peculiar	cider	cough	phone
escape	hallucination	enough	phobia
call	decide	laugh	Philadelphia
complain	voice		phlegm

The consonant H		The TH sound	
Aspired H	Silent H	Hard	Soft
hoarse	hour	either	three
he, her, his	honestly	the	through
hot			thought
have, had		<b>Consecutive vowels</b>	
hallucination		hoarse	eating
		either	eat

 **Exercise 1.5** Practising pronunciation

1. Practise saying the names and addresses below out loud.



Ronald Sullivan  
116 Belvedere Avenue  
Dartmouth, Nova Scotia  
B3A 1K4

John Smith  
11 Sunnybrook Drive  
Ottawa, Ontario  
K1V 2P6

Thomas Perkins  
93 Pendrell Street  
Vancouver, British Columbia  
V6G 1S9

Barbara McDonald  
66 Blackburn Crescent  
Kanata, Ontario  
K2S 5M5

Helen Hamel  
87 Saint George Street  
Moncton, New Brunswick  
E1C 1W5

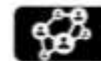
Ruth Richards  
77 Brown Avenue  
Quebec City, Quebec  
G1S 3A7

Theodore Crawford  
41 Church Road  
Spears, Saskatchewan  
S0M 2V0

Joanne Hampton  
270 Riverside Boulevard  
Windsor, Ontario  
N9A 5K4

 **Exercise 1.6** Practising pronunciation in English

1. Find a word that begins with the letter A and say it out loud. Repeat this instruction for the other letters of the alphabet. For example, you would say "A – Accountant, B – Banking", and so on.
2. Choose a theme, such as garden accessories, objects from the kitchen, the office, music, famous people, movies, cars, animals, etc.
3. According to the chosen theme, find a word that begins with each letter of the alphabet and say it out loud. Look at the examples below.



If the chosen theme is cars, you would say "A – Audi, B – Buick", and so on.

If the chosen theme is actors, you would say "A – Anthony Hopkins, B – Bruce Lee", and so on.

## Stress words

When we speak, we put emphasis on certain words in a sentence; this is called sentence stress. We also put emphasis on certain syllables in a word; this is called word stress.

### Sentence stress

In a sentence, you will put emphasis on content words. Thus, to understand which word should get stressed in a sentence, it is important to know the difference between content words and structure words.

#### Content words

Content words convey a message and give the content of a sentence. In this category of words, there are nouns, verbs, and adjectives. A few examples are presented below.

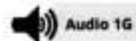
Nouns:	Stella, email, deadline, invoice, July, office
Verbs:	forward, agree, cancel, order, manage
Adjectives:	quick, higher, accurate, private, absent
Adverbs:	finally, honestly, soon, please, often

#### Structure words

Structure words do not convey a message; they are used to connect content words. They are, among others, pronouns, prepositions, and articles. A few examples are presented below.

Pronouns:	she, he, they, her, him, himself
Prepositions:	in, on, after, before, to, at
Articles:	a, an, the, this, some
Conjunctions:	when, while, although

In the sentence below, the words in bold are stressed. These words convey a message. For example, if you were to write only those words in a telegram, the message would still be clear. However, if you were to use only the words that are not in bold, the message would be impossible to understand.



**Example:** An **email** has been **sent** to you **regarding** the **sale** of the **house**.

 **Exercise 1.7** Placing the proper stress on content words

1. In the sentences below, start by underlining the content words. Now, try to read your sentences aloud while stressing these words. Listen to the audio, if necessary.



**Example:** My grandfather has been working in the bank for thirty years.

- Please forward me the email you received from Frank.
- Thank you for your quick reply to my question concerning the deadline.
- The amount on the invoice is higher than what we agreed on.
- Please take note that I will be absent from the office from June 23 to July 15.

## Word stress

Not only are certain words stressed more than others, but so are certain syllables *within* a word. This is word stress. A word is made up of syllables, as presented below.



**Examples:**

Guide, date:	one syllable
Ma / chine, ab / surd:	two syllables
Dif / fe / rent, di / a / gram:	three syllables

In words, you use word stress on a specific syllable. In certain words, the stress is on the first syllable, and in others, it is on the second or third, and so on. Using the same words as examples, note below the syllables in bold that are stressed.

**Examples:**

Stress on one syllable	<b>guide, date</b>
Stress on the first syllable	<b>different, diagram</b>
Stress on the second syllable	<b>machine, absurd</b>

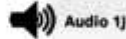
Depending on the grammatical category, the word stress can be placed differently on a same word, as shown in the examples below.

**Examples:**

Stress on the syllable <b>per</b>	What a <b>perfect</b> plan! (The word <i>perfect</i> is an adjective.)
Stress on the syllable <b>fect</b>	You must <b>perfect</b> your strategy. (The word <i>perfect</i> is a verb.)

**Exercise 1.8** Stressing syllables

1. Pronounce the words from the list below, while stressing the syllables in bold. Listen to the audio, if necessary. The grammatical category is indicated for the words "absent" and "progress", because the syllables to stress for these two words are different depending on the grammatical category.



profit	important	item	progress (noun)
code	discussion	develop	financial
access	effort	possible	total
accident	option	local	surplus
apostrophe	experience	office	region
budget	exception	message	satisfaction
capable	final	material	service
client	flexible	method	signature
credit	general	determine	member
envelope	absent (adjective)	focus	subtract

## Sliding sounds

When first learning to speak English, beginners often mistakenly focus on pronouncing each word separately, and the effect is unnatural. In order to communicate fluidly in English, there is a method that consists of linking words while pronouncing them. For example, while pronouncing the words "don't you", the sliding sound **ch** is inserted between "don't" and "you", so that one word glides (*slides*) into the next. Other examples of *sliding sounds* in English are "an-hour" or "in-a week".

**Exercise 1.9** Practising sliding sounds

1. In the sentences below, the sliding sounds have been indicated in bold. Practise reading each sentence in natural speech. Listen to the audio, if necessary.



- a. I have **an** hour to eat lunch before returning to the office.
- b. Take **a** seat over there. I'll be with you **in** a couple of minutes.
- c. Please **let us** know if you're **in** town at the **end** of August.
- d. The supplies will be **shipped** in July but will remain **in** storage until time of delivery.
- e. Your **offer** is **within** our price range. We'll try to **figure out** a convenient payment plan.
- f. **Put** a bit of milk **in** my coffee, please.
- g. Mr. Smith is interested **in** meeting **her** to get more information.
- h. He's **on** his way **upstairs**. He'll **drop off** the checks now and you can **pick them up** later.
- i. Sorry to cut you off. Someone **in** the office wants **an** answer.