

Pronouncing  
*American*  
ENGLISH

Sounds, Stress, and Intonation

SECOND EDITION

Gertrude F. Orion

# **Pronouncing American English**

Sounds, Stress, and Intonation

Second Edition

**Gertrude F. Orion**

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# Introduction

The second edition of *Pronouncing American English: Sounds, Stress, and Intonation* enhances and expands upon the comprehensive array of activities offered in the first edition.

To make learning and teaching with *Pronouncing American English* more effective and satisfying, the second edition has been correlated with the following publication:

*The Newbury House Dictionary of American English*. Containing more than 40,000 entries with clear and simple definitions, *The Newbury House Dictionary of American English* is the first learner's dictionary developed from an American English vocabulary base. *Pronouncing American English* and *The Newbury House Dictionary* have been designed as companion volumes; both employ the International Phonetic Alphabet (I.P.A.).

For those who are not familiar with the first edition, *Pronouncing American English* is a pronunciation text for students of English as a second or foreign language. It is suitable for high-beginning-level learners who are developing this skill, as well as for intermediate and advanced students who wish to perfect their pronunciation. Beginning students can learn "correct" pronunciation in the very early stages of speaking, and intermediate and advanced learners can improve their oral proficiency.

The materials in the second edition retain the comprehensive approach used in the first edition. The text is still as complete and appropriate for individual use as it is for class use. What makes this edition different from the first is the addition of subjects that had not been included or fully developed in the earlier edition. New sections, exercises, and activities, along with more pair work and pair-practice activities, have been added. The use of authentic language in these exercises and activities serves to encourage the student to independent self-monitoring.

More definitions of vocabulary that students may not be familiar with have been added, with more illustrations and footnoted words. The vocabulary used is accessible to students at a variety of levels. Boldface letters, instead of capital letters, are now used to indicate the stressed syllable in words of two or more syllables. Several of the illustrations of the mouth charts for the production of the vowels and consonants have been made clearer, as have the explanations for place and manner of articulation.

This text addresses the problems shared by speakers from various countries of the world who have large categories of speech difficulties in common. It can be used in a classroom with the teacher modeling the material for the students, with the tape

cassettes in a language laboratory class, or with the tape cassettes by students working alone, in pairs, or in groups.

## Text organization

### Parts 1 and 2

*Pronouncing American English* is divided into four parts. **Part 1**, "An Overview: Sounds of American English," consists of Units 1 and 2. Unit 1, "English Spelling and English Sounds," includes the problems encountered with English spelling as opposed to sounds, and the use of a phonetic alphabet. Unit 2, "The Speech Mechanism," describes the articulators that help us produce sounds and the rules governing voiced and voiceless sounds.

**Part 2**, "Stress and Intonation," consists of Unit 3, "Syllable Stress," Unit 4, "Vowel and Consonant Length," Unit 5, "Content Words and Function Words," Unit 6, "Word Stress and Phrasing," Unit 7, "Intonation," and Unit 8, "Using a Dictionary for Pronunciation."

Unit 3, "Syllable Stress," concentrates mainly on the stressing of two-syllable and polysyllabic words. *Syllable stress* refers to the syllable that is given primary stress in a word, and *word stress* refers to the word that is given stress in an utterance. This terminology proves to be more logical and understandable to students than "word stress" and "sentence stress," since students are taught to think in terms of which syllable is prominent in a word and which word or words are prominent in a phrase or sentence.

Only primary and weak stresses are discussed. Contrasts are made between the primary and weak stresses of syllables in words and the stressing and unstressing of words in phrases or sentences. The rationale is that if students learn this from the very beginning, or if they succeed in changing old habits by concentrating on these two stresses, the other stress patterns will fall into place more easily and can be described and detailed extensively, if necessary, when the students are well advanced in their knowledge of the English language.

Syllabification indicating primary stress, in some instances, may not follow established practice. For example, in dictionaries, the words "annoy" and "suppose" are syllabized "an-noy" and "sup-pose," although the doubled letters "n" and "p" each indicate one sound. The basis for this appears to be that words are divided into syllables arbitrarily, based on historical precedent, and not on a phonetic one. In this text, for simplification purposes, doubled letters are syllabized phonetically and stress in such words is indicated by boldface letters, as in "**annoy**" and "**suppose**." Throughout the exercises, all words of more than one syllable have their primary stress indicated by letters in boldface.

Unit 4, "Vowel and Consonant Length," replaces Unit 3, "Long and Short Sounds," in the first edition. The terminology has also been changed so as not to be

confused with the definitions of “long” and “short” vowels used in the teaching of phonics and those definitions customarily found in dictionaries. “Vowel and Consonant Length” is concerned with duration: the lengthening and shortening of vowel and consonant sounds in particular environments. In this unit, duration is treated in more depth and the unit contains more exercises and activities for students than in the first edition.

Unit 5, “Content Words and Function Words,” has also been expanded, and the use of colloquial language has been added.

Unit 6 and Unit 7 tie it all together. Unit 6, “Word Stress and Phrasing,” covers stress, rhythm, linking, and pausing. In addition, the use of different types of numerals has been included along with more exercises and activities.

Unit 7, “Intonation,” covers rising and falling intonation. Although there are several intonation patterns in American English, only two basic ones are covered here: rising intonation and falling intonation. Once again, if the student learns how to use them from the very beginning or succeeds in changing old habits by concentrating on these two intonation patterns, the others will fall into place more easily and can also be detailed extensively at a later date.

Unit 8, “Using a Dictionary for Pronunciation,” describes how to use the dictionary to find the “correct” pronunciation of a word.

## Parts 3 and 4

Parts 3 and 4 contain the vowel and consonant units, respectively. These units need not be taken in order but may be assigned according to individual or group need. However, before studying them it is vital that the students cover the materials in Parts 1 and 2 because these sections are the bases for the study of the vowel and consonant sections.

Each unit in Parts 3 and 4 introduces either one or two sounds and their common and sometimes less common spellings in initial, medial, and final positions, wherever applicable. Letters representing the target sound in a given unit are underlined. A key word for a given sound is included in each unit. Students should be encouraged to memorize this key word, or find one of their own, as a way to self-monitor and self-correct when doing the exercises. In addition, there is an illustration and description of how to produce each target sound. These illustrations and descriptions are teaching aids and are not scientifically exact diagrams or descriptions. They should be referred to when the student cannot produce the sound in a satisfactory manner through auditory stimulation.

The “Contrast” section of each lesson includes auditory discrimination exercises. For a variety of reasons, it may be difficult for students to discriminate between particular sounds, especially in the context of a word. Even when they can, it does not necessarily follow that they will be able to produce them acceptably. In these exercises the student listens to the target sound in isolation and repeats it after the

instructor or the tape voice, first “normally,” then in an exaggerated manner, then “normally” once again. The sound is then practiced in words. It is important to impress upon the students that we do not normally make sounds in an exaggerated manner but that this is merely a training exercise. Exaggerating the sound allows the student to “hear” it and to “feel” both the place of articulation and the movements of the articulators. It is one way of practicing the target sound and another method of self-monitoring and self-correcting. Also, students should be encouraged to use mirrors to help them see, wherever possible, the movements of those articulators that are easily visible.

In the “Check Your Listening” exercises, if students are listening to the classroom teacher or to the tapes, a good technique is for the students not to look at the instructor or the printed words as they are said. In this way they receive no visual clues and must rely solely on their auditory perception.

Some students will probably need more practice in auditory discrimination than others. When more is needed, the instructor can review the “Contrast” exercises and, for variety, use additional words from the lesson. It is important that students be successful in this aspect of the instruction before proceeding with the rest of the lesson.

Minimal paired words and sentences, under the heading “Practice the Contrast,” are also part of each unit. The purpose of this exercise is to help the students further sharpen their auditory discrimination, to heighten their awareness of the differences between sounds, and to impress upon them that even small differences in pronunciation can indicate changes in meaning.

Exercises are provided for students in a classroom situation to pair off and practice with each other. This offers students an opportunity to engage in a communicative activity among themselves and, in addition, affords them another form of repetition and practice.

At least one exercise in each unit of Parts 3 and 4 is devoted specifically to stress and intonation to aid in carrying over content from Parts 1 and 2. Sentences and dialogs emphasize affective meanings such as happiness, curiosity, surprise, annoyance, anger, humor, and disappointment.

The student is always directed to practice aloud, wherever the assignment is being done. There are exercises that can be done in class as well as assigned as work to be done at home; these can be graded.

Theoretical explanations have been kept to a minimum throughout the text. The emphasis instead is on considerable oral practice. Listening and speaking are coordinated in each unit, and students are encouraged to listen carefully as well as to speak. A great deal of practice and repetition is included and it is desirable for students to get a feel for the rhythm and flow of American English.


The pronunciation described in this book is standard American English, heard with some variations, and is spoken by the majority of educated people in the United States and Canada. It is the speech that is most often heard on radio and television.

There will always be some words the students do not know. They should be encouraged to look them up in a dictionary, wherever possible, to expand their vocabulary.

Many of the definitions of words in this text were taken from *The Newbury House Dictionary of American English*, Heinle and Heinle Publishers.

The symbols of the International Phonetic Alphabet are used, with modifications. These were made for purposes of simplification, especially for the vowel sounds; both vowels and diphthongs are classified as vowels.

An appendix has been added to this edition. It includes a list of one hundred homophones, their pronunciation and their use in sentences.

The symbol  indicates the exercises that have been recorded on cassettes.

The first edition of *Pronouncing American English* came with an answer key to the exercises in the text. This second edition is accompanied by a manual that not only includes the answer key but also serves as a quick reference to the phonetic and linguistic areas that apply to each unit. It covers a variety of techniques that can be used by the less-experienced teacher in the identification and correction of specific common segmental and suprasegmental problems. It may also be of use as a refresher/reminder for more experienced instructors. Also, the manual includes contrastive analyses of the phonology and prosody of selected languages commonly spoken by foreign students.

# To the Student

Acquiring good pronunciation is the most difficult part of learning a new language. As you improve your pronunciation, you have to learn to listen and imitate all over again. Not only do you have to learn to use your voice in a different way; you also have to learn to make new movements with your tongue, lips, jaw, and other organs of articulation in order to make the new sounds and even old ones in a new way. You are developing a new skill.

We know there are certain movements that are important to the production of any given sound. For example, everyone's handwriting is different. The letter "f" can be written in various ways: *f, f, f, f*. However, we know that this letter has to have a certain form; otherwise, we will not be able to recognize it and will have difficulty understanding the written word. So it is with pronunciation. If you don't shape the sound with the necessary movements, if you don't stress the proper syllable in a word, if you don't learn the flow, the rhythm, and melody of American English, your listener may have difficulty understanding you.

You may be able to produce some of the sounds by listening and imitating; for other sounds, you may need to refer to the illustrations and descriptions given at the beginning of each vowel and consonant unit. In the beginning, it is usually difficult to "hear" yourself. When this happens, you might find it beneficial to place the palms of your hands over your ears and then listen to yourself.

One can also compare speaking to playing the piano or singing a song. We can recognize the same piece of music played by two different pianists as well as the same song sung by two different singers. Even though each may play or sing in his or her own style, there are still certain notes that must be played or sung for us to recognize the tune as being the same. So it is with pronunciation. There are those necessary movements the speaker has to make for the production of any given sound, and there are also certain "notes" the speaker must combine in order to give meaning to his or her words.

Some of you may be reluctant to speak because of your "foreign accent." Foreign accents can be very charming as long as the person speaking is able to communicate. So losing your foreign accent or trying to sound like a native American English speaker is not necessarily the goal you should try to reach. Everyone's handwriting is not exactly the same; neither is everyone's pronunciation. What we are aiming for is easily understandable conversational speech.

How do we achieve this? A concert pianist may practice a piece of music for two years, eight hours a day, and an opera singer may work just as long on an operatic



role. The same holds true for a person learning to speak a new language. As with any activity you wish to do well, you have to practice, practice, practice, and then practice some more.

But, before you begin to practice, how do you know you are hitting the correct notes?

When you begin to learn to play the piano, you first learn the names of the notes and which ones correspond to which keys. You are also learning to listen to the melody. As you begin to play, you look at the music and then at the keyboard to make sure your fingers are "hitting" the correct keys. You are now attempting to get the rhythm and the melody of the music. You judge whether or not you're on target. If not, you compare the notes to the keys and make the correction. Once you have the rhythm and melody, you go back and practice the individual notes to make sure you are doing the piece correctly.

The same can be compared to speaking a new language. You first must learn the "correct" rhythm and intonation (melody). You do this by learning to "listen" all over again. Are you "hitting" the correct syllable stress in words? Are you "getting" the rhythm and melody? You compare what you are saying to a model (your instructor or tape voice). You judge whether or not you're on target. If not, you adjust and try again. You are correcting.

So first you become familiar with your target. You learn to recognize it. You do this through ear training (recognizing your target and being able to tell the difference between it and what is substituting for it). You compare what you are saying to a model. If you are not on target, then you do some adjusting until it is correct.

In this text, stress and intonation are presented first for a reason. The reason is if you do not learn the stress and intonation patterns of American English, no matter how well you articulate the individual sounds of the language, you will still not be easily understood. Neither will you easily understand what is said. Research has shown that while communication is taking place, the native English speaker relies more on stress and intonation to understand what one is saying than on the individual sounds of the language.

You may be reluctant for a variety of reasons to really "get into" the language. Some of my students have said that "it feels funny." Well, if "it feels funny," you are probably doing it correctly.

Remember that you cannot accomplish good pronunciation overnight. Improvement takes time. Some students may find it more difficult than others and will need more time than others to improve. However, with practice, you can reach your goal.

## Part 1

# An Overview: Sounds of American English

When it's English that we speak  
Why is *break* not rhymed with *weak*?  
(Because they rhyme with *steak* and *seek*.)

Will you tell me why it's true  
That *sew* does not rhyme with *few*?  
(Because they rhyme with *oh* and *you*.)

We say *cow*, and that rhymes with *how*.  
But *low* doesn't rhyme with *now*,  
(Because they rhyme with *owe* and *bough*.<sup>1</sup>)

And since *pay* is rhymed with *may*,  
Why not *said* with *paid*?  
(Because they rhyme with *bed* and *made*.)

---

<sup>1</sup> *bough*: a branch of a tree

Now here's another one for you:

*Beard* does not sound the same as *heard*  
(Because they rhyme with *weird*<sup>2</sup> and *bird*.)

We have *blood* that rhymes with *mud*,  
*Food* that rhymes with *rude*.  
And *good* that rhymes with *could*.

*Shoes* is never rhymed with *toes*,  
But is with *whose* and *blues*;  
And I can also think of *zoos* and *chews*.

Are you surprised to know  
That *toes* rhymes with *hose*  
And *beaus*,<sup>3</sup> and *foes*, and *loaves*?

And what's more,  
*Horse* sounds like *course*  
And *worse* sounds like *curse*?

I've hardly made a start, gee,  
I'm sure you will agree  
In the way that sounds and letters disagree.

---

<sup>2</sup>*weird*: someone or something that is strange or unusual

<sup>3</sup>*beau*: the sweetheart of a woman or girl

As you can see from the above poem, in the English language there is a difference between sounds and spelling. The influence of English spelling is so strong, however, that many speakers find it difficult to think in terms of sounds. Therefore, it is very important to get into the habit of listening to and thinking of the sounds in words.

There are some letters that represent more than one sound and some sounds that represent more than one letter. Some letters represent no sound at all; they are sometimes called "silent letters." Since there is no simple relationship between sound and spelling and since the English language has twenty-six letters and more than forty sounds, a special *phonetic alphabet* is used. In this alphabet one phonetic symbol represents one distinctive sound. It includes some of the letters you already know and adds some new ones to represent additional sounds.

The organs of speech that help us form these sounds are called *articulators*. They include the lips, teeth, tongue, roof of the mouth, nose, jaw, and vocal cords.

The sounds of the language are divided into vowels and consonants. When the vocal cords vibrate, the sound is *voiced*. When the vocal cords do not vibrate, the sound is *voiceless*. All vowels are voiced, but consonants may be either voiced or voiceless. In addition, all vowels and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound.

The phonetic alphabet of American English consonant sounds is on page 7, vowel sounds, on page 8.

# Unit 1

# 3

## English Spelling and English Sounds

### 1. The Spelling System

The English spelling system is not easy to learn. It is confusing for both non-native speakers and native speakers.

The following exercises will help you understand some of the differences between English spelling and English sounds. Boldfaced letters indicate syllable stress.

Reminder:

- The English alphabet has 26 *letters* but has more than 40 *sounds*.
- The sounds of English consist of vowels and consonants.



#### A. Same Letter, Different Sounds

Each of these seven words has a different sound for the underlined letter "a."  
Listen and repeat.

- |                 |                        |                  |                            |
|-----------------|------------------------|------------------|----------------------------|
| 1. h <u>a</u> t | 3. <u>a</u> ll         | 5. <u>a</u> rt   | 7. <b>o</b> r <u>a</u> nge |
| 2. <u>a</u> im  | 4. <b>a</b> n <u>y</u> | 6. <u>a</u> bove |                            |

Listen to and repeat these four different sounds for the underlined letter "s."

- |                |                 |                           |                           |
|----------------|-----------------|---------------------------|---------------------------|
| 8. <u>s</u> ee | 9. <u>s</u> ure | 10. <b>b</b> u <u>s</u> y | 11. <b>A</b> s <u>i</u> a |
|----------------|-----------------|---------------------------|---------------------------|



#### B. Same Sound, Different Letters

These words all have the same vowel sound, but each vowel sound, which is underlined, has a different spelling in each word. Listen and repeat.

- |                         |                  |                 |
|-------------------------|------------------|-----------------|
| 1. <b>b</b> <u>a</u> by | 3. <u>s</u> teak | 5. <u>r</u> ain |
| 2. <u>e</u> y           | 4. <u>v</u> eil  | 6. <u>m</u> ay  |

Listen to and repeat these four different spellings for the underlined consonant sound /f/.

7. fell8. stff9. **ph**oto10. tough

### C. Letters Representing No Sound

These words have “silent letters,” which are indicated by a slash mark. Listen and repeat.

1. right3. **i**sland5. bomb2. **de**sign4. hour6. wrong

## 2. Check Your Listening

Sometimes a word has more letters than it has sounds. Other times, a word has more sounds than it has letters.

### A. More Letters Than Sounds (Silent Letters)

Count the number of letters in each of these words and write the number down. Then say each word aloud. Write down the number of sounds you hear. (*Hint: “th,” “kn,” “bt,” and “ou” represent one sound each and “gh” is not pronounced.*)

- |                     |               |              |
|---------------------|---------------|--------------|
| 1. knee             | _____ letters | _____ sounds |
| 2. debt             | _____ letters | _____ sounds |
| 3. night            | _____ letters | _____ sounds |
| 4. <b>office</b>    | _____ letters | _____ sounds |
| 5. though           | _____ letters | _____ sounds |
| 6. <b>Wednesday</b> | _____ letters | _____ sounds |

### B. More Sounds Than Letters

Write down the number of letters in each word. Then say each word aloud and write down the number of sounds. (*Hint: “x” represents two sounds—/k/ and /s/.*)

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. fix          | _____ letters | _____ sounds |
| 2. <b>extra</b> | _____ letters | _____ sounds |
| 3. <b>taxi</b>  | _____ letters | _____ sounds |

4. **exit**                    \_\_\_\_\_ letters                    \_\_\_\_\_ sounds
5. **axis**                    \_\_\_\_\_ letters                    \_\_\_\_\_ sounds
6. **expel**                    \_\_\_\_\_ letters                    \_\_\_\_\_ sounds

- C. Work with a partner. Discuss your answers. Check your answers with a dictionary.

Reminder: The influence of spelling on speaking is very strong. Many students remember the spelling of a word and then have trouble hearing and saying the correct sounds. Get into the habit of listening to the sounds of words.

### 3. The Phonetic Alphabet

In English there is no simple relationship between spelling and sounds. As a result, people have invented different systems to represent English sounds. These systems use one letter or symbol for each sound. An alphabetic system with one symbol representing one sound is a *phonetic alphabet*.

The phonetic alphabet in this book includes most of the twenty-six letters of the alphabet, along with some new symbols. We write these phonetic letters and symbols between slash marks. For example, the symbols /k/, /ɪ/, and /æ/ represent sounds, not letters. The sound /k/ is the first sound in the words “kiss” and “cat.” The sound /ɪ/ is the second sound in “kiss,” and the sound /æ/ is the second sound in the word “cat.” Phonetically, the word “kiss” is written /kɪs/, and the word “cat,” /kæt/.

For those students who are familiar with the International Phonetic Alphabet (I.P.A.), as an aid in transition to the system used in this book, the I.P.A. symbol is noted next to its equivalent sound on the consonant and vowel charts, when the I.P.A. symbol is different. The phonetic alphabet used in this book is on pages 7 and 8.

Reminder: One phonetic symbol represents only one sound.

The following charts list the phonetic symbols for all the consonant and vowel sounds of American English. Most of these sounds occur in initial (beginning), medial (middle), and final (end) positions. There are examples for each sound. *Memorize one key word.* It will help you remember the sound for each phonetic symbol.



### A. Consonant Sounds

The symbols in this chart look like letters you already know. Listen and repeat.

PHONETIC SYMBOL	INITIAL	MEDIAL	FINAL	I.P.A. (WHEN DIFFERENT)
/p/	<u>p</u> en	<b>o</b> pera	top	
/b/	<u>b</u> oy	<b>a</b> bout	rob	
/t/	<u>t</u> en	<b>a</b> fter	sa <u>t</u>	
/d/	<u>d</u> ay	<b>c</b> andy	ma <u>d</u>	
/k/	<u>c</u> at	<b>s</b> econd	ne <u>ck</u>	
/g/	<u>g</u> o	<b>a</b> gain	egg	
/f/	<u>f</u> ood	<b>b</b> efore	knife	
/v/	<u>v</u> oice	<b>n</b> ever	<b>bel</b> ieve	
/s/	<u>s</u> ee	<b>l</b> esson	bu <u>s</u>	
/z/	<u>z</u> oo	<b>e</b> asy	choo <u>se</u>	
/m/	<u>m</u> e	<b>a</b> mount	co <u>m</u> e	
/n/	<u>n</u> o	<b>a</b> nimal	soo <u>n</u>	
/l/	<u>l</u> ike	<b>a</b> live	we <u>ll</u>	
/r/	<u>r</u> ed	<b>v</b> ery	do <u>or</u>	
/w/	<u>w</u> alk	<b>a</b> way	<sup>1</sup>	
/y/	<u>y</u> es	<b>c</b> anyon	<sup>1</sup>	/j/
/h/	<u>h</u> ouse	<b>b</b> ehind	<sup>1</sup>	

The following symbols are not the same as the letters in the English alphabet. These consonant symbols are more difficult to remember. Listen and repeat.

PHONETIC SYMBOL	INITIAL	MEDIAL	FINAL	I.P.A. (WHEN DIFFERENT)
/θ/	<u>th</u> in	<b>any</b> thing	ba <u>th</u>	
/ð/	<u>th</u> e	<b>f</b> ather	ba <u>th</u> e	
/ʃ/	<u>sh</u> e	ma <u>ch</u> ine	fi <u>sh</u>	
/ʒ/	<sup>2</sup>	<b>pl</b> easure	<b>sab</b> otage	
/tʃ/	<u>ch</u> ild	<b>te</b> acher	spee <u>ch</u>	
/dʒ/	<u>g</u> ob	<b>a</b> gent	pa <u>g</u> e	
/ŋ/	<sup>2</sup>	th <u>in</u> k	ki <u>ng</u>	

<sup>1</sup> This sound does not occur in final position.

<sup>2</sup> This sound does not occur in initial position.





## B. Vowel Sounds

Most American English vowels are combinations of sounds. You may need a lot of practice to say them correctly. Listen and repeat.

PHONETIC SYMBOL	INITIAL	MEDIAL	FINAL	I.P.A. (WHEN DIFFERENT)
/iy/	<u>e</u> ach	re <u>ce</u> ive	ke <u>y</u>	/i/
/ɪ/	if	sit	<b>sun</b> ny <sup>3</sup>	
/ey/	<u>a</u> ble	ta <u>k</u> e	pa <u>y</u>	/eɪ/
/ɛ/	<u>e</u> gg	br <u>e</u> ad	<sup>4</sup>	
/æ/	<b>a</b> pple	ca <u>t</u>	<sup>4</sup>	
/uw/	<u>oo</u> ze	<b>r</b> u <u>l</u> er	do <u>u</u>	/u/
/ʊ/	<sup>5</sup>	bo <u>o</u> k	<sup>4</sup>	
/ow/	<u>o</u> wn	bo <u>o</u> t	no <u>u</u>	/oʊ/
/ɔ/	<u>a</u> ll	ba <u>l</u> l	la <u>w</u>	
/ɔy/	<u>oi</u> l	no <u>i</u> se	bo <u>y</u>	/ɔɪ/
/ɑ/	<b>a</b> rm <u>y</u>	no <u>t</u>	Ma <u>a</u>	
/ay/	ice	bi <u>t</u> e	ti <u>e</u>	/aɪ/
/aw/	<u>ou</u> t	hou <u>s</u> e	no <u>w</u>	/aʊ/
/ə/	<u>u</u> p	cu <u>t</u>	<b>so</b> da	/ʌ/ <sup>6</sup> and /ə/ <sup>7</sup>
/ər/	<u>e</u> arn	gi <u>r</u> l	<b>si</b> ster	/ɜ/ <sup>8</sup> and /ɝ/ <sup>9</sup>

### Reminder:

- One letter of the English alphabet may represent several different sounds.
- One sound may represent more than one letter.
- One phonetic symbol represents one sound.

<sup>3</sup> When in final position /iy/ and /ɪ/ are heard in standard American English.

<sup>4</sup> This sound does not occur in final position.

<sup>5</sup> This sound does not occur in initial position.

<sup>6</sup> /ʌ/ In the I.P.A. this symbol is used in stressed syllables.

<sup>7</sup> /ə/ In the I.P.A. this symbol is used in syllables that are not stressed.

<sup>8</sup> /ɜ/ In the I.P.A. this symbol is used in stressed syllables.

<sup>9</sup> /ɝ/ In the I.P.A. this symbol is used in syllables that are not stressed.

## 4. Further Practice

- A. Write down the number of letters and sounds in each word. (*Hint: The vowel letters "ou," "au," "ea," "oi," and "ie" and the consonant letters "th" and "gh" in these one-syllable words are counted as one sound.*) Remember to say the words aloud.

	LETTERS	SOUNDS
<b>EXAMPLES:</b> a. dumb	<u>4</u>	<u>3</u>
b. cough	<u>5</u>	<u>3</u>
1. take	_____	_____
2. field	_____	_____
3. hour	_____	_____
4. each	_____	_____
5. noun	_____	_____
6. mix	_____	_____
7. laugh	_____	_____
8. bath	_____	_____
9. thought	_____	_____
10. buy	_____	_____

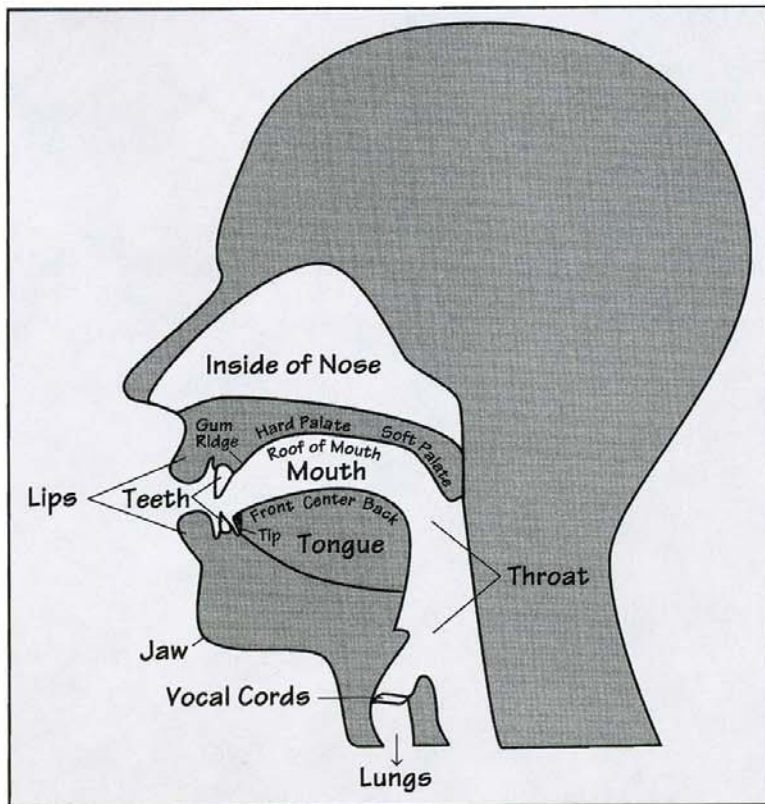
- B. Match these phonetic symbols with the words in which they appear. Remember to say the words aloud.

<b>EXAMPLE:</b>	1. <u>c</u> /f/	a. <u>h</u> ouse
	2. _____ /iy/	b. <u>ch</u> ild
	3. _____ /h/	c. <u>kn</u> ife
	4. _____ /ð/	d. <u>m</u> ost
	5. _____ /ɔ/	e. <u>ju</u> st
	6. _____ /tʃ/	f. <u>ba</u> ll
	7. _____ /m/	g. <u>ki</u> ng
	8. _____ /ŋ/	h. <u>th</u> e
	9. _____ /dʒ/	i. <u>vo</u> ice
	10. _____ /ɔy/	j. <u>te</u> a

- C. Work with a partner. Compare and discuss your answers. Check your answers with your instructor.

## Unit 2

# The Speech Mechanism



## 1. Articulators

The figure on page 10 shows the parts of the body that help us make sounds. These are called *articulators* or *speech organs*. They include:

lips	tongue	nose	
teeth	roof of mouth	vocal cords	jaw

These articulators, along with the breath that comes from the lungs, work together to produce consonant and vowel sounds. You will practice articulation in more detail in Part 3 (Vowels) and Part 4 (Consonants).

## 2. Identify Your Speech Organs

The tongue has four parts: the tip, front, center, and back. The roof of the mouth has three parts: the gum ridge, the hard palate, and the soft palate.

- Place the tip of your tongue in back of your upper front teeth. Do you feel a hard surface? This is your upper gum ridge.
- Now move the tip of your tongue farther back. The roof of the mouth is still hard. You are now touching your hard palate.
- Move your tongue still farther back. You will begin to feel a soft surface—your soft palate.

Your upper jaw does not move, but your lower jaw moves down and up. Together with your lower lip, it opens and closes your mouth. Try opening and closing your mouth. You should feel your lower jaw and lip moving.

## 3. Voiced and Voiceless Sounds



- Place two fingers on your throat and say the sound /s/ (not the letter).
- Now say the sound /z/. Do you feel a difference? When you say /z/, you should feel a vibration of the vocal cords. You should not feel any vibration when you say /s/.

Now say /s/ and /z/ in words and in a sentence: niece knees

He saw my \_\_\_\_\_ (niece/knees).

Which word has the voiceless /s/ sound? Which has the voiced /z/ sound? Did he see your relative or a part of your leg? If he saw your relative, it was said with the voiceless /s/ sound; if he saw part of your leg, it was said with the voiced /z/ sound.

Try it again. Place two fingers on your throat and say the sounds /f/ and /v/. (Remember, do not say the names of the letters. Say the *sounds* for the symbols.)

Now try it in words and in a sentence: fan van

I bought a \_\_\_\_\_ (fan/van).

Which one did you buy? If you wanted to cool off, then you bought a fan (voiceless /f/). If you wanted an enclosed truck, you bought a van (voiced /v/).

Pronounce voiced sounds, and your vocal cords will vibrate. Pronounce voiceless sounds, and your vocal cords will not vibrate. It is very important to notice the difference between voiced and voiceless sounds. The difference between them can make a difference in the meaning of a word.

## 4. Consonants



- A. The following chart lists all voiced and voiceless consonants and their key words. The paired sounds are made in exactly the same way except that one is voiced, and the other is voiceless. Listen and repeat.

	VOICED	VOICELESS	I.P.A. (WHEN DIFFERENT)
PAIRED	/b/ boy	/p/ pen	
	/d/ day	/t/ ten	
	/g/ go	/k/ cat	
	/v/ voice	/f/ food	
	/z/ zoo	/s/ see	
	/ð/ the	/θ/ thin	
	/ʒ/ <b>pleas</b> ure	/ʃ/ <b>sh</b> e	
	/dʒ/ job	/tʃ/ <b>ch</b> ild	

	VOICED		VOICELESS		I.P.A. (WHEN DIFFERENT)
NOT PAIRED	/l/	like	/h/	house	
	/r/	red			
	/w/	walk			
	/y/	yes			/j/
	/m/	me			
	/n/	no			
	/ŋ/	king			



- B. These pairs of words begin with underlined voiced (Vd.) and voiceless (Vl.) sounds. Listen and repeat.

	Vd.	Vl.		Vd.	Vl.
1.	<u>B</u> en	pen	5.	<u>t</u> hy <sup>2</sup>	<u>th</u> igh <sup>3</sup>
2.	<u>d</u> o	too	6.	<u>z</u> oo	<u>S</u> ue
3.	<u>g</u> old	<u>c</u> old	7.	<u>j</u> ee <u>p</u>	<u>ch</u> ea <u>p</u>
4.	<u>v</u> ine <sup>1</sup>	fine			

## 5. Vowels



- A. Listen and repeat. These are the vowel sounds of American English:

/iy/ <sup>4</sup>	see	/uw/ <sup>4</sup>	do	/ə/ <sup>4</sup>	up
/ɪ/	sit	/u/	book	/ər/ <sup>4</sup>	sir
/ey/ <sup>4</sup>	pay	/ow/ <sup>4</sup>	no	/ay/ <sup>4</sup>	buy
/ε/	met	/ɔ/	all	/aw/ <sup>4</sup>	now
/æ/	cat	/ɑ/	not	/ɔy/ <sup>4</sup>	boy

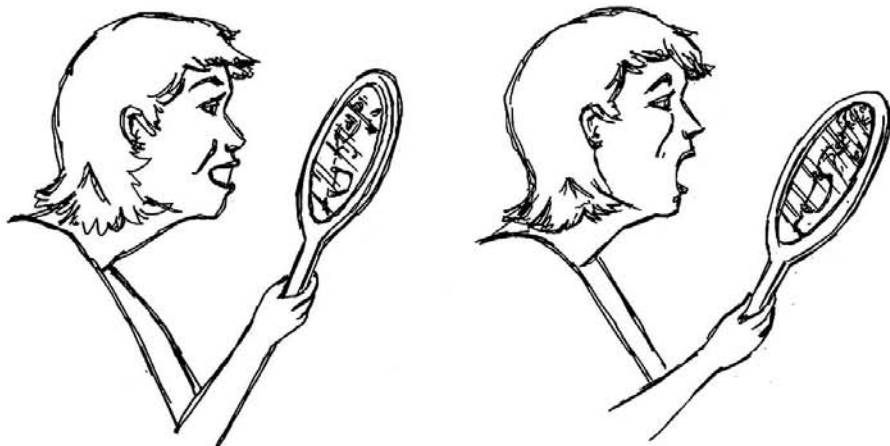
<sup>1</sup> vine: a clinging plant

<sup>2</sup> thy: old form of the word "your"

<sup>3</sup> thigh: the upper part of a leg

<sup>4</sup> See page 8 for the equivalent I.P.A. symbol.

All vowels are voiced (unless they are whispered). The positions of the jaw, lips, and tongue are very important when you pronounce vowels.<sup>5</sup> Say the sound /iy/ as in “see.” Then say /a/, as in “not.” Repeat the sounds: /iy . . . . a/, /a . . . . iy/ exaggerating each one. You should feel your lips and tongue move and your jaw drop lower, then rise again as you go from one sound to the other. Use a mirror to watch your mouth produce the sounds. Can you feel your vocal cords vibrate?



**B.** When you say these paired words, using a mirror, try to feel the movement of your lips, tongue, and jaw as you say the underlined vowel sounds. Listen and repeat.

1. eat      at

2. seat      sat

3. least      last

4. June      John

5. shoot      shot

6. Luke      lock

Reminder:

- There are two groups of sounds in English: vowels and consonants.
- All vowels are voiced.
- Consonants may be voiced or voiceless.

<sup>5</sup> Part 3 describes vowel sounds in detail.

## 6. Further Practice

- A. Are the first sounds in these words (represented by the underlined letters) voiced or voiceless? Check yourself by placing two fingers on the side of your throat and saying each word. Do you feel a vibration or no vibration when you make the *first* sound? Write "Vd." (voiced) or "Vl." (voiceless) on the line after each word.

Discuss your answers with a partner. Check with the consonant charts on page 7.

- |                  |       |                  |       |                   |       |
|------------------|-------|------------------|-------|-------------------|-------|
| 1. <u>b</u> ig   | _____ | 5. <u>m</u> oney | _____ | 9. <u>c</u> arry  | _____ |
| 2. <u>v</u> ery  | _____ | 6. <u>d</u> ish  | _____ | 10. <u>t</u> ell  | _____ |
| 3. <u>p</u> ig   | _____ | 7. <u>t</u> his  | _____ | 11. <u>g</u> irl  | _____ |
| 4. <u>h</u> ello | _____ | 8. <u>w</u> ater | _____ | 12. <u>s</u> ugar | _____ |

- B. Look at the consonant charts on page 7 and the vowel chart on page 8. Which sounds are similar to the sounds in your native language? Which are different? Make a list. Discuss them in class.

CONSONANTS THAT ARE SIMILAR

CONSONANTS THAT ARE DIFFERENT

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VOWELS THAT ARE SIMILAR

VOWELS THAT ARE DIFFERENT

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



## Part 2

# Stress and Intonation

Every language has a system of sounds, stress, and intonation that gives it a rhythm and melody all its own. Non-native speakers say that it is difficult to understand some Americans when they speak English because they “talk too fast.” Most likely, one reason is that the stress and intonation patterns of English are not recognized or understood. Although you may be able to pronounce each sound of the language correctly, you need to learn to recognize these stress and intonation patterns when you hear them so that they will be easier for you to understand. You also need to learn to use these patterns if others are to understand you more easily.

*Stress* refers to the degree of force or loudness you give to a syllable in a word or to a word or words in a phrase or a sentence. Stressing a syllable indicates the importance of that syllable (part of a word). Stressing a word or words in phrases or sentences indicates the importance of those words.

*Intonation* refers to the various tones of the voice. By using different tones, the speaker gives meaning and expression to the words he or she says. These tones are called *pitches*; they may be low or high pitches; they may be rising or falling pitches. Speaking English can be compared to singing. Stress provides the rhythm of the language, and intonation provides the melody.

Stress, intonation, consonants, and vowels all help to make up the English language. When speaking, these cannot be separated. But, in order to understand them better, you will study them separately. It is important, however, to remember that these parts all go together. In normal conversation one part cannot really exist without the others.

## 1. Identifying Syllables

A syllable is part of a word that contains one vowel sound; it may also contain one or more consonant sounds. In general, the number of vowel sounds in the word determines the number of syllables.

You can think of syllables as the number of “beats” in a word. For example, say the word “heart” while you tap your desk (or clap your hands or tap your foot) once. “Heart” has one syllable: a vowel sound and three consonant sounds (/hɑrt/). Now say “magic” while you tap out the syllables twice, once for each syllable. “Magic” has two vowel sounds and three consonant sounds (/mædʒ-ɪk/).

Now tap and say “India.” How many syllables did you count? “India” has three syllables: three vowel sounds and two consonant sounds (/ɪn-diy-ə/).

Counting syllables and practicing syllable stress help you become aware of the rhythm of English.

(*Hint:* Some students find it helpful to count syllables by placing their thumb underneath their chin and counting the number of times their jaw moves while saying the word slowly.)





## A. Syllables in Words

Practice these words of one, two, and three or more syllables. The letters for the vowel sound in each syllable are underlined. Listen and repeat.

## 1. One Syllable

all                      cup                      man                      cake  
cheese                      boat                      cry

## 2. Two Syllables

**a**n-swer                      **stu**-dent                      a-**f**raid                      de-**g**ree

## 3. Three or More Syllables

**ra**-di-o                      po-**ta**-to                      de-**part**-ment  
dis-**cov**-er-y                      vo-**cab**-u-lar-y

## B. Check Your Listening

Read the following words and write down the number of syllables. Check your answers with a dictionary.

- |                          |       |                        |       |
|--------------------------|-------|------------------------|-------|
| 1. <b>sister</b>         | _____ | 7. <b>over</b>         | _____ |
| 2. intro <b>duc</b> tion | _____ | 8. <b>any</b> body     | _____ |
| 3. this                  | _____ | 9. good- <b>by</b> e   | _____ |
| 4. there                 | _____ | 10. phone              | _____ |
| 5. pro <b>fe</b> ssor    | _____ | 11. <b>te</b> levision | _____ |
| 6. <b>hom</b> ework      | _____ | 12. <b>pr</b> actice   | _____ |

## 2. Syllable Stress

In every word of two or more syllables, one syllable is stressed. That means that the vowel sound in that syllable is said *louder*, is said on a *higher pitch*, and is held *longer* than the other vowel sounds in the same word. This pattern is called *syllable stress*. Each word has one *stressed syllable*.<sup>1</sup> Other syllables (in a word of more than one syllable) are less stressed (not as prominent) or are weak (unstressed) syllables.<sup>2</sup>

<sup>1</sup> All one-syllable words, when said in isolation, have primary (the most prominent) stress.

<sup>2</sup> Although words may have secondary (2nd), tertiary (3rd), and weak stresses, for simplification primary stress (also referred to as *syllable stress*) and weak stress (also referred to as *unstressed syllable*) are used in this book.

Say the two-syllable word “afraid” while you tap out the syllables. Do you hear the stress in the second syllable? (a-**fraid**) Now say “radio.” Stress the first syllable: **ra**-di-o. Say the word “vocabulary” and tap out the syllables. How many syllables did you count? “Vocabulary” has five syllables. Which syllable did you stress? The second syllable is stressed: vo-**cab**-u-lar-y.

This pattern of stressed and unstressed syllables is characteristic of the English language. It helps identify words we hear. In some other languages (Spanish and French, for example), most syllables receive equal stress. In English this stressing and unstressing creates contrasts between strong and weak syllables; it results in higher and lower pitches. The rhythm of English depends on these contrasts.

Reminder: In a stressed syllable the vowel sound is louder, is higher in pitch, and is held longer than in the other syllables in the word.



### A. Syllable Stress in Words

Tap out the rhythm of the following words and say them with the proper stress. Write down the number of beats each group has. The first group is marked for you.

1. One-Syllable Words                      Each word has   1   beat.

- |          |            |
|----------|------------|
| 1. am    | 5. low     |
| 2. make  | 6. do      |
| 3. have  | 7. thought |
| 4. likes |            |

2. Two-Syllable Words                      Each word has        beats.

a. Stress on first syllable

- |                  |                     |
|------------------|---------------------|
| 1. <b>ar</b> -my | 4. <b>den</b> -tist |
| 2. <b>au</b> -to | 5. <b>plas</b> -tic |
| 3. <b>ba</b> -by | 6. <b>win</b> -dow  |

b. Stress on second syllable

- |                      |                     |
|----------------------|---------------------|
| 1. cam- <b>paign</b> | 4. per- <b>haps</b> |
| 2. gui- <b>tar</b>   | 5. in- <b>stead</b> |
| 3. de- <b>sign</b>   | 6. an- <b>tique</b> |

3. Three-Syllable Words      Each word has \_\_\_\_\_ beats.

a. Stress on first syllable

- |                       |                        |
|-----------------------|------------------------|
| 1. <b>ac</b> -ci-dent | 4. <b>dan</b> -ger-ous |
| 2. <b>av</b> -e-nue   | 5. <b>com</b> -pa-ny   |
| 3. <b>cit</b> -i-zen  | 6. <b>in</b> -flu-ence |

b. Stress on second syllable

- |                          |                         |
|--------------------------|-------------------------|
| 1. sus- <b>pi</b> -cious | 4. me- <b>chan</b> -ic  |
| 2. de- <b>pos</b> -it    | 5. ad- <b>ven</b> -ture |
| 3. lo- <b>ca</b> -tion   | 6. in- <b>sur</b> -ance |

c. Stress on third syllable

- |                         |                        |
|-------------------------|------------------------|
| 1. dis-a- <b>ppoint</b> | 4. per-so- <b>nnel</b> |
| 2. en-ter- <b>tain</b>  | 5. un-a- <b>fraid</b>  |
| 3. in-tro- <b>duce</b>  | 6. en-gi- <b>neer</b>  |

4. Four-Syllable Words      Each word has \_\_\_\_\_ beats.

a. Stress on first syllable

- |                          |                         |
|--------------------------|-------------------------|
| 1. <b>cer</b> -e-mon-y   | 4. <b>san</b> -i-tar-y  |
| 2. <b>lit</b> -er-a-ture | 5. <b>tem</b> -po-rar-y |
| 3. <b>nec</b> -e-ssar-y  | 6. <b>sec</b> -re-tar-y |

b. Stress on second syllable

- |                           |                            |
|---------------------------|----------------------------|
| 1. a- <b>rith</b> -me-tic | 4. psy- <b>chol</b> -o-gy  |
| 2. e- <b>mer</b> -gen-cy  | 5. se- <b>cur</b> -i-ty    |
| 3. ex- <b>per</b> -i-ence | 6. cer- <b>tif</b> -i-cate |

c. Stress on third syllable

- |                             |                            |
|-----------------------------|----------------------------|
| 1. re-cog- <b>ni</b> -tion  | 4. grad-u- <b>a</b> -tion  |
| 2. con-ver- <b>sa</b> -tion | 5. in-for- <b>ma</b> -tion |
| 3. ed-u- <b>ca</b> -tion    | 6. ob-ser- <b>va</b> -tion |

## 5. Five- and Six-Syllable Words

Five-syllable words have \_\_\_\_ beats.

Six-syllable words have \_\_\_\_ beats.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. al-pha- <b>bet</b> -i-cal | 4. au-to-bi-o- <b>graph</b> -ic |
| 2. re- <b>frig</b> -er-a-tor | 5. en-cy-clo- <b>pe</b> -di-a   |
| 3. e-lec- <b>tric</b> -i-ty  | 6. re-spon-si- <b>bil</b> -i-ty |

- B.** Make up a sentence with one word from each of the above groups. (More than one word from each group may be included in a sentence.) Underline the stressed syllable in the word(s) you select. Tape-record your sentences. When you play the recording back, listen carefully. Do you make the correct syllable stress?

- EXAMPLES:**
- My brother is a dentist in the army.
  - I asked the secretary for information.



### 3. Check Your Listening

- A.** Listen to the following list of words. Circle the stressed syllable in each word.

**EXAMPLE:**      (ba)-by

- |                    |                    |
|--------------------|--------------------|
| 1. med-i-ca-tion   | 6. com-pu-ter      |
| 2. ma-chine        | 7. con-cen-trate   |
| 3. im-i-tate       | 8. e-val-u-a-tion  |
| 4. de-lib-er-ate   | 9. reg-is-tra-tion |
| 5. con-sti-tu-tion | 10. in-tern-al     |

- B.** Work with a partner and discuss your answers. Check your answers with a dictionary.

Reminder: Making the correct syllable stress in a word creates a rhythm that directly affects the pronunciation of that word and its comprehension.

## 4. Reduced Vowels in Unstressed Syllables

In many words of two or more syllables, the unstressed vowel sounds are reduced to /ə/<sup>3</sup> as in “up” or /ɪ/ as in “sit.” When these sounds are used in unstressed syllables, they sound almost alike and may sometimes be interchangeable. There are a large number of unstressed syllables in English. This unstressing (or weakening) of vowel sounds in syllables is extremely important because it helps make up the rhythm pattern of English.



The following words contain /ə/ or /ɪ/ in the unstressed syllables. *The letters for these vowel sounds are underlined.* Which sound do you make, /ə/ or /ɪ/? At times, it may be difficult to hear the difference. However, the important thing is to reduce the vowel sound in the *unstressed* syllable.



A. These two-syllable words have the unstressed vowel in the second syllable. Listen and repeat.

- |                           |   |
|---------------------------|---|
| 1. <b>childr<u>e</u>n</b> | Where are your <b>childr<u>e</u>n</b> ?           |
| 2. <b>bagga<u>e</u></b>   | They're <b>watching</b> my <b>bagga<u>e</u></b> . |
| 3. <b>car<u>p</u>et</b>   | Did she pay to clean the <b>car<u>p</u>et</b> ?   |
| 4. <b>bu<u>d</u>get</b>   | No, it's not in her <b>bu<u>d</u>get</b> .        |
| 5. <b>hus<u>b</u>and</b>  | I would like to meet her <b>hus<u>b</u>and</b> .  |
| 6. <b>priv<u>a</u>te</b>  | She has a <b>priv<u>a</u>te</b> room.             |



B. These two-syllable words have the unstressed vowel in the first syllable. Listen and repeat.

- |                          |  |
|--------------------------|--|
| 1. <b><u>a</u>sleep</b>  | Go to sleep. I was <b><u>a</u>sleep</b> .              |
| 2. <b><u>a</u>side</b>   | It's on my side. I said, "Put it <b><u>a</u>side."</b> |
| 3. <b><u>a</u>way</b>    | Your paper is in the way. Put it <b><u>a</u>way</b> .  |
| 4. <b><u>a</u>like</b>   | He's like you; you're both <b><u>a</u>like</b> .       |
| 5. <b>co<u>m</u>pare</b> | Don't <b>co<u>m</u>pare</b> him to me.                 |
| 6. <b>po<u>l</u>ite</b>  | It's not <b>po<u>l</u>ite</b> to do so.                |



C. These three-syllable words have unstressed vowels. Listen and repeat.

- |                                   |   |
|-----------------------------------|---|
| 1. <b>paj<u>a</u>mas</b>          | He likes to wear <b>paj<u>a</u>mas</b> .  |
| 2. <b>emb<u>a</u>r<u>r</u>ass</b> | Don't <b>emb<u>a</u>r<u>r</u>ass</b> him. |

<sup>3</sup>The phonetic symbol /ə/, called the *schwa* /ʃwa/, is the most commonly used vowel sound in the English language.

3. **syll**ables      Did you mark the **correct syll**ables?
4. **eff**icient      Yes, I was **very eff**icient.
5. **apart**ment      Did you rent the **apart**ment?
6. **fortu**nate      Yes, I was **fortu**nate to get it.



## 5. Check Your Listening

Listen to the following words. Underline the stressed syllable in each word.

- EXAMPLES:      a. relation                      b. factory
1. command                      4. agreement                      7. apostrophe
2. suppose                      5. arithmetic                      8. commencement
3. comma                      6. paragraph                      9. company

Reminder: The contrast between stressed and unstressed syllables

- aids in the production and comprehension of English;
- is extremely important because it helps to create the rhythm of English.

## 6. Stress in Words With Prefixes and Suffixes

### A. Prefixes

When a prefix is added before the base of a word, the stress pattern of the base word usually remains the same. The meaning of the word, however, changes.

PREFIX	MEANING	BASE WORD	PREFIX ADDED
1. auto-	self	bi <b>og</b> raphy	auto <b>biog</b> raphy
2. dis-	opposite of	<b>ag</b> ree	dis <b>ag</b> ree
3. inter-	among, between	<b>nati</b> onal	inter <b>nati</b> onal
4. re-	again	write	re <b>wri</b> te
5. un-	opposite of, not	<b>happ</b> y	un <b>happ</b> y



### B. Suffixes

When a suffix is added to the end of a base word, the stress pattern of the word usually changes. The stress usually falls on the syllable that comes immediately before the added suffix.

SUFFIX	MEANING	BASE WORD	SUFFIX ADDED
1. -ian	relating to, resembling	<b>Paris</b>	<b>Parisian</b>
2. -ic	relating to	<b>democrat</b>	<b>democratic</b>
3. -ical	relating to	<b>alphabet</b>	<b>alphabetical</b>
4. -ious	quality of, state of	<b>mystery</b>	<b>mysterious</b>
5. -ity	quality of, state of	<b>possible</b>	<b>possibility</b>
6. -tion	quality of, state of	<b>accuse</b>	<b>accusation</b>

- C. Fill in the blanks with words from the above lists that have the added prefixes and suffixes. Circle the stressed syllable. Work with a partner. Take turns reading the sentences. Check each other for correct pronunciation.

EXAMPLE: We **agree** to disa**g**ree.

- When a **person's** born in **Paris**, he's called a \_\_\_\_\_.
- The **company** first went **national** and then \_\_\_\_\_.
- I thought it was **possible** to do it, but the \_\_\_\_\_ never **occurred** to them.
- This is the **English** **alphabet**; **arrange** the words in \_\_\_\_\_ **order**.
- He was **accused** of **stealing**, but he **denied** the \_\_\_\_\_.
- A **biography** is the **story** of a **person's** life. An \_\_\_\_\_ is the **story** of a **person's** life **written** by that **person**.
- He says he's a **Democrat**, but he's not **very** \_\_\_\_\_.

## 7. Shifts in Stress

Syllable stress in a word does not generally change. However, there is a large group of two-syllable words of paired nouns and verbs that is spelled the same way but is pronounced differently when the stress in the word is changed. This change in stress also changes the meaning of the word. When the wrong syllable is stressed, the speaker may not be understood.

Usually, when the word is a noun, the stress falls on the first syllable. When the word is a verb, the stress falls on the second syllable.



- A. Listen carefully for the shift in stress in the following words and sentences. Listen and repeat.

VERB	NOUN	EXAMPLE
1. <b>conduct</b>	<b>conduct</b>	<b>Conduct</b> yourself properly so that your <b>conduct</b> will not be questioned.
2. <b>conflict</b>	<b>conflict</b>	It may <b>conflict</b> with my schedule. If it does, a <b>conflict</b> will arise.
3. <b>convert</b>	<b>convert</b>	When you <b>convert</b> from one religion to another, you are known as a <b>convert</b> .
4. <b>convicts</b>	<b>convicts</b>	When the judge <b>convicts</b> him, he will join the <b>convicts</b> in jail.
5. <b>desert</b> <sup>4</sup>	<b>desert</b>	Don't <b>desert</b> me when we go into the <b>desert</b> .
6. <b>object</b>	<b>object</b>	I <b>object</b> to that ugly <b>object</b> being in this room.
7. <b>present</b>	<b>present</b>	She will <b>present</b> you with a <b>present</b> on your birthday.
8. <b>produce</b>	<b>produce</b>	The farm will <b>produce</b> food, and we will sell the <b>produce</b> in the market.
9. <b>record</b>	<b>record</b>	He'll <b>record</b> his voice on the <b>record</b> .
10. <b>subject</b>	<b>subject</b>	Don't <b>subject</b> us to that <b>subject</b> again because I know all about it.

<sup>4</sup> "Desert" is a noun when it means an earned reward or punishment, such as "She got her just deserts for being so mean." ("Dessert," a noun spelled with a double "s," usually refers to the last course of a meal.)



- B. Not all two-syllable noun–verb pairs follow the same stress pattern as those above. In the words below, both nouns and verbs may have the same stress pattern. Listen and repeat.

VERBS	SOME NOUNS PRONOUNCED AS VERBS
1. I'll <b>address</b> the envelope.	Put my <b>address</b> <sup>5</sup> ( <b>address</b> ) on the envelope.
2. Will you <b>permit</b> me to drive?	Do you have a <b>permit</b> ( <b>permit</b> ) to drive?
3. Does he <b>support</b> his child?	His <b>support</b> goes to his child.
4. We'll <b>surprise</b> him with a party.	What a <b>surprise</b> they gave him!
5. He wants to <b>defect</b> from his country.	Don't buy it because it has a <b>defect</b> ( <b>defect</b> ). <sup>6</sup>

- C. Work with a partner.

1. Think of a sentence or sentences for each noun–verb pair. Underline the stressed syllable in the noun once and in the verb twice. Keep in mind that some noun–verb pairs may have the same stress pattern.
2. Each student takes a turn reading a sentence to the class.

	VERB	NOUN
EXAMPLES:	<u>increase</u>	<u>increase</u>
	<u>program</u>	<u>program</u>

- a. My profits will increase the increase in my sales.
- b. Did you program the computer? I already have a program in my computer.

VERB	NOUN	VERB	NOUN
1. discharge	discharge	3. project	project
2. rebel	rebel	4. digest	digest

<sup>5</sup> When this word is used as a noun, meaning a written or a spoken speech, the second syllable always gets the primary stress: "The president will make an inaugural **address**." (An inaugural **address** is a speech that is made by a newly elected president.)

<sup>6</sup> "Defect," when used as a noun, can also be pronounced with the stress on the first syllable, "**defect**." It implies a lack of something; an imperfection. When used as a verb, it means "to leave;" "to **desert**."

VERB	NOUN	VERB	NOUN
5. insert	insert	8. progress	progress
6. escort	escort	9. entrance	entrance
7. estimate	estimate	10. export	export

Reminder: Two-syllable words of paired nouns and verbs spelled the same way

1. are pronounced differently when the stress in the word is changed;
2. have different meanings when the stress in the word is changed.

## 8. Stress in Compound Nouns

A compound word may be made up of two or more words that are separate parts of speech, such as nouns, adjectives, or verbs that form a single meaning. A compound word may be written together as one word or as two separate words.



### A. Noun + Noun Compounds

When a compound word is made up of two nouns, the primary stress is usually placed on the first noun. Listen and repeat.

- |                       |                        |                       |
|-----------------------|------------------------|-----------------------|
| 1. <b>base</b> ball   | 4. <b>seat</b> belt    | 7. <b>coffee</b> shop |
| 2. <b>sales</b> man   | 5. <b>sports</b> car   | 8. <b>space</b> bar   |
| 3. <b>post</b> office | 6. <b>language</b> lab | 9. <b>pass</b> port   |



### B. Compound Proper Nouns

In compound proper nouns the primary stress is usually placed on the second noun. Listen and repeat.

- |                             |                         |                      |
|-----------------------------|-------------------------|----------------------|
| 1. Mount <b>Everest</b>     | 3. <b>Pacific Ocean</b> | 5. New <b>York</b>   |
| 2. San <b>Francisco Bay</b> | 4. <b>United States</b> | 6. New <b>Mexico</b> |



### C. Compound Nouns Ending in the Word "Day"

In compound nouns ending in the word "day," the primary stress is usually placed on the first noun. Listen and repeat.

- |                          |                         |                            |
|--------------------------|-------------------------|----------------------------|
| 1. <b>New Year's</b> Day | 3. <b>Labor</b> Day     | 5. <b>Thanksgiving</b> Day |
| 2. <b>Election</b> Day   | 4. <b>Christmas</b> Day | 6. <b>Veteran's</b> Day    |



#### D. Adjective + Noun Compounds

- Primary stress is usually placed on the adjective. Listen and repeat.
  - black**bird
  - White House
  - dark**room
  - short**stop<sup>7</sup>
  - hot plate
  - short**cut<sup>8</sup>
- Certain adjective + noun compounds may not function as compounds. It depends on what the speaker means to say. Listen and repeat.
  - I saw a **black**bird on the tree. (Type of bird)
    - I saw a black bird on the tree. (Color of bird)
  - The **President** lives in the White House. (Official residence of the President)
    - He lives in the white house. (Color of house)
  - He **devel**ops his film in the **dark**room. (A special room for developing film)
    - He likes to sit in a dark room. (A room with little or no light)
  - He plays **short**stop on his team. (A position on field when playing baseball)
    - She made a short stop at the **traffic** light. (Foot on the brake)
  - She cooks meals on a hot plate. (A small stove used for heating food)
    - She burned her hand on the hot plate. (A dish that was hot)
  - He took a **short**cut to his house. (A shorter way than usual to get home)
    - He went to the **bar**ber for a short cut. (His hair was cut short)



#### E. Verb + Noun Compounds

Primary stress is usually placed on the verb. Listen and repeat.

- play**boy
- hang**man
- typ**ing paper
- swim**ming pool
- cross**ing guard
- flash**light

<sup>7</sup> *shortstop*: in baseball, the player who is stationed between second and third base

<sup>8</sup> *shortcut*: a shorter way to a place than usual; a faster way to do something

- F. Work with a partner. Each one writes down the answers to the following questions and underlines the stressed part of the compound word. Take turns asking and answering. Compare your answers.

**EXAMPLE:**      What do you call a **bottle** that is filled with hot **water**?  
                          a hot-**water** bottle

1. What do you call a card that you use to get **credit**?  
\_\_\_\_\_
2. What do you call a card that's green?  
\_\_\_\_\_
3. What do you call a gun that's held in the hand?  
\_\_\_\_\_
4. What do you call a plane that flies in the air?  
\_\_\_\_\_
5. What do you call a watch that's in a **pocket**?  
\_\_\_\_\_
6. What do you call a **paper** that **publishes** news?  
\_\_\_\_\_
7. What do you call a light that guides **traffic**?  
\_\_\_\_\_
8. What do you call gum that you chew?  
\_\_\_\_\_
9. What do you call a storm when it rains?  
\_\_\_\_\_
10. What do you call a board that has keys?  
\_\_\_\_\_



### G. Days of the Week

All the days of the week get primary stress on the first syllable. Listen and repeat.

- |                     |                    |
|---------------------|--------------------|
| 1. <b>Monday</b>    | 5. <b>Friday</b>   |
| 2. <b>Tuesday</b>   | 6. <b>Saturday</b> |
| 3. <b>Wednesday</b> | 7. <b>Sunday</b>   |
| 4. <b>Thursday</b>  |                    |



### H. Months of the Year

The months of the year that have two syllables have primary stress on the first syllable, except for "July." Months of the year that have three syllables have primary stress on the second syllable. Listen and repeat.

- |                    |                 |                     |                     |
|--------------------|-----------------|---------------------|---------------------|
| 1. <b>January</b>  | 4. <b>April</b> | 7. <b>July</b>      | 10. <b>October</b>  |
| 2. <b>February</b> | 5. <b>May</b>   | 8. <b>August</b>    | 11. <b>November</b> |
| 3. <b>March</b>    | 6. <b>June</b>  | 9. <b>September</b> | 12. <b>December</b> |

### I. Read the following poem aloud.

- Underline the stressed syllables in *all* words of two or more syllables. Check your work with a partner.
- Read the passage aloud in class, each student taking one line.
  - Sneeze on a Monday, in January, you sneeze for danger;
  - Sneeze on a Tuesday, in February, you'll kiss a stranger;
  - Sneeze on a Wednesday, in April, you'll sneeze for a letter;
  - Sneeze on a Thursday, in July, for something better.
  - Sneeze on a Friday, in August, you sneeze for sorrow;
  - Sneeze on a Saturday, in September, see your sweetheart tomorrow;
  - Sneeze on a Sunday, in October, your safety seek,
  - For you will have trouble, in November and December, the whole of the week.

## 9. Further Practice

A. Say each word aloud several times.

1. Write the number of syllables for each word on the line next to the word.
2. Underline the stressed syllable in each word.
3. Place the symbols /ə/ as in “up” or /ɪ/ as in “sit” over the unstressed syllable(s) in each word, wherever applicable.<sup>9</sup>

EXAMPLES: a. applicant    3                      c. application    4  
 b. education    4                      d. polite    2

- |             |       |                    |       |
|-------------|-------|--------------------|-------|
| 1. define   | _____ | 6. adventure       | _____ |
| 2. applause | _____ | 7. emergency       | _____ |
| 3. silent   | _____ | 8. companion       | _____ |
| 4. mortgage | _____ | 9. vacation        | _____ |
| 5. command  | _____ | 10. circumstantial | _____ |

B. Underline the primary stress in the following compound words.

1. Compare your answers with a partner.
2. Make up a sentence for each of the words. Take turns reading them to the class.

EXAMPLE: shoelace  
 This shoelace is black; I asked for a white one.

- |              |                    |
|--------------|--------------------|
| 1. barefoot  | 5. streetcar       |
| 2. software  | 6. air conditioner |
| 3. blueprint | 7. crosswalk       |
| 4. handgun   | 8. railroad        |

<sup>9</sup> *applicable*: wherever it belongs



- C. The following sentences contain noun–verb pairs. Underline the stressed syllable in the noun once and in the verb twice.
1. Check your answers with a dictionary.
  2. Tape-record the sentences. Listen to the playback. Are you stressing the correct syllables?

**EXAMPLE:**        When you addict yourself to drugs, you become an addict.

1. He said he would contract an illness to get out of his contract.
2. He will refuse to take out the refuse.
3. She's very upset at the upset.
4. I suspect that the suspect will be arrested.
5. Don't insult me; an insult will not solve anything.

## Unit 4

# Vowel and Consonant Length

English speakers hold vowel and consonant sounds longer in some words than in others. They do this automatically; it is part of the rhythm of English. (Such changes do not usually take place in the native tongue of the learner of English.) Therefore, comparing and knowing how long a vowel sound or a consonant sound is held in a word is very important. It not only helps the learner acquire a style of speaking similar to native English speakers, but it also helps to make the pronunciation and comprehension of words clearer.

The dictionary's explanation of a "long" vowel, such as /ey/ as in "made," and a "short" vowel, such as /æ/ as in "cat," is concerned with the difference the vowel makes in the meaning of a word.

In linguistics (the study of language), we are concerned with the lengthening and shortening of sounds: their *duration*. By duration we mean the actual length of *time* it takes to make a particular sound.<sup>1</sup> How long you hold a vowel sound or a consonant sound in a word helps identify that word.

### 1. Lengthening of Vowels Before Consonants



- A. In the following pairs of words the *same* underlined vowel is held longer before *voiced* consonants /b/, /d/, /g/, /v/, and /z/, (column A) than before *voiceless* consonants /p/, /t/, /k/, /f/, and /s/, (column B). Listen and repeat.

<sup>1</sup>For in-depth descriptions, see the units on vowels in Part 3 and the units on consonants in Part 4.

A Vd. <sup>2</sup>	B Vl. <sup>3</sup>	A Vd. <sup>2</sup>	B Vl. <sup>3</sup>
1. <u>e</u> yes	i <u>c</u> e	7. r <u>i</u> b	r <u>i</u> p
2. <u>s</u> aid	s <u>e</u> t	8. <u>s</u> ide	s <u>i</u> ght
3. <u>d</u> oze	<u>d</u> ose	9. <u>l</u> eave	<u>l</u> ea <u>f</u>
4. <u>s</u> ave	<u>s</u> a <u>f</u> e	10. p <u>i</u> g	p <u>i</u> ck
5. <u>m</u> ob	<u>m</u> op	11. <u>c</u> ub	<u>c</u> up
6. <u>l</u> ied	<u>l</u> i <u>g</u> ht	12. <u>l</u> og	<u>l</u> ock

Remember:

- Hold a vowel sound longer before a *voiced* consonant than before a *voiceless* consonant.
- Listen for the difference in the length of the vowel sound to help you identify the word.

**B.** Work with a partner. Say one of the sentences in each pair below. Your partner must identify it by replying “a” or “b” followed by the sentence. If the answer is incorrect, say it again.

- |                                       |  |
|---------------------------------------|--|
| 1a. I <u>r</u> ode <b>ev</b> ery day. | 6a. My bed is <u>w</u> ide.                |
| b. I <u>w</u> rote <b>ev</b> ery day. | b. My bed is <u>w</u> hite.                |
| 2a. He needs a <u>c</u> ab.           | 7a. We like to <u>s</u> erve.              |
| b. He needs a <u>c</u> ap.            | b. We like to <u>s</u> urf.                |
| 3a. Look at his <u>b</u> ag.          | 8a. The <u>m</u> ob is here.               |
| b. Look at his <u>b</u> ack.          | b. The <u>m</u> op is here.                |
| 4a. I gave her a <u>t</u> ab.         | 9a. Can you <u>pr</u> ove <sup>4</sup> it? |
| b. I gave her a <u>t</u> ap.          | b. Can you <u>pr</u> oof <sup>5</sup> it?  |
| 5a. Her <u>s</u> ide is good.         | 10a. Did you buy a <u>l</u> og?            |
| b. Her <u>s</u> ight is good.         | b. Did you buy a <u>l</u> ock?             |

<sup>2</sup> Vd.: voiced

<sup>3</sup> Vl.: voiceless

<sup>4</sup> prove: test by experiment

<sup>5</sup> proof: make a test of

## 2. Lengthening of Vowels at the End of Sentences



- A. Vowel sounds are usually held longer when they are at the end of a sentence than when they are within a sentence. Listen and repeat.

1a. Let's go.

2a. It's the law.

b. Let's go there.

b. The law passed.

Reminder: Hold a vowel sound longer when it appears in a word that ends a sentence than when it appears within a sentence.



- B. In these pairs of sentences the underlined vowel sounds are held longer in the first sentence than in the second. Listen and repeat.

1a. We should go.

6a. Who likes to draw?

b. I'll go **later**.

b. I like to draw **pictures**.

2a. He likes to fly.

7a. Can you do it now?

b. He's going to fly to **Texas**.

b. Now is not the time.

3a. How well can you see?

8a. He likes **apple** pie.

b. I can see the sign.

b. She likes **apple** pie a la mode.

4a. Please hand me a tray.

9a. She bought him a toy.

b. Here's the tray from the shelf.

b. He bought him a toy **soldier**.

5a. Where is my shoe?

10a. Do you have any glue?

b. Where is my shoe with the black strap?

b. I have glue for all of us.

### 3. Lengthening of Consonants at the End of Sentences

- A. Say these two sentences. Hold the /s/ in “price” longer than the /z/ in “prize.” This makes it easier for the listener to understand which word is said.



I like the prize.



I like the price.



- B. Say these sentences. Hold the voiceless consonant sounds (/s/, /f/, and /tʃ/) that are in the first sentence of each pair longer than the voiced consonant sounds (/z/, /v/, and /dʒ/) that are in the second sentence of each pair. (Voiceless /p/, /t/, and /k/ and voiced /b/, /d/, and /g/, cannot be held.) This makes it easier for the listener to understand which word is being said. Listen and repeat.

1a. He likes the spice.

3a. That's a life.

b. He likes the spies.

b. That's **alive**.

2a. Don't call her Miss.

4a. I saw him lunch.

b. Don't call her Ms.<sup>6</sup>

b. I saw him lunge.<sup>7</sup>

Reminder: Hold *final voiceless* consonant sounds longer than *final voiced* consonant sounds. Exceptions: voiceless /p/, /t/, and /k/ and voiced /b/, /d/, and /g/, which cannot be held.

<sup>6</sup> Ms. /mɪz/: a title for a woman that does not indicate if she is single or married

<sup>7</sup> lunge /lʌŋdʒ/: move forward with sudden force

- C. Work with a partner. Take turns. Student A selects to read aloud any sentence “a” or “b.” Student B identifies it by replying with the answer and making up a sentence with the underlined word. Can you say and hear the difference in the length of the consonant sounds?

**EXAMPLE:** Student A: Did you call Mitch?  
Student B: Who’s he? I **wonder** who Mitch is.

SENTENCE	ANSWER
1a. I want my <u>piece</u> .	( <b>Pizza</b> )
b. I want my <u>peas</u> .	( <b>Vegetable</b> )
2a. Did you get your <u>price</u> ?	(I <b>wanted</b> more.)
b. Did you get your <u>prize</u> ?	(I won an <b>award</b> .)
3a. <u>Maria</u> saw the <u>place</u> .	( <b>Apartment</b> )
b. <u>Maria</u> saw the <u>plays</u> .	(Stage)
4a. They say that’s <u>life</u> .	(Who is “they”?)
b. They say that’s <u>live</u> .	( <b>Lobster</b> )
5a. Did you call <u>Mitch</u> ?	(Who’s he?)
b. Did you call <u>Midge</u> ?	(Who’s she?)
6a. How do you spell “ <u>rich</u> ”?	(r-i-c-h)
b. How do you spell “ <u>ridge</u> ”? <sup>8</sup>	(r-i-d-g-e)
7a. Did you hear the <u>bus</u> ?	(No, it was <b>quiet</b> .)
b. Did you hear the <u>buzz</u> ?	(Bee)
8a. He took my <u>batch</u> . <sup>9</sup>	( <b>Cookies</b> )
b. He took my <u>badge</u> .	(I.D.) <sup>10</sup>
9a. I can spell “ <u>etch</u> .” <sup>11</sup>	(e-t-c-h)
b. I can spell “ <u>edge</u> .”	(e-d-g-e)
10a. How do you spell “ <u>thief</u> ”?	(t-h-i-e-f)
b. How do you spell “ <u>thieve</u> ”? <sup>12</sup>	(t-h-i-e-v-e)

<sup>8</sup> *ridge*: a long, narrow, high piece of land

<sup>9</sup> *batch*: a group of things or persons

<sup>10</sup> *I.D.*: a form of identification

<sup>11</sup> *etch*: create a picture by cutting lines in wood, metal, or stone

<sup>12</sup> *thieve*: steal

Reminder:

Vowels:

- A vowel sound is held longer before a *voiced* consonant than before a *voiceless* consonant.
- A vowel sound is held longer when it ends a word that appears at the end of a sentence.

Consonants:

- *Final voiceless* consonant sounds are held longer than *final voiced* consonant sounds except for those that cannot be held (voiceless /p/, /t/, and /k/ and voiced /b/, /d/, and /g/).

## 4. Further Practice

Work with a partner. Take turns reading each sentence aloud. Discuss with your partner which paired words in each sentence has the longer *vowel* sound and which has the longer *consonant* sound. Underline the longer vowel sound once. Underline the longer consonant sound twice. Explain why to your partner.

**EXAMPLE:** He wants to live a long life.

“Live” ends in a voiced consonant, so you hold the vowel sound longer. “Life” ends in a voiceless consonant, so you hold the voiceless consonant longer.

1. Is it safe to save it?
2. The price of the prize is **expensive**.
3. I heard the buzz on the bus.
4. I want to eat my peas in peace.
5. Don't leave **without** the leaf.
6. I saw the rice in the pot rise.
7. She wants to be called Ms., not Miss.
8. It pays to set a pace.
9. The dens were dense with smoke.
10. It's loose, so don't lose it.

# Content Words and Function Words

## 1. Content and Function Words

When talking, speakers of English stress the most important words in a sentence. These words are usually nouns, verbs, adjectives, and adverbs. They are called *content words*, because they express the main idea or content of the phrase or sentence. They are the words that carry the message. Less important words are articles, pronouns, possessives, prepositions, auxiliary verbs, and conjunctions. They are called *function words*. These words are generally not stressed. They connect the content words to form grammatical sentences.

Here are some examples of content and function words.

### CONTENT WORDS

- Nouns: Marie, book, **pencil**, chair, **bookcase**, floor  
 Verbs: runs, teach, speak, **remind**, can't, **apologize**  
 Adjectives: sick, **simple**, green, hot, **happy**, big, **very**  
 Adverbs: **really**, **certainly**, **almost**, **slowly**, **today**

### FUNCTION WORDS

- Articles: a, an, the  
 Pronouns and Possessives: you, your, him, she, he, it, we, our, them  
 Prepositions: for, from, by, of, to, at, in, by  
 Auxiliary Verbs: am, can, have, were, was, had, has, will  
 Conjunctions: and, as, or, but, if, that, than



## 2. Content Words

During conversations, successful listeners interpret content words to figure out the message. Therefore, it is important that the speaker learn to stress these content words correctly and unstress the function words that are used as grammatical links. This contributes to the understanding of the language.

The following is an example of a message using only content words. The words left out are the function words.

1. Read the words aloud, in the paragraph below, without filling in the blanks. Can you make sense out of it? You probably can, because this is a message using only content words.
2. In the blanks provided, fill in the function words. When you add them to the message, they form grammatical sentences.
3. When you have finished, compare your answers with a classmate. Take turns reading the sentences aloud.

**Kathy** lost \_\_\_\_\_ **handbag** \_\_\_\_\_ \_\_\_\_\_ **restaurant** \_\_\_\_\_  
 \_\_\_\_\_ \_\_\_\_\_ **careless**. \_\_\_\_\_ placed \_\_\_\_\_ **handbag** \_\_\_\_\_  
 \_\_\_\_\_ floor. \_\_\_\_\_ \_\_\_\_\_ **finished eating** \_\_\_\_\_ **completely**  
**forgot** \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ left \_\_\_\_\_ **restaurant**.

## 3. Function Words

In Unit 3 you practiced vowel sounds in unstressed syllables. For example, the sound /ə/ as in “up” often occurs in words of two or more syllables.

ə ə                      ə  
 pajamas                asleep

This same sound also occurs in function words. But it occurs only when the word is *unstressed*. Thus, many function words have two pronunciations: a stressed form and an unstressed form. The unstressed form, weakened in conversational speech, is called the *reduced form*. This is because the vowel sound is “reduced,” or cut down, to an unstressed form.



- A. The following sentences are examples of reduced (unstressed) function words and the use of the stressed function word "can." The stress mark (ˈ) indicates stressed words. Listen and repeat.

1. You <sup>ˈ</sup>can go to the <sup>ˈ</sup>park. = You are physically able or have permission to go to the park.  
("Can" is stressed; "you," "to," and "the" are unstressed.)
2. You can go to the <sup>ˈ</sup>park. = The park is one place you can go.  
("Can" is now unstressed.)



- B. Listen and repeat the following words and sentences. First you will hear the function word alone. This is its stressed form. Then you will hear a sentence with the unstressed form of the word.

STRESSED FORM		UNSTRESSED FORM	
1. <u>a</u>	/eɪ/	/ə/	Did you read <b>a</b> good book?
2. <u>an</u>	/æn/	/ən/	Have <b>an</b> orange.
		or /n/	
3. <u>and</u>	/ænd/	/ənd/	We saw Jack <b>and</b> Jill.
		or /n/	
		or /nd/	
4. <u>are</u>	/ɑr/	/ər/	<b>Mary</b> and June <b>are</b> <b>sisters</b> .
5. <u>as</u>	/æz/	/əz/	You're <b>as</b> sweet <b>as</b> <b>sugar</b> .
6. <b>because</b>	/bɪkəz/	/bɪkəz/	I like it <b>because</b> it's nice.
7. <u>can</u>	/kæn/	/kən/	I <b>can</b> do it.
8. <u>for</u>	/fɔr/	/fər/	Is this <b>for</b> me?
9. <u>from</u>	/frəm/	/frəm/	This is <b>from</b> my <b>brother</b> .
10. <u>had</u>	/hæd/	/həd/	He <b>had</b> been there.
11. <u>has</u>	/hæz/	/həz/	He <b>has</b> nine <b>brothers</b> .
		or /əz/	
12. <u>have</u>	/hæv/	/həv/	We should <b>have</b> <b>waited longer</b> .
		or /əv/	
13. <u>of</u>	/ɒv/	/əv/	I'm <b>thinking</b> <b>of</b> you.
14. <u>or</u>	/ɔr/	/ər/	I want three <b>or</b> four.

	STRESSED FORM	UNSTRESSED FORM	
15.	th <u>at</u> /ðæt/	/ðət/	It's the one <b>that</b> got <b>away</b> .
16.	th <u>an</u> /ðæn/	/ðən/	It's <b>nicer than</b> yours.
17.	t <u>o</u> /tuw/	/tə/	Go <b>to</b> school.
18.	w <u>as</u> /wəz/	/wəz/	It <b>was</b> good.



- C. You will hear the same sentence twice. The first time the sentence will include the unstressed form of a function word. The second time, the sentence will include the stressed form. Notice the linking of words and the change in the meaning of the sentence. Listen and repeat.

- |     |       |  |  |
|-----|-------|--|--|
| 1a. | /n/   | We saw Jack <b>and</b> Jill.             | (We saw both Jack and Jill.)   |
| b.  | /ænd/ | We saw Jack <b>and</b> Jill.             | (Jill was there too, but we didn't expect to see her.)   |
| 2a. | /ər/  | <b>Mary and</b> June <b>are</b> sisters. | (Simple information.)  |
| b.  | /ɑr/  | <b>Mary and</b> June <b>are</b> sisters. | (They are sisters, but we thought they weren't.)   |
| 3a. | /wəz/ | The food <b>was</b> good.                | (Simple statement of opinion.)   |
| b.  | /wəz/ | The food <b>was</b> good.                | (It was good, and I was rather surprised.)   |
| 4a. | /kən/ | I <b>can</b> do it.                      | (Simple statement of fact.)  |
| b.  | /kæn/ | I <b>can</b> do it.                      | (Of course I can do it. Did you think I couldn't?)   |
| 5a. | /həd/ | He <b>had</b> been here.                 | (He was here at an earlier time.)  |
| b.  | /həd/ | He <b>had</b> been here.                 | (It was a surprise to learn that he was here. Or the meaning could be an accusation: You told me he hadn't been here, but that wasn't true.) |

Reminder:

- Content words that are stressed are held longer than function words that are not stressed.
- Function words are not stressed unless they are important to the meaning of the message.



## 4. Check Your Listening

As you listen to the sentences, draw a line through the unstressed function words you hear.

1. I think Tom and Lee went home.
2. The **party** was fun.
3. You can pass the test.
4. We have been here all day.
5. Yes, we are **coming** home now.
6. Do as I say, not as I do.
7. I think of you all the time.
8. They have more than they need.
9. He was a good **teacher**.
10. I eat it **because** it's **healthy**.

## 5. Function Words in Phrases and Sentences

In the following exercises you will practice the reduced form of function words. Connect the function word with the other words of the phrase and say the phrase with a smooth rhythm.



### A. Articles: "a," "an," and "the"

Listen to and repeat the following phrases and sentences.

1. Pronounce the word "a" as /ə/ before words beginning with a consonant.
 

a. a drink	Have a drink.
b. a <b>number</b>	Take a <b>number</b> .
c. a <b>movie</b>	See a <b>movie</b> .
2. Pronounce the word "an" as /ən/ before words beginning with a vowel sound.
 

a. an <b>auto</b>	Buy an <b>auto</b> .
b. an <b>egg</b>	Boil an <b>egg</b> .
c. an <b>offer</b>	Make me an <b>offer</b> .

3. Pronounce the word "the" as /ðə/ before words beginning with consonants.
- |                     |                        |
|---------------------|------------------------|
| a. <b>the</b> map   | Get <b>the</b> map.    |
| b. <b>the</b> class | Take <b>the</b> class. |
| c. <b>the</b> boy   | Meet <b>the</b> boy.   |
4. Pronounce the word "the" as /ði/ before words beginning with a vowel sound.
- |                                |                                   |
|--------------------------------|-----------------------------------|
| a. <b>the</b> <b>o</b> rders   | Take <b>the</b> <b>o</b> rders.   |
| b. <b>the</b> <b>e</b> ntrance | Near <b>the</b> <b>e</b> ntrance. |
| c. <b>the</b> ex <b>a</b> mple | Use <b>the</b> ex <b>a</b> mple.  |



### B. Pronouns and Possessives: "you," "your," "he," "him," and "her"

1. Reduce "you" to /yə/. "You" is usually not reduced when it ends a sentence. (It may be reduced in some expressions.)
- Did **you** see Mike?
  - I saw **you** **dancing**.
  - Was it **really** you?
  - Hi, how are **you**?
2. Reduce "your" to /yəɹ/.<sup>1</sup>
- Here's **your** hat.
  - He took **your** place.
  - Tell **your** boss.
3. Reduce "he" to /i/. "He" at the beginning of a sentence is usually not reduced.
- Where did **he** go?
  - What does **he** want?
  - He said **he** would.
4. Reduce "him" to /əm/ or /'m/.
- Give **him** a break.
  - I saw **him** **today**.
  - Do you like **him**?

<sup>1</sup> Some speakers do not pronounce the final /r/.

5. Reduce "her" to /ər/.<sup>2</sup>
- It's **her** brother.
  - What's **her** name?
  - Give it to **her**.



### C. Prepositions: "of," "to," "at," and "for"

- Reduce "of" to /əv/ or /ə/.
  - Tired **of** working?
  - All **of** the time.
  - It's a lot **of** money.
  - A cup **of** coffee.
- Reduce "to" to /tə/. Do not reduce it at the end of a sentence.
  - He went **to** college.
  - Give it **tə** me.
  - Does he have **tə**?
  - He wants **tə**.
- Reduce "at" to /ət/. Do not reduce it at the end of a sentence.
  - I'm **at** school.
  - Come **at** once.
  - What's he **looking** at?
- Reduce "for" to /fər/.<sup>2</sup> Do not reduce it at the end of a sentence.
  - Get it **for** me.
  - Ask **for** change.
  - What are you **looking** for?
  - What's the bill **for**?



### D. Auxiliary Verbs: "am," "was," and "can"

- Reduce "am" to /əm/ or /'m/. Do not reduce it at the end of a sentence.
  - Where **am** I going?
  - Am** I finished?

<sup>2</sup> Some speakers do not pronounce the final /r/.

- c. I **think** I am.
- d. I **know** I am.
2. Reduce "was" to /wəz/. In some expressions it may be reduced at the end of a sentence.
- a. I **was** right.
- b. Was it **raining**?
- c. Yes, it **was**.
- d. They showed me where it **was**.
3. Reduce "can" to /kən/. Do not reduce it at the end of a sentence.
- a. He **can** read.
- b. **Can** I talk?
- c. Yes, you **can**.
- d. He'll come when he **can**.



#### E. Conjunctions: "and," "as," and "or"

1. Reduce "and" to /ən/ or /n/
- a. Come **and** see me.
- b. They're **sister and brother**.
- c. I'd like **bacon and** eggs.
2. Reduce "as" to /əz/.
- a. He's **as** old **as** Ann.
- b. It's **as** white **as** snow.
- c. It's **as** good **as** gold.
3. Reduce "or" to /ər/ or /ə/.<sup>3</sup>
- a. Take it **or** leave it.
- b. I'll take one **or** two.
- c. It's now **or never**.

Reminder: Use the stressed form of a function word

- when you say the word by itself;
- when the function word is important to the meaning of the sentence.

<sup>3</sup> Some speakers do not pronounce the final /r/.

## 6. Rhythm of English

Every language has its own rhythm. Unlike many other languages in the world, English depends on the correct pronunciation of stressed and unstressed or weakened syllables recurring in the same phrase or sentence. Mastering the rhythm of English makes speaking more effective.



- A. The following four sentences take about the same length of time to say. Tap out a beat for each of the three content words: *men*, *fight*, *wars*. Keep the beat the same for all four sentences. Stress the content words. Reduce the function words by saying them quickly. Variation of words or syllables that have strong stress with those that have weaker or reduced stress is typical and contributes to the rhythm of English. You should be able to say sentences 2, 3, and 4 to the same three beats you tapped for sentence 1. Listen and repeat.

1. Men fight wars.
2. ~~The~~ men fight wars.
3. ~~The~~ men ~~will~~ fight wars.
4. ~~The~~ men ~~will~~ fight ~~the~~ wars.

- B. The same is true for longer sentences. Those below are divided into phrases, indicated by the symbol (/). Each phrase should take about the same time to say. Draw a line through the function words. Read the sentences aloud in class.

1. **Using** the computer / I can **correct** / all my **spelling errors**.
2. The **other** day / I saw my **cousin** / who is **very** sick.

- C. Saying nursery rhymes, poems, and ballads<sup>4</sup> aloud is one way of getting the feel of the rhythm of English. In the rhyme below, pay attention to the stressed content words and the reduced function words. How many beats does each line have?

It's quick and **quiet**  
 It's soft and it's light.  
 It's free—you can't buy it.  
 It just comes in white.

It's **spinning**, it's **spinning**,  
 It makes quite a show.  
 What is it? . . . in **winter**?  
 Does **anyone** know?

What is it?

<sup>4</sup> *ballad*: a poem or song that tells a story with simple words



Reminder: The unstressed function words are said quickly in order to get them out in time to maintain the rhythm of English.

## 7. More Reductions

We have seen how stressing content words and unstressing or reducing function words can change pronunciation and meaning. There are further reductions that speakers make in their everyday conversational speech. You may find it uncomfortable, and you may even hesitate to use these reductions in your speech. However, it is important that you recognize these reductions when you hear them, so that you can understand better what native speakers are saying. These changes in pronunciation, as spelled out below, are not considered incorrect or sloppy speech, but are considered proper to use in informal, conversational speech.



- A. The spellings of words you see below, in the left-hand column, are not found in written English. Listen and repeat.

CONVERSATIONAL	WRITTEN
<i>(Friend meets friend)</i>	
1. Hi, how <b>arya</b> ?	Hi, how are you?
2. Ahm <b>hungry</b> .	I'm <b>hungry</b> .
3. <b>Dincha</b> eat?	<b>Didn't</b> you eat?
4. No, did <b>jou</b> ?	No, did you?
5. Yeah. I <b>hadda</b> bacon 'n egg <b>sanwich</b> .	Yes, I had a <b>bacon</b> and egg <b>sandwich</b> .
6. <b>Wouldja</b> come with me ta the <b>coffee</b> shop?	Would you come with me to the <b>coffee</b> shop?
7. I'll <b>meetcha</b> there.	I'll meet you there.
<i>(Later, at the coffee shop)</i>	
8. What <b>wouldja</b> like ta eat?	What would you like to eat?
9. Ahdunno. I <b>haf</b> ta eat <b>something</b> .	I don't know. I have to eat <b>something</b> .
10. <b>Can</b> tcha find <b>anything</b> on the <b>menu</b> ?	Can't you find <b>anything</b> on the <b>menu</b> ?

CONVERSATIONAL	WRITTEN
11. Well, that's the <b>problem</b> . There's <b>lots</b> a food here 'n I can't <b>decide</b> .	Well, that's the <b>problem</b> . There's a lot of food here and I can't <b>decide</b> .
12. Well, <b>would</b> ja like souper <b>salad</b> ?	Well, would you like soup or <b>salad</b> ?
13. What's a souper <b>salad</b> ?	What's a souper <b>salad</b> ?
14. Ya know, soup or <b>salad</b> .	You know, soup or <b>salad</b> .
15. Oh, is that <b>whacha</b> mean? I'll <b>ava</b> <b>salad</b> .	Oh, is that what you mean? I'll have a <b>salad</b> .

B. Decode the following expressions, writing English sentences in the blanks provided.

1. Tape-record the expressions.
2. Listen to the playback. Discuss your feelings in class about speaking informal, conversational speech.

EXAMPLE:      **Did**ja eat **breakfast**?      *Did you eat breakfast?*

1. **Whad**ja **wanna** drink?

---

2. I **dunno**.

---

3. **Wacha** **hafta** drink?

---

4. **Cokea****coffee**.

---

5. **Doncha** have milk?

---

6. Sure, 'n **whut**'ll 'e have?

---

7. Give 'im the check.

---

8. Yer friend says ta give ya the check.

---

9. Did 'e say that?

---

10. Yeah. That's whut 'e said.

---

11. OK. I guess I'm **gonna hafta** pay it.

---

## 8. Further Practice

1. Work with a partner. Take turns reading the following sentences to each other.
2. Draw a line through the function words that you reduce and place the symbol /ə/ above the letter or letters that represent this sound. (You may want to use /'n/ for "and," where appropriate.)
3. As you decide the markings, discuss your reasons for doing so.
4. Tape-record the sentences. Listen to the playback. Do you hear the function words reduced?

EXAMPLES:      a.    Order bread <sup>'n</sup> and butter with the ham <sup>ə</sup> and <sup>'n</sup> eggs.  
                       b.    I <sup>ə</sup> can give you <sup>ə</sup> a <sup>ə</sup> map for <sup>ə</sup> your <sup>ə</sup> trip.

1. He's an **honor student**.
2. Your **brother** is as old as I am.
3. Was your **girlfriend** at home?
4. I'm sick and tired of **cleaning** the house.
5. Ann is **studying** to be a **secretary**.
6. My **sister** can read **English**, but not **very** well.
7. **Sooner** or **later** the work will have to be done.
8. She goes to school **during** the day and works at night.
9. My friend and I ate lunch in the cafeteria.
10. He's **studying** to be an **electrical engineer**.

## Unit 6

k

# Word Stress and Phrasing

## 1. Word Stress in Sentences

In Unit 3 you practiced syllable stress in words. In this unit you will practice word stress in phrases and sentences.

Word stress means:

- stressing the most important words in a sentence.
- saying them with more force and loudness than other words.
- holding them longer and saying them on a higher pitch.

Word stress is very important. It gives meaning to the words you say. The following exercises contain content words that are stressed and function words that are unstressed and reduced. This alternating pattern of stressing and unstressing is typical of English and is very important to the rhythm of English. (Remember, the content words are the words that carry the most information.)



A. The following sentences are examples of word stress. Listen and repeat.

1. I'm **studying** at the **University**.
2. What's your **major**?
3. **Science**.
4. Who's your **professor**?
5. **Morgan**, and he's great!

B. Work with a partner. In the following sentences, place a stress mark over the most important content words. Read the sentences aloud to your partner and compare your answers.

- EXAMPLES:
- a. I read the **book**.
  - b. I was **jogging** in the **park**.

1. He's **going** to the **office**.
2. He's **working** at his **computer**.
3. He's on the **Internet**.
4. Did you go to the **movies**?
5. What time did you go?
6. What **movie** did you see?
7. *Gone with the Wind*.
8. Where's my **valise**?
9. I put it on the floor.
10. Do you have the key?

Reminder: The contrast between stressed content words and unstressed function words is important to the rhythm of English.

## 2. Phrasing and Linking

In normal conversation we do not pronounce words one at a time. Instead, we form our thoughts and say them with words that are joined and blended together to make a phrase (a thought group). We say the words in the phrase smoothly, connecting the sound of the last word to the beginning sound of the next word without stopping after each word. This joining and blending of words is called linking.



- A. In the exercise below, you can get the feel of linking words together in a phrase by comparing the individual words to the corresponding phrases. The words in each phrase are said as if they were one long word. Both have the same rhythm and the same number of beats (third column). The connecting lines indicate linking. Listen and repeat.

	WORD	PHRASE OR SENTENCE	NUMBER OF BEATS
EXAMPLE:	confusing	I'm <b>u</b> sing. (Imusing)	3
	1. advice	He's <b>n</b> ice.	2
	2. diet	<b>T</b> ry it.	2
	3. today	It's <b>M</b> ay.	2
	4. sweeter	<b>N</b> eed her.	2
	5. insecure	It's for <b>s</b> ure.	3
	6. volunteer	It's my <b>e</b> ar.	3
	7. computer	I'll <b>s</b> ue her.	3
	8. recommend	It's the <b>e</b> nd.	3



- B. Each phrase of linked words usually has one main idea and one stressed word. Remember that many times one phrase may sound like one long word. A slash (/) marks the end of a phrase. Listen and repeat.

1. I have to go / to the **book**store. (I hafta go / ta the **book**store.)
2. What for? (What **for**?)
3. Buy a book / for my ESL class. (Buy a **book** / for my **ESL** class.)
4. What's the name / of the book? (What's the **name** / of the **book**?)
5. **Diction**ary / of **Ameri**cans ( **Diction**ary / of **Ameri**cans.)



- C. Many times a final consonant in a word is followed by a word that begins with the same sound. Say this sentence: "My boss sent me." The /s/ sound at the end of "boss" and the /s/ at the beginning of "sent" are not said separately. The sounds are combined to form one long consonant sound.<sup>1</sup> Listen and repeat.

EXAMPLE: My boss sent me.

1. My friend did it.
  2. Go to the far right.
  3. The desk came.
  4. The thief fled.
  5. Wear a fresh shirt.
  6. I can never go.
  7. He did it the first time.
  8. A big game was played.
  9. Keep peace in the house.
  10. A doll lay on the ground.
- D. Say the following linked words aloud. Write a sentence for each one. Record them on tape and have your instructor listen to your sentences. Be prepared to read them in class.

EXAMPLES: a. one night *I stayed at the motel only one night.*  
 b. the end *This is the end of the story.*

1. say a prayer
2. English ship
3. fool around
4. bus stop
5. car ride
6. lab book
7. call long distance
8. both thought
9. leave on time
10. sing a song

<sup>1</sup>except the sounds /p/, /b/, /t/, /d/, /k/, and /g/, which cannot be held.

### 3. Phrasing and Pausing

A pause is a short break or stop in speaking. In written English, punctuation marks such as commas and periods indicate pauses. However, in spoken English you punctuate with your voice. Pauses may differ from speaker to speaker depending on the meaning and the situation. Phrasing, linking of words, and pausing make speaking more effective.

Notice how placement of pauses changes the meaning of the following sentences.

1. Mark the important content words and indicate the phrases.
2. Take turns reading to the class the question and sentences. Members of the class must answer either "a" or "b" and then repeat that sentence.

**EXAMPLE:** Which is more flattering to the waitress? *b*

a. A **pretty** young **waitress** served us.

b. A **pretty**, young **waitress** served us.

1. In which sentence is the secretary late?
  - a. The **secretary** said, "The boss was late."
  - b. "The **secretary**," said the boss, "was late."
2. Both are slang greetings, but which is insulting?
  - a. What's the **latest** dope?<sup>2</sup>
  - b. What's the **latest**, dope?
3. In which sentence is the woman a beast? The man?
  - a. **Woman**, without her man, is a beast.
  - b. **Woman**, without her, man is a beast.

<sup>2</sup> *dope*: a slang expression that has at least two meanings. One refers to a stupid person; the other refers to factual information.

4. In which sentence should John fear for his life?



a. We're **going** to eat John.



b. We're **going** to eat, John.



5. Which one is the neurotic<sup>3</sup> personality?
  - a. She too **eagerly awaits** the spring.
  - b. She, too, **eagerly awaits** the spring.
6. Which is a warning to drivers?
  - a. Go slow—**children**.
  - b. Go slow, **children**.
7. Which is easier for children?
  - a. In the **parade** will be **several hundred children carrying** flags, and **many important officials**.
  - b. In the **parade** will be **several hundred children, carrying** flags and **many important officials**.
8. In which sentence does the woman have a pool?
  - a. She has a car, pool, and three **children**.
  - b. She has a **carpool** and three **children**.
9. Who had the fruitcake, a or b?
  - a. We bought fruit, cake, and ice cream.
  - b. We bought **fruitcake** and ice cream.
10. Which one had the **dishpan** in the **kitchen**?
  - a. We saw a dish, pan, and sink in the **kitchen**.
  - b. We saw a **dishpan** and sink in the **kitchen**.

## Reminder:

- The linking of words in the same phrase leads to a smooth passing from one word to the next.
- If words in a phrase are not linked properly, the rhythm of speech is broken, and the result is choppy or unconnected speech.
- If proper pauses are not used, the message may not be understood.

<sup>3</sup> *neurotic*: A neurotic person may have an unreasonable fear of something.

## 4. Numbers

Whole numbers, fractions, and addresses are sometimes not understood because of improper word stress, and/or poor linking and phrasing.



### A. Tens and Teens

Numbers from thirteen to nineteen are called the “teens,” and from twenty to ninety are called the “tens.”<sup>4</sup> Listen and repeat the following examples.

#### 1. Syllable Stress

The “ten” numbers always receive syllable stress on the *first* syllable:

**twenty**, **thirty**, **forty**, and so on.

The “teen” numbers may have syllable stress on *either* syllable:

**thirteen**/thir**teen**; **fourteen**/four**teen**; **fifteen**/fif**teen**, and so on.

However in order not to confuse the “teens” with the “tens,” the last syllable in the “teens” should be stressed.

- |                     |               |                      |                |
|---------------------|---------------|----------------------|----------------|
| 1. thir <b>teen</b> | <b>thirty</b> | 5. seven <b>teen</b> | <b>seventy</b> |
| 2. four <b>teen</b> | <b>forty</b>  | 6. eight <b>teen</b> | <b>eighty</b>  |
| 3. fif <b>teen</b>  | <b>fifty</b>  | 7. nine <b>teen</b>  | <b>ninety</b>  |
| 4. six <b>teen</b>  | <b>sixty</b>  |                      |                |

#### 2. Word Stress

When the number ends a phrase or a sentence, *word* stress falls on the noun.

- |   |                                    |
|---|------------------------------------|
| 1. We've thir <b>teen</b> dollars.          | We've thir <b>teen</b> .           |
| 2. I've fif <b>teen</b> magazines.          | I've fif <b>teen</b> .             |
| 3. Dia <b>na</b> has twen <b>ty</b> books.  | Dia <b>na</b> has twen <b>ty</b> . |
| 4. This book has thir <b>ty</b> -six units. | This book has thir <b>ty</b> -six. |



### B. Dates

In the United States the month, date, and year are usually said and written in that order. Write the dates down, in numbers, as you listen and repeat them.

- I was born on March the eight**teenth**, nine**teen** seven**ty**-five.

<sup>4</sup> Cardinal numbers (thirteen, fourteen, etc.) and ordinal numbers (thirteenth, fourteenth, etc.) are dealt with in the same manner.

2. My **birth**day is on June four**teenth**, nine**teen** six**ty**-nine.
- 



### C. Fractions

When saying fractions or long numbers, the last part of the fraction or number receives the *word* stress. Write the fractions down, in numbers, as you listen and repeat the sentences.

1. My **answer** is thir**teen** and a **quarter**. (Or thir**teen** and one-four**th**.)
- 

2. My room is seven**teen** and a half by twen**ty**-two and a thir**d**. (Or seven**teen** and one-half by twen**ty**-two and one-thir**d**.)
- 

Fractions written with decimal points may also be read in different ways.

3. My **fraction** is fif**teen** and six-ten**ths**. (Or fif**teen** point six.)
- 

4. My **fraction** is fif**teen** and twen**ty**-six hun**dred**ths. (Or fif**teen** point two six.)
- 



### D. Telephone Numbers

In the United States, telephone numbers usually consist of seven digits preceded by an area code. The first three numbers of the area code are said as one phrase; the first three digits of the phone number are also said as one phrase. The four numbers following may be divided into two phrases or said as one. In a series of numbers the last number in a phrase receives the *word* stress. Write the numbers down as you listen and repeat the sentences.

1. My **number** is two one two, / five **seven** eight, / three five, / nine four. (Or two one two, / five **seven** eight, / three five nine four.)
- 

2. Her phone **number** is **area** code three **zero**<sup>5</sup> three, / nine two six, / one eight, / three four. (Or three **zero** three, / nine two six, / one eight three four.)
- 

<sup>5</sup> "Oh" may be used in place of "zero."



## E. Addresses

In the United States, addresses usually consist of a number, street name, city, state, and zip code. Make certain that you say the name of the places clearly before the stressed words. Write the numbers down as you listen and repeat.

A. Native speakers use word stress on "boulevard," "avenue," "road."

1. Mel Smith lives at **fifty-five** dash **thirty-six** Bell **Boulevard**, **Bayside**, New York one one three, six **zero**.
- 

2. The **President** lives at **sixteen hundred** Pennsylvania **Avenue**, **Washington**, D.C. two oh five, oh two.
- 

3. My friend lives at **eighty-four** **Upland Road**, **Cleveland**, **Ohio** four four two, two **eight**.
- 

B. When "street" is part of the address and comes at the end of a phrase, the word or number before it is stressed.

1. Brad lives at **fifteen** **twenty-three** Park Street, **Boulder**, **Colorado** eight oh three, oh two.
- 

2. Juan lives at twelve **thirty-nine** **Second Street**, **Brooklyn**, New York one one three, two **nine**.
- 

## 5. Further Practice

A. After you mark the stressed words and phrases in the following questions, ask a native speaker to answer them. Write the answers down after hearing them *only one time*. Read them aloud in class.

1. What's your zip code?
2. What's your **area** code?

3. What are the last four **digits** of your **telephone number**?
  4. What month and day were you born?
  5. What year is this?
- B. Work with a partner. In the proverbs<sup>6</sup> below, place a stress mark (ˈ) over the words you think are important. Mark your phrases. Exchange your papers and read each other's sentences. Listen for word stress and phrasing. Discuss the meanings of the sentences in class.

EXAMPLE:       Haste makes waste.

1. Look **before** you leap.
  2. All's well that ends well.
  3. **Better** late than **never**.
  4. All good things come to an end.
  5. Where there's smoke, there's fire.
  6. No news is good news.
  7. A stitch in time saves nine.
  8. You are what you eat.
  9. **Absence** makes the heart grow **fonder**.
  10. **Seeing** is **believing**.
- C. Many proverbs are universal. Write five proverbs you are familiar with in your native language and translate them into English. Mark word stress and phrasing. Read the proverbs to your class.

Reminder:

- Word stress in a sentence gives meaning to the content of that sentence.
- Words that are linked together in a phrase should flow smoothly.
- Syllable stress, word stress, and linking words in a phrase all help to create the rhythm of English.

<sup>6</sup> *proverb*: a short meaningful saying

## Intonation

## 1. Rising and Falling Intonation

Intonation creates the melody of the language we speak. (Each language has its very own melody.) Our voices rise and fall in tones like notes in a musical scale, from high to low or low to high. The different notes we produce are called pitches. This upward and downward movement of the voice produces the melody. Different pitches may indicate different meanings for the same utterance.<sup>1</sup> Different pitches help us express our feelings: happiness, sadness, curiosity, surprise, annoyance, anger, and so on. Intonation makes speech meaningful.

English has two basic intonation patterns: *rising* and *falling*.

Rising Intonation

Falling Intonation



Is Mr. Jones in?



No, he's not in.

<sup>1</sup> *utterance*: an oral expression that may be one word, a phrase, or a sentence

“Is Mr. Jones in?” has rising intonation. The pitch of the voice goes up at the end of the utterance. The speaker is asking a question. “No, he’s not in” has falling intonation. The pitch of the voice goes down at the end of the utterance. The speaker is answering a question.

## 2. Falling Intonation

Intonation and stress work together to express meaning. Usually, the last word or the next to last word in an utterance is stressed. The pitch of your voice goes down at the end of an utterance. But, before it goes down (or glides<sup>2</sup> down), it rises on the vowel sound of the most important word that is stressed.



- A. Use falling intonation with statements and commands. A downward arrow (↘) indicates falling intonation. Listen and repeat.

EXAMPLES:

a. He wants some **chicken**. ↘

b. I said to do it. ↘

1. I’m **studying**. ↘

2. I’m **studying English**. ↘

3. Do it **today**. ↘

4. Do it **later today**. ↘

5. She’s **going home**. ↘

6. She’s **going home tomorrow**. ↘

7. I’ll call the **doctor**. ↘

8. I’ll call Dr. Chen. ↘



- B. Use falling intonation with *wh*-questions. *Wh*-questions begin with such words as “when,” “what,” “where,” “why,” “how,” “who,” “whose,” and “which.” Listen and repeat.

1. Who’s **coming to dinner**? ↘

2. Where is it **being held**? ↘

3. Why are we **going there**? ↘

4. When should we be **ready**? ↘

5. How do we get to the **place**? ↘

6. Where should we **wait**? ↘

7. Who’s **giving us a ride**? ↘

8. Whose car is it? ↘

Reminder: The speaker’s voice rises with the most important stressed word and falls at the end of the utterance. This rising–falling pattern is very common in American English.

<sup>2</sup> glide: move easily and quickly over a surface

### 3. Rising Intonation



- A. Use rising intonation at the end of an utterance when you ask *yes-no* questions. Yes-no questions require “yes” or “no” for an answer. Here, the pitch of the voice goes up (or glides up) at the end of the utterance. It rises on the vowel sound (of the stressed syllable) of the most important word and continues to rise. Listen and repeat.

- EXAMPLES:      a. Did you see him?  
                       b. Do you like the shirt?

- |                                  |  |
|----------------------------------|--|
| 1. Is it new?                    | 5. Is it <b>snowing</b> ?                    |
| 2. Do you like it?               | 6. Is it <b>snowing</b> hard?                |
| 3. Do I have to tell you?        | 7. Do you go out in the snow?                |
| 4. Can I tell you <b>later</b> ? | 8. Would you like to make a <b>snowman</b> ? |



- B. Use rising intonation when naming items on a list or when offering choices, except for the last item or choice. For the last item or choice, use falling intonation. Listen and repeat.

- He went to **England**, France, Spain, and **Russia**.
- The **children** want pens, pencils, paper, and glue.
- Do you want **water** or **soda**?
- You can come with us, or you can stay home.
- I'd like blue, red, brown, and **yellow crayons**.
- He spoke with John, **Mary**, Tom, and Steve.
- I took out the **garbage** and fed the cat.
- I'm **studying** philosophy, biology, calculus, and **English**.

Reminder:

- Use *rising intonation* when you ask *yes-no* questions.
- Use *rising intonation* when you list items or when you give choices. For the last item or choice, use *falling intonation*.





## 4. Tag Questions

A tag question is a short question that is added to a statement. Many times it is used to start a conversation. Use falling intonation when the speaker expects the listener to agree. Use rising intonation when the speaker may not be sure of the answer he or she will get. Listen and repeat.

	SPEAKER IS SURE LISTENER WILL AGREE.	SPEAKER IS NOT SURE LISTENER WILL AGREE.
EXAMPLES:	Nice day, <b>isn't</b> it?	Nice day, <b>isn't</b> it?
1.	They're rich, aren't <sup>3</sup> they?	They're rich, aren't they?
2.	He's <b>funny</b> , isn't he?	He's <b>funny</b> , isn't he?
3.	You <b>remember</b> her, don't you?	You <b>remember</b> her, don't you?
4.	The <b>movie begins</b> at eight, <b>doesn't</b> it?	The <b>movie begins</b> at eight, <b>doesn't</b> it?
5.	She talks a lot, <b>doesn't</b> she?	She talks a lot, <b>doesn't</b> she?

Reminder:

- When you make a statement and follow it with a short question, and you expect the listener to agree, use *falling* intonation.
- When you make a statement and follow it with a short question, and you may not be sure of the answer, use *rising* intonation.



## 5. Check Your Listening

Listen to each of the following sentences. Mark the rising or falling intonation with arrows ( ↘ ↗ ). (Remember to listen for tag questions and lists of items or choices offered.)

- EXAMPLES:
- She went **shopping** for gloves.
  - What time is it?
  - Are you **coming** home, or are you **going** to the **office**?
  - You're **coming** home, aren't you?

<sup>3</sup> "Aren't" has two pronunciations: /ɑrnt/ and /arant/.

1. You're **coming** to my **party**, aren't you?
2. Yeah, sure. What are you **celebrating**?
3. I moved to a new **apartment**.
4. Oh, you're **having** a **housewarming**?<sup>4</sup>
5. Yeah. Do me a **favor**, will you?
6. Sure. No **problem**. I'd be glad to.
7. Please get some **apples**, **oranges**, **bananas**, and a **dessert**.
8. Would you like **apple** pie or **chocolate** cake?
9. I'd like **apple** pie, **wouldn't** you?
10. Well, not **really**. I like **chocolate** cake.

Reminder: Stress and intonation work together to express meaning.



## 6. Speaker Attitude

- A. In the sentences below, the same words are spoken but communicate different meanings. A stress mark (ˈ) indicates the important word in each sentence. Listen and repeat.

SENTENCE

MEANING

EXAMPLE:



a. John loves me.

(John does, not Paul.)

<sup>4</sup> *housewarming*: a party given when someone moves in to a new apartment or house



b. John loves me.

(Me, not you.)



c. John loves me.

(Is it really true?)

1a. I speak **English**.

(I do, but he doesn't.)

b. I speak **English**.

(But I don't read it.)

c. I speak **English**.

(Not another language.)

2a. Who wants to go?

(Who?)

b. Who wants to go?

(Who really wants to?)

c. Who wants to go?

(Normal question.)

- 3a. Don't go there. (Do not.)  
 b. Don't go there. (Any place but there.)  
 c. Don't go there? (Why not?)

B. A Broadway producer is auditioning actors for a play. The only thing he asks you to do is to say the word "hello" five different ways. Take turns saying the words below five different ways. Some of the emotions you may want to express are disgust, doubt, surprise, disbelief, happiness, sadness, uncertainty, or anger. Students in the class have to guess what emotion the speaker is expressing.

1. Yes      2. No      3. Oh      4. OK      5. Hello

C. Work with a partner.

- Place a stress mark over the most important word in each sentence.
- Indicate the intonation pattern with arrows ( ↗ ↘ ) for rising and falling intonation.
- Write *your* meaning for each statement.
- Take turns reading the sentences and asking your partner to guess what you mean.

SENTENCE	MEANING
1. I told him I was <b>going</b> .	_____
2. I told him I was <b>going</b> .	_____
3. I told him I was <b>going</b> .	_____
4. I told him I was <b>going</b> .	_____
5. I told him I was <b>going</b> .	_____
6. I told him I was <b>going</b> .	_____
7. I told him I was <b>going</b> ?	_____

D. Work with a partner. Place a stress mark over the most important word(s) in each sentence and indicate the intonation pattern with arrows ( ↗ ↘ ) for rising and falling intonation.

- Read the sentences in each column aloud. All the sentences in column A have *falling* intonation; all the sentences in column B have *rising* intonation.

2. Compare the sentences in column A with those in column B. Discuss how they differ in meaning.

A FALLING INTONATION	B RISING INTONATION
1. The man's <b>crazy</b> .	The man's <b>crazy</b> ?
2. He'd like a drink.	He'd like a drink?
3. They'll take the bus.	They'll take the bus?
4. She'd like some <b>coffee</b> .	She'd like some <b>coffee</b> ?
5. When are they <b>coming</b> ?	When are they <b>coming</b> ?

## 7. Dialog

Work with a partner taking turns reading the telephone conversation Maria and Manuel are having. Mark the intonation patterns for each sentence with arrows (↗ ↘), indicating rising or falling intonation. Do you both have the same interpretation?

- Manuel:** Hello, Maria?
- Maria:** Yes. **Manuel**? Is that you? We have a **terrible connection**.
- Manuel:** Yeah. I can **hardly** hear you.
- Maria:** Where are you?
- Manuel:** Home.
- Maria:** Are you **calling** from a **cordless** phone?
- Manuel:** Yeah. I'm out in the back. I don't want my **sister** to **listen** in.
- Maria:** Oh. Well, try **changing** the **channel**, will you?
- Manuel:** Is this OK? This is **better**, **isn't** it?
- Maria:** Not much. **Listen**, I can't stand this **static**.<sup>5</sup> Next time call me when your **sister isn't** home.

<sup>5</sup> *static*: a noise caused by some type of interference

## 8. Further Practice

Each of these sentences has a different meaning. Read the sentences and their meanings. Mark the sentences for stress and intonation. Use a stress mark (ˈ) for stressed words and arrows (↗ ↘) for rising and falling intonation.

SENTENCE	MEANING
1. I like my job.	(Normal statement of fact.)
2. I like my job.	(You may not like yours, but I like mine.)
3. I like my job.	(I didn't say I didn't like it!)
4. I like my job.	(I don't know about you, but I do.)
5. I like my job.	(Now, whatever gave you that idea?)

- B. Work with a partner. Take turns reading the above sentences at random. Your partner has to guess which one you are saying.
- C. Below is part of a famous old passage about a man named Esau Wood (pronounced /iysə wud/). In order to make sense out of this “play on words,”<sup>6</sup> correct stress must be made on certain words. In addition, sentences should be divided into pauses (thought groups).

The first five sentences are marked for you. A stress mark (ˈ) indicates stressed words; a slash mark (/) indicates short pauses.

1.       Esau Wood /sawed<sup>7</sup> wood.<sup>8</sup> / Esau Wood / would saw<sup>9</sup> wood. /
2. All the wood / Esau Wood saw / Esau Wood / would saw. / In other
3. words, / all the wood / Esau saw to saw / Esau sought to saw. / Oh, the
4. wood / Wood would saw! / And oh, the **wood-saw**<sup>10</sup> with which Wood
5. would saw wood. But one day Wood's **wood-saw** would saw no wood,
6. and thus the wood Wood sawed was not the wood Wood would saw
7. if Wood's **wood-saw** would saw wood. I **never** saw a **wood-saw**
8. that would saw as the **wood-saw** Wood saw would saw **until** I saw
9. **Esau** saw wood. Now Wood saws wood with the **wood-saw** Wood
10. saw saw wood.

<sup>6</sup> *play on words*: words that sound alike but have different meanings

<sup>7</sup> *sawed*: past tense of the verb “to saw” (to cut)

<sup>8</sup> *wood*: refers to lumber

<sup>9</sup> *saw*: present tense of the verb “to saw”; past tense of the verb “to see”

<sup>10</sup> *wood-saw*: a cutting tool, with teeth, that cuts wood

# Unit 8

m

## Using a Dictionary for Pronunciation

### 1. Dictionary Pages

You can get a great deal of information about pronouncing words, their definitions, and examples of how they are used from your dictionary. The guide below and the sample pages that follow are from *The Newbury House Dictionary of American English*. Use this information to complete the activities in this unit.

#### GUIDE TO PRONUNCIATION SYMBOLS

##### Vowels

Symbol	Key Word	Pronunciation
/ɑ/	hot	/hɑt/
	far	/fɑr/
/æ/	cat	/kæt/
/aɪ/	fine	/faɪn/
/aʊ/	house	/haʊs/
/ɛ/	bed	/bed/
/eɪ/	name	/neɪm/
/i/	need	/nid/
/ɪ/	sit	/sɪt/
/oʊ/	go	/gou/
/ʊ/	book	/buk/
/u/	boot	/but/
/ɔ/	dog	/dɔg/
	four	/fɔr/
/ɔɪ/	toy	/tɔɪ/
/ʌ/	cup	/kʌp/
/ɜr/	bird	/bɜrd/
/ə/	about	/ə'baʊt/
	after	/'æftər/

##### Consonants

Symbol	Key Word	Pronunciation
/b/	boy	/bɔɪ/
/d/	day	/deɪ/
/dʒ/	just	/dʒʌst/
/f/	face	/feɪs/
/g/	get	/get/
/h/	hat	/hæt/
/k/	car	/kɑr/
/l/	light	/laɪt/
/m/	my	/maɪ/
/n/	nine	/naɪn/
/ŋ/	sing	/sɪŋ/
/p/	pen	/pen/
/r/	right	/raɪt/
/s/	see	/si/
/t/	tea	/ti/
/tʃ/	cheap	/tʃi:p/
/v/	vote	/vout/
/w/	west	/west/
/y/	yes	/yes/
/z/	zoo	/zu/
/ð/	they	/ðeɪ/
/θ/	think	/θɪŋk/
/ʃ/	shoe	/ʃu/
/ʒ/	vision	/'vɪʒən/

##### Stress

/ˈ/	city	/'sɪti/
	used before a syllable to show primary (main) stress	
/ˌ/	dictionary	/'dɪkʃənəri/
	used before a syllable to show secondary stress	

Note: See pages 7 and 8 for the phonetic symbols equivalent to the I.P.A. symbols used in this dictionary.

## metallic

540

**me-tal-lic** /mə'tælɪk/ *adj.* related to metal (iron, steel, copper, etc.): *He painted his car with metallic paint.*

**met-al-lur-gy** /'metl,ɜrʒi/ *n.* [U] the study of metals, the extraction of them from ores and their preparation for use: *Metallurgy is a field of engineering.* -*n.* **metallurgist.**

**met-al-work** /'metl,wɜrk/ *n.* [U] metal shaped for particular uses, such as ventilation ducts, or decorative shapes, such as wrought iron fences -*n.* [U] **metalworker; metalworking.**

**met-a-mor-pho-sis** /,metə'mɔrfəsis/ *n.* [U] -**ses** **1** (in biology) a dramatic change from one stage of life to another, as in the butterfly's change from a cocoon to a winged insect: *Ancient people believed that humans could undergo metamorphosis from human form to animal form.* **2** [C] *fig.* a dramatic change in character, appearance, etc.: *He underwent a real metamorphosis in his teenage years from a weak boy to a strong young man.* -*v.* **metamorphose** /,metə'mɔr,fəʊz/.

**met-a-phor** /'metə,fɔr/ *n.* [C;U] a figure of speech that suggests similarity between one thing and another: *"All that glitters is not gold" is a metaphor for saying that things are not always what they appear to be.* -*adj.* **metaphorical** /,metə'fɔrɪkəl, -'fɔr-/.

**met-a-phys-ics** /,metə'fɪzɪks/ *n.* [U] *pl.* used with a *sing.v.* (in philosophy) the study of the nature of reality and knowledge: *Metaphysics is a difficult and deep field of study.* -*adj.* **metaphysical.**

**me-tas-ta-size** /mə'tæstə'saɪz/ *v.* -**sized, -sizing, -sized** usu. of cancer, to spread from a local tumor throughout an organism: *Her cancer has metastasized from the lungs all through her body.* -*n.* [U] **metastasis** /mə'tæstə'sɪs/.

**mete** /mit/ *v.* **meted, meting, metes** to give out, (*syn.*) to dispense: *The father meted out punishment when his son came home late at night.*

**me-te-or** /'mitɪər, -ɔr/ *n.* a small body of matter from outer space that burns up when it enters the earth's atmosphere: *On clear nights, meteors often can be seen streaking across the sky.*

**me-te-or-ic** /,mitɪ'ɔrɪk, -'ɔr-/ *adj.* **1** related to meteors: *Geologists found pieces of meteoric rock in a field.* **2 fig.** speedy, rapid: *He had a meteoric rise in politics, from local mayor to President.*

**me-te-or-ite** /'mitɪə'raɪt/ *n.* a small meteor that lands on Earth: *Meteorites have been found and studied by scientists.*

**me-te-or-ol-o-gy** /,mitɪə'rɒlədʒi/ *n.* [U] the study of the earth's atmosphere and weather conditions: *Meteorology includes the study of weather.* -*n.* **meteorologist; -adj.** **meteorological** /,mitɪə'rɒlədʒɪkəl/.

**me-ter** /'mɪtər/ *n.* **1** a linear measurement of 39.37 inches (3.37 inches more than a yard): *Most countries measure distance in meters and kilometers.* **2** a machine that measures things, such as the use of water, electricity, and gas: *A parking meter shows how much time a car can stay in a parking space.* **3** the rhythmic pattern of music or poetry: *Poetry is written in different meters.*

—*v.* to measure with a meter: *The use of electricity is metered in each house.*

**meter maid** *n.* a civil employee (often female) who checks parking meters and writes tickets if the meter is not paid: *Meter maids walk up and down the streets looking for parking violations.*

**meth-a-done** /'mɛθə,dəʊn/ *n.* [U] a substitute for heroin that can help cure drug addiction: *She takes methadone in a program to stop using drugs.*

**meth-ane** /'mɛ,θeɪn/ *n.* [U] a colorless, odorless, flammable gas: *Methane is widely used for cooking and heating.*

**meth-a-nol** /'mɛθə,nɒl/ *n.* wood alcohol, a colorless liquid used for fuel and as a solvent: *Methanol is a very flammable liquid.*

**meth-od** /'mɛθəd/ *n.* a way of doing s.t., a means, technique: *That business uses trucks as its method of moving goods.*

**meth-od-i-cal** /mə'θɒdɪkəl/ *adj.* systematic, careful, in a step-by-step manner: *He is very methodical in his work habits.*

**meth-od-ol-o-gy** /,mɛθə'dɒlədʒi/ *n.* the manner in which tasks are performed, methods as a group: *Teachers use different methodologies to teach language to students.* -*adj.* **methodological** /,mɛθə'dɒ'lədʒɪkəl/.

**me-tic-u-lous** /mə'tɪkyələs/ *adj.* careful and thorough, painstaking: *She is meticulous in spelling every word correctly in her papers.*

**me-tier** /mɛ'tɪeɪ, mɛɪ-/ *n.fml.* (French for) one's occupation, specialty: *Her metier is painting portraits of children.*

**met-ric** /'mɛtrɪk/ *adj.* **1** related to the metric system: *Most of the world uses the metric system of measurement.* **2** related to a rhythmic pattern of poetry: *Iambic pentameter is a metric pattern in much of Shakespeare's poetry.*

**metric system** *n.* the system of measurement based on the meter, kilogram, and second: *The metric system is based on the use of decimals and is easier to use than the English system.*

**met-ro** /'metrəʊ/ *adj.infrml.* short for metropolitan, referring to a city and its surrounding area: *Rain showers will cross the metro area today.*

—*n.* -**ros** (French for) subway: *People in Paris go to work on the metro.*

**me-trop-o-lis** /mə'trɒpələs/ *n.fml.* a large, important city: *New York City is a metropolis.*

M



**met-ro-pol-i-tan** /ˌmɛtrəˈpɒlətən/ *adj.* related to a city and its suburbs: *Metropolitan Miami covers a much larger area than the city of Miami itself.*

**met-tle** /ˈmɛtl/ *n.* [U] courage and endurance, character: *She takes the hardest courses that she can to test her mettle as a good student* -*adj.* **mettlesome** /ˈmɛtl̩səm/.

**mew** /myu/ *n.v.* var. of meow: *The kitten <v.> mews when it is hungry.*

**mez-za-nine** /ˌmɛzəˈnɪn, ˌmɛzəˈnɪn/ *n.* the floor or balcony above the main floor in a store or hotel: *Business offices of the hotel are located on the mezzanine.*

**mgr** /ˈmæntɪdʒər/ *n.abbr.* for manager: *She signs her letters, Jane Wong, General Mgr.*

**mica** /ˈmaɪkə/ *n.* [U] a mineral found in thin layers, used as insulating material

**mice** /maɪs/ *n.pl.* of mouse

**mi-crobe** /ˈmaɪˌkrəʊb/ *n.* germs, bacteria, or viruses too small to be seen without a microscope: *Microbes cause disease.*

**mi-cro-bi-ol-o-gy** /ˌmaɪkrəʊbɪˈɒlədʒi/ *n.* [U] the study of microorganisms: *Biology students must take at least one course in microbiology.*

**mi-cro-chip** /ˈmaɪkrəʊtʃɪp/ *n.* a tiny integrated circuit used in computers and other electrical equipment: *Microchips are manufactured in Silicon Valley, California.*

**mi-cro-com-puter** /ˈmaɪkrəʊkəmˌpyʊtər/ *n.* a category of small computers smaller than minicomputers: *Microcomputers are used in many businesses.*

**mi-cro-cosm** /ˈmaɪkrəʊkɒzəm/ *n.* a small, complete version of s.t. larger, a sample: *The style of life in Pittsburgh is a microcosm of how people live in America in general.*

**mi-cro-ec-o-nom-ics** /ˌmaɪkrəʊˌɛkəˈnɒmɪks, -ɪkə-/ *n.* [U] *v.* the study of types of businesses in an economy, rather than the overall economy: *The study of microeconomics is done with computers and mathematics. See: macroeconomics.*

**mi-cro-fiche** /ˈmaɪkrəʊfɪʃ/ *n.* [C;U] the photographic reduction, storage, and retrieval of information, esp. copies of printed documents on film: *Our business has all our old accounting documents on microfiche.*

**mi-cro-film** /ˈmaɪkrəʊfɪlm/ *n.* [C;U] a small film of highly reduced images of things: *In spy novels, secret documents are saved on microfilm.*

**mi-cro-man-age** /ˌmaɪkrəʊˈmænɪdʒ/ *v.* -aged, -aging, -ages to tell s.o. else what to do step-by-step: *Her boss micromanages every task he gives her to do.*

**mi-crom-e-ter** /ˈmaɪˈkrɒmɪtər/ *n.* a machine used to measure distances in fractions of an

inch: *A micrometer can measure the accuracy of parts of a machine.*

**mi-cro-or-ga-nism** /ˌmaɪkrəʊˈɔːrgənɪzəm/ *n.* a tiny creature, such as viruses and bacteria, so small that it can be seen only under a microscope: *There are many thousands of kinds of microorganisms.*

**mi-cro-phon-e**

/ˈmaɪkrəˈfoʊn/ *n.* an electronic device that changes sound into electric current, usu. for recording on magnetic or digital tape, or for making the sound louder through amplifiers and speakers: *The rock singer picked up a microphone and started to sing.*



microphone

**mi-cro-proc-ess-or**

/ˈmaɪkrəˌprəʊsɛsər/ *n.* a computer chip that performs the basic calculations and processing of a computer: *Microprocessors are used in digital wristwatches, as well as computers.*

**mi-cro-scope**

/ˈmaɪkrəˌskəʊp/ *n.* an optical instrument that uses lenses to make small objects appear larger: *Under the microscope, the students could see tiny organisms.* -*n.* [U]



microscope

**microscopy** /maɪˈkrɒskəpi/.

**mi-cro-scop-ic**

/ˌmaɪkrəˈskɒpɪk/ *adj.* very small, visible only with a microscope: *Viruses are microscopic in size.*

**mi-cro-surg-ery** /ˈmaɪkrəʊˌsɜːdʒəri/ *n.* [U] surgery done with small instruments and laser beams while the doctor views the process on a television screen: *Microsurgery reduces the size of the wound created when the surgeon cuts the skin.*

**mi-cro-wave** /ˈmaɪkrəˌweɪv/ *n.* **1** a short frequency electromagnetic wave: *Radar uses microwaves.* **2** a microwave oven

—*v.* -waved, -waving, -waves to cook with a microwave oven: *She microwaved her dinner when she came home from work. See: nuke, USAGE NOTE.*

**mid** or **mid-** /mɪd/ *prefix* referring to the middle of s.t.: *The temperature was in the mid-90s. || She paused in mid-sentence.*

**mid-air** /ˈmɪdˈɛr/ *n.* a location in the air: *Two airplanes hit each other in midair.*

**mid-day** /ˈmɪdˌdeɪ/ *adj.* around noon, middle of the day: *The man eats a midday meal.*

**mid-dle** /ˈmɪdl/ *n.* **1** the center of s.t.: *The core of an apple is in its middle.* **2** *infrml.* the

M

## 2. Recognizing Syllables

The dictionary shows the number of syllables in a word. It uses dots (•) to separate the syllables in the entry word.

EXAMPLE: met•ro•pol•i•tan

The word “metropolitan” has five syllables.

Write the number of syllables in each word below. Then look at the dictionary entries on pages 72–73 and check your answers.

WORD	NUMBER OF SYLLABLES	WORD	NUMBER OF SYLLABLES
1. meter	_____	6. microscope	_____
2. methodical	_____	7. microprocessor	_____
3. methanol	_____	8. microwave	_____
4. mezzanine	_____	9. midday	_____
5. mice	_____	10. middle	_____

## 3. Recognizing the Stressed Syllable

The dictionary puts a stress mark (') before the syllable that has primary stress.

EXAMPLE: met•ro•pol•i•tan /,metrə'pələtən/

The third syllable of the word “metropolitan” has primary stress.

Underline the stressed syllable in each word below. Then look at the dictionary entries to check your answers.

EXAMPLE: metropolitan

- |                 |                   |               |
|-----------------|-------------------|---------------|
| 1. meteor       | 4. meter          | 7. method     |
| 2. microbiology | 5. microeconomics | 8. microphone |
| 3. microwave    | 6. midday         | 9. middle     |

## 4. Recognizing Primary Stress

Two words in each group below have the primary stress on the same syllable. One word has the stress on a different syllable. Circle the word that is different.

- EXAMPLE:** metro      metaphysics      methadone
1. metaphor      meteor      methodical
2. microbe      microbiology      microfilm
3. microbiology      microscopic      micromanage

## 5. Grouping by Parts of Speech

In the dictionary, parts of speech are given as abbreviations—*n.* for noun, *v.* for verb, and *adj.* for adjective.

- EXAMPLE:** met•ro•pol•i•tan /,metrə'pɒlətən/ *adj.* related to a city and its suburbs: *Metropolitan Miami covers a much larger area than the city of Miami itself.*

Group the words below according to noun, verb, and adjective. Then underline the stressed syllable in each word.

microwave	metered	methodical
mezzanine	micromanage	microscopic
midday	microscope	metamorphose

NOUN	VERB	ADJECTIVE
------	------	-----------

**EXAMPLE:** microchip      metastasize      meticulous

_____	_____	_____
_____	_____	_____
_____	_____	_____

## 6. Recognizing Vowel Sounds

The dictionary uses symbols to show you how to pronounce words.

**EXAMPLE:**      me•tal•lic /mə'tælɪk/

Do the *underlined* letters in the exercise below have the same vowel sound or a different sound? Look on pages 72–73 to find the phonetic symbols for each pair of words. Check your answers.

		SAME	DIFFERENT
<b>EXAMPLES:</b>	a. mic <u>ro</u> b <u>e</u>	microscope	<u>X</u> _____
	b. m <u>i</u> c <u>e</u>	m <u>i</u> dd <u>l</u> e	_____ <u>X</u>
	1. m <u>e</u> t <u>a</u> l <u>l</u> ic	m <u>e</u> t <u>a</u> ll <u>u</u> rgy	_____
	2. m <u>e</u> t <u>e</u> or	m <u>e</u> t <u>e</u> r	_____
	3. m <u>e</u> t <u>r</u> ic	m <u>e</u> t <u>r</u> o	_____
	4. m <u>i</u> cro <u>f</u> ilm	m <u>i</u> dd <u>a</u> y	_____
	5. m <u>i</u> d <u>a</u> ir	m <u>i</u> dd <u>l</u> e	_____

## 7. Recognizing Phonetic Symbols for Vowels

Look on pages 72–73 to find the phonetic symbol for the underlined vowel for each word below. Then find another word on the page with the *same* vowel sound in the last syllable.

**EXAMPLE:**      microchip /ɪ/    microeconomics

- metaphor    /\_\_\_\_/    \_\_\_\_\_
- methadone    /\_\_\_\_/    \_\_\_\_\_
- metropolis    /\_\_\_\_/    \_\_\_\_\_
- microfiche    /\_\_\_\_/    \_\_\_\_\_
- miday    /\_\_\_\_/    \_\_\_\_\_

## 8. Further Practice

Use the dictionary symbols on pages 72–73 or the phonetic symbols on pages 7 and 8 to find the words represented by the symbols below. Write the words in the crossword puzzle below.

PRONUNCIATION SYMBOLS  
USED IN DICTIONARY

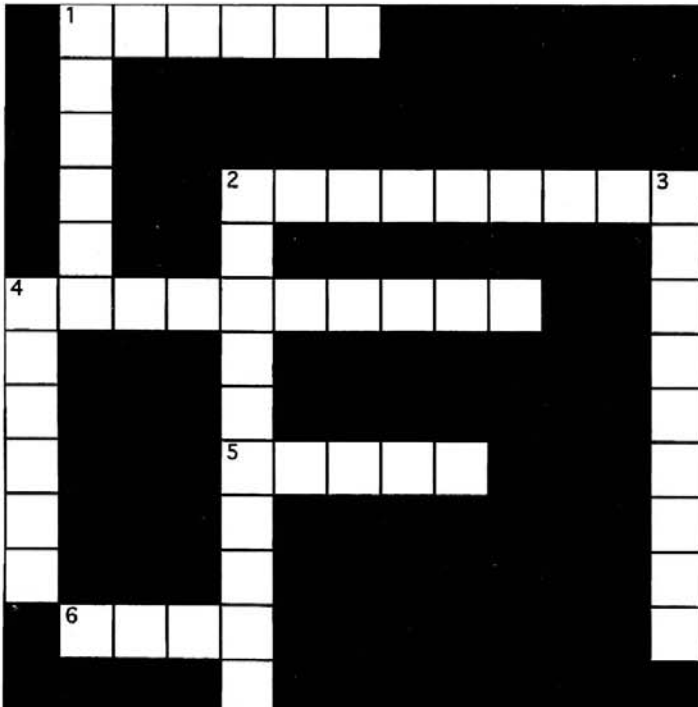
PHONETIC SYMBOLS  
USED IN TEXT

### ACROSS

- |                  |              |
|------------------|--------------|
| 1. /'mitiər/     | /miytiər/    |
| 2. /'maɪkrəfɪlm/ | /maykrəfɪlm/ |
| 4. /mə'tɪkyələs/ | same         |
| 5. /'metrəʊ/     | /metrəʊ/     |
| 6. /maɪs/        | /mays/       |

### DOWN

- |                   |               |
|-------------------|---------------|
| 1. /'mɪdl/        | /mɪdl/        |
| 2. /maɪ'krəmətər/ | /maykrəmətər/ |
| 3. /'maɪkrəʊtʃɪp/ | /maykrəʊtʃɪp/ |
| 4. /'mɛθəd/       | same          |



# Part 3

# Vowel Sounds

The vowel sounds of American English are shown in the chart below.

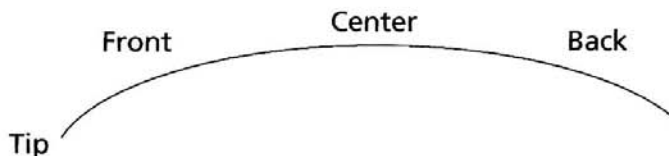
		Vowel Chart				
		Front Part of Tongue	Center Part of Tongue	Back Part of Tongue		
Height of Tongue					Height of Tongue	
Lips Open to Lips Spread	High (in mouth)	/iy/ <sup>1</sup> <u>see</u> /ɪ/ <u>sit</u>		d <u>o</u> <sup>1</sup> /uw/ b <u>oo</u> k /u/	High (in mouth)	Lips Rounded to Unrounded
	Middle	/ey/ <sup>1</sup> <u>pay</u> /ɛ/ <u>met</u>	/ə/ <sup>1</sup> <u>up</u>	n <u>o</u> <sup>1</sup> /ow/ a <u>ll</u> /ə/	Middle	
	Low (in mouth)	/æ/ <u>cat</u>	/ər/ <sup>1</sup> <u>sir</u>	n <u>o</u> t /ɑ/	Low (in mouth)	
Additional sounds: /ɔy/ <sup>1</sup> <u>boy</u> /aw/ <sup>1</sup> <u>now</u> /ay/ <sup>1</sup> <u>buy</u>						

<sup>1</sup> See page 8 for the equivalent I.P.A. symbols.

Things to consider when producing vowel sounds:

1. What is the height of the tongue (in the mouth), and which part of the tongue helps shape the vowel sound?

The tongue is divided into four parts, as follows.



- a. Say /uw/ as in “fool.” It’s the back part of the tongue, held in a high position at the back of the mouth, which is mainly involved in producing the sound.
  - b. Say /iy/ as in “see.” It’s the front part of the tongue, held in high position at the front of the mouth.
2. What is the shape of the lips? Are they rounded, spread, or wide open?
    - a. The lips are rounded for the *high back* vowel /uw/ as in “fool” and unrounded (open) for the *low back* vowel /ɑ/ as in “not.” (This is the sound the doctor asks you to make when he or she examines your throat.) Say /uw/ and follow it immediately with the sound /ɑ/. You should feel your lips round (and pushed out) for /uw/ and unrounded and open for /ɑ/. Now reverse and say /ɑ/ followed immediately by /uw/. Did you feel your lips changing shape (and your jaw falling and rising)?
    - b. The lips are spread for the *high front* vowel /iy/ as in “see” and open for the *low front* vowel /æ/ as in “cat.” Say /iy/ and follow it immediately with the sound /æ/. You should feel your mouth open more, your lips change shape, and your jaw drop and rise as you go from /iy/ to /æ/. You should feel the reverse happen when you go from /æ/ to /iy/.
  3. Are the muscles tense (tight) or lax (relaxed)?
    - a. Place your thumb underneath your chin and say /ey/ as in “pay.” You should feel muscles that are tight. This vowel is a *tense* vowel.
    - b. Keep your thumb in the same place and say /ε/ as in “met.” The muscles are relaxed. This vowel is a *lax* vowel.

4. All vowels are voiced (unless they are whispered).

Say /a/ as in “not” while placing two fingers on the side of your throat. Your vocal cords are vibrating. When you feel vibration, sounds are voiced.

5. All vowels are continuants: you can say and hold the vowel sound for any length of time.

Say /a/ as in “not.” You can hold the vowel sound for as long as your breath holds out.

*Note:* Linguists (those who study the science of language) agree that descriptions of the movements and positions of the tongue, the lips, the jaw, and the amount of tension involved in producing vowels are not exact. (However, they disagree about the number of distinct vowel sounds in the language as well as about which phonetic symbols to use.)

You will hear variations in the pronunciation of some vowels. For example, the word “marry” may be pronounced /mæriy/ or /mɛriy/, depending on which dialect of American English you hear. When vowel sounds vary significantly, as in the above example, it will be noted.

The vowel sounds in the following units are described in general terms and according to how they relate to one another.

Reminder:

- All vowels are voiced.
- All vowels can be held continuously.
- The height of one part of the tongue is important in the production of vowel sounds.
- The position of the lips is important in the production of vowel sounds.
- Vowel sounds can be tense or lax.



## Unit 9

iy

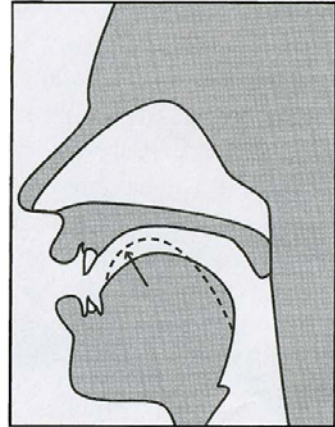
/iy/ **as in see**

/I/ **as in sit**

### 1. Producing /iy/

EXAMPLES: eat, east, receive, believe, people, sweet, be, ski, key

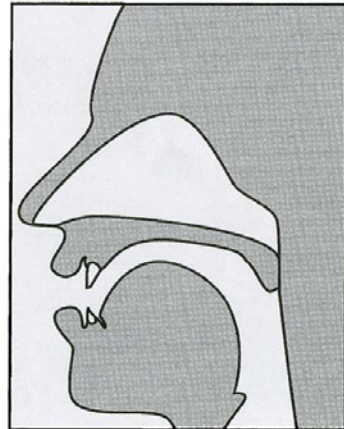
- Hold the *front* part of your tongue *high* in your mouth, close to the roof.
- Press the sides of your tongue against the upper back teeth. The muscles of your tongue should be *tense*.
- Spread your lips.
- As you begin to say this *long* vowel sound, move the front part of your tongue forward and up.
- Place your thumb underneath your chin to feel the *tense* muscles.



### 2. Producing /I/

EXAMPLES: hit, lip, him, been, build, busy, women, system

- Hold the *front* part of your tongue *high* in your mouth, but lower than for /iy/.
- Place the sides of your tongue against the upper back teeth, but *do not press*. The muscles of your tongue should be *lax*.
- The lips are a little less spread than for /iy/.
- The tongue does not move as you say this *short* vowel sound.
- Place your thumb underneath your chin. You should feel no tense muscles; the muscles are *re-laxed*.



### 3. Contrast: /iy/ and /ɪ/



- A. Many students of English as a second language do not hear the difference between /iy/ as in “see” and /ɪ/ as in “sit.” Practice these two sounds, first normally, then with exaggeration,<sup>1</sup> then normally. Listen and repeat.

1. /iy/          /iy . . . /          /iy/

2. /ɪ/          /ɪ . . . /          /ɪ/<sup>2</sup>



- B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. knee          /niy/          knee

2. be          /biy/          be

3. beat          /biyt/          beat

4. eat          /iyt/          eat

5. it          /ɪt/          it

6. ill          /ɪl/          ill

7. him          /hɪm/          him

8. big          /bɪg/          big



### 4. Check Your Listening

You will hear words with the sounds /iy/ and /ɪ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Place a check mark in the correct column.

	/iy/ as in “ <u>see</u> ”	/ɪ/ as in “ <u>sit</u> ”
<u>tree</u>	1. _____	_____
<u>mean</u>	2. _____	_____
<u>sick</u>	3. _____	_____

<sup>1</sup> Whenever you do contrasts, s-t-r-e-t-c-h out the sound to get the “feel” of it.

<sup>2</sup> When you cover your ears with the palms of your hands, you can hear the distinction between the vowels better.

	/iy/ as in "see"	/ɪ/ as in "sit"
d <u>i</u> d	4. _____	_____
sheep	5. _____	_____
sh <u>i</u> p	6. _____	_____
h <u>e</u>	7. _____	_____
thr <u>e</u> e	8. _____	_____
th <u>i</u> n	9. _____	_____
h <u>i</u> s	10. _____	_____



## 5. Practice the Contrast: /iy/ as in "see" with /ɪ/ as in "sit"

A. Practice these contrasting sounds. Listen and repeat each word pair.

/iy/	/ɪ/	/iy/	/ɪ/
1. <u>e</u> at	it	11. <u>se</u> ek	s <u>i</u> ck
2. <u>e</u> ach	it <u>ch</u>	12. <u>pe</u> ak	pick
3. <u>re</u> ach	ri <u>ch</u>	13. <u>le</u> ak	li <u>ck</u>
4. <u>se</u> at	s <u>i</u> t	14. <u>he</u> ap	hi <u>p</u>
5. <u>fe</u> et	fi <u>t</u>	15. <u>te</u> am	T <u>i</u> m
6. <u>be</u> at	bi <u>t</u>	16. <u>se</u> en	si <u>n</u>
7. <u>he</u> at	hi <u>t</u>	17. <u>re</u> ad	ri <u>d</u>
8. <u>le</u> ast	li <u>st</u>	18. <u>he</u> al <sup>3</sup>	hi <u>ll</u>
9. <u>de</u> ep	di <u>p</u>	19. <u>ste</u> al <sup>3</sup>	sti <u>ll</u>
10. <u>le</u> ap	li <u>p</u>	20. <b>Caesar's</b>	<b>sciss</b> ors

<sup>3</sup> When /iy/ is followed by /l/, it usually helps to add the vowel /ə/ as in "up" before /l/: /hiy<sup>ə</sup>l/; /stiy<sup>ə</sup>l/.



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /iy/, and the second has the sound /ɪ/. Pay attention to stressed words, function words, phrasing, and intonation patterns.



1a. **heating**

I'm **heating** the pan.



b. **hitting**

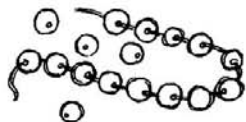
I'm **hitting** the pan.

2a. **sleep**

Did you **sleep** on the floor?

b. **slip**

Did you **slip** on the floor?

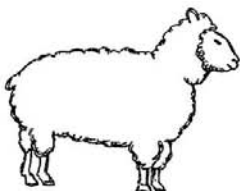


3a. **beads**

The **beads** look quite good.

b. **bids**<sup>4</sup>

The **bids** look quite good.



4a. **sheep**

Who found the **sheep**?

b. **ship**

Who found the **ship**?

<sup>4</sup> *bid*: offer of a price or of a fee



5a. peach

It was a good peach.

b. pitch

It was a good pitch.

6a. leave

When did she leave?

b. live

When did she live?

7a. lead<sup>5</sup>

I'm **taking** the lead.

b. lid<sup>6</sup>

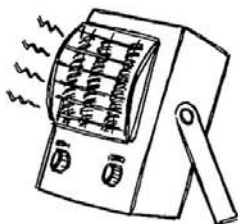
I'm **taking** the lid.

8a. feel

Did you feel the box?

b. fill

Did you fill the box?



9a. **heater**

Where did the **heater** go?

b. **hitter**

Where did the **hitter** go?

10a. **beaten**

The boy was **beaten**.

b. **bitten**

The boy was **bitten**.

<sup>5</sup> *lead* /liyd/: go first; take first place or position. (The spelling of this word is the same for the noun /led/, a heavy soft metal.)

<sup>6</sup> *lid*: a movable cover



## 6. Stress and Intonation

The sentences below contain the vowel sounds /iy/ and /ɪ/.

1. Before you listen to the tape, place the appropriate phonetic symbol above the underlined letters.
2. Now listen to the tape and repeat the sentences. Pay attention to stressed words, function words, and phrasing. The intonation patterns are marked.

- EXAMPLES:
- a. They <sup>/iy/</sup> heal the <sup>/ɪ/</sup> sick.
- b. Are they <sup>/iy/</sup> meeting for <sup>/ɪ/</sup> dinner?

1. Did you heat the milk?
2. It's a cheap watch, isn't it?
3. When did you see my instructor?
4. Who needs to sleep on two pillows?
5. My little brother can't sit still for a minute.
6. Let's have a dish of chocolate chip ice cream.
7. I'll have a bagel with cream cheese, please.
8. Ann, you want to try the pink lipstick, don't you?
9. Why don't you put the dishes in the sink?
10. Do you need a sheet for your queen-size bed?

## 7. Further Practice

- A. Write /iy/ as in “see” or /ɪ/ as in “sit” for the underlined sound in each word. Say each word aloud several times. Use a dictionary to help you with any new words. Work with a partner. Compare your answers.

EXAMPLES:      a. drill      /ɪ/  
                       b. meet      /iy/

- |                   |        |                             |        |
|-------------------|--------|-----------------------------|--------|
| 1. bill           | /____/ | 11. fish                    | /____/ |
| 2. rip            | /____/ | 12. pinch                   | /____/ |
| 3. him            | /____/ | 13. <b>v</b> ision          | /____/ |
| 4. <u>be</u> ans  | /____/ | 14. <u>swee</u> t           | /____/ |
| 5. dish           | /____/ | 15. k <u>ill</u>            | /____/ |
| 6. <u>chea</u> p  | /____/ | 16. <u>buil</u> d           | /____/ |
| 7. d <u>i</u> d   | /____/ | 17. <b>m</b> ist <u>e</u> r | /____/ |
| 8. th <u>i</u> nk | /____/ | 18. <b>s</b> yr <u>u</u> p  | /____/ |
| 9. <u>mea</u> l   | /____/ | 19. <b>m</b> irr <u>o</u> r | /____/ |
| 10. <u>mea</u> n  | /____/ | 20. <u>inst</u> ead         | /____/ |

- B. Think of a sentence for five of the above words. Write down your sentences and be prepared to read them in class.
- C. Read the following (anonymous) poem aloud to yourself.
1. Draw a single line underneath the letters representing the sound /iy/ as in “see” and a double line for /ɪ/ as in “sit.”
  2. Mark the poem for stress and intonation.
  3. There are eight lines and a title line in the poem. Make a list below of the words on each line, in the appropriate column, that contain the sounds /iy/ as in “see” and /ɪ/ as in “sit.” The title and first line are marked for you. (*Hint*: There is a total of 26 words, 22 with /ɪ/ and 4 with /iy/. They include the title, the first line of the poem, and words that are repeated.)
  4. After you finish, compare your answers with your partner. Take turns reading the poem aloud.

1. **F**isherman's Love
2. When the wīnd īs īn the East
3. It's **n**either<sup>8</sup> good for man nor beast
4. When the wind is in the North
5. The **s**killful **f**isherman goes not forth.
6. When the wind is in the South
7. It blows the bait<sup>9</sup> in the fish's mouth.
8. When the wind is in the West
9. Then it is at its **v**ery best.

/iy/	/ɪ/
1. _____	<u>F</u> isherman's _____
2. <u>t</u> he, <u>E</u> ast _____	<u>w</u> ind, <u>i</u> s, <u>i</u> n _____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____

<sup>8</sup> *neither* /niyðər/ or /nəyðər/: This word has two pronunciations; the first is more common.

<sup>9</sup> *bait*: something that is used to attract animals or people



## Unit 10

ey

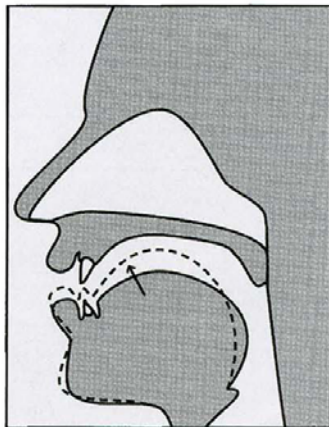
/ey/ **as in *pay***

/ɛ/ **as in *met***

### 1. Producing /ey/

EXAMPLES: aim, eight, take,<sup>1</sup> wait, vain, break, say, they

- Hold the *front* part of your tongue in the middle of your mouth, a little lower than for /iy/ and /ɪ/.
- Press the sides of your tongue against the upper back teeth. The muscles of your tongue should be *tense*.
- Lower your jaw and open your lips more than for /iy/ and /ɪ/.
- As you begin to say this *long* vowel sound, raise your jaw slightly and move the front part of your tongue forward and up.
- Place your thumb under your chin to feel the tense muscles.

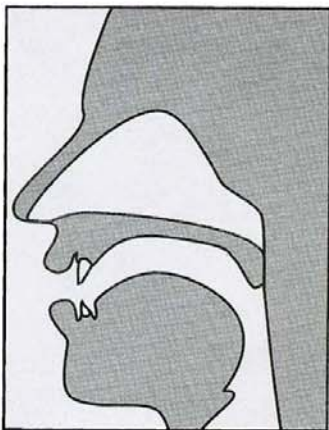


<sup>1</sup>The final "e" in words such as "take," "date," and "age" signals the /ey/ pronunciation for the letter "a." Compare "hat" /hæt/ with "hate" /hey/.

## 2. Producing /ɛ/

EXAMPLES:      end, frend, get, gess, says, said, bread, **bury**<sup>2</sup>

- Hold your tongue in the same position as for /ey/, but a little lower in your mouth.
- Place the sides of your tongue against the upper back teeth, but *do not press*. The muscles of your tongue should be *lax*.
- Open your lips slightly more than for /ey/.
- Your jaw and tongue do not move as you make this *short* vowel sound.
- Place your thumb underneath your chin. You should feel no tense muscles; the muscles are *relaxed*.



## 3. Contrast: /ey/ and /ɛ/

Some students confuse the sound /ey/ as in “pay” with the sound /ɛ/ as in “met.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ey/      /ey . . . /      /ey/
2. /ɛ/      /ɛ . . . /      /ɛ/



- B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. eight      /eyt/      eight
2. say      /sey/      say
3. hate      /heyt/      hate
4. egg      /ɛg/      egg
5. gess      /gɛs/      gess
6. neck      /nek/      neck
7. date      /deyt/      date
8. red      /rɛd/      red

<sup>2</sup> *bury*: (verb) hide something; put a dead person in a grave. “Berry” (noun), a small fruit, is pronounced the same way.



## 4. Check Your Listening

You will hear words with the sounds /ey/ and /ε/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Place a check mark in the correct column.

	/ey/ as in "pay"	/ε/ as in "met"
age	1. _____	_____
edge	2. _____	_____
met	3. _____	_____
main	4. _____	_____
pen	5. _____	_____
let	6. _____	_____
wait	7. _____	_____
they	8. _____	_____
when	9. _____	_____
steak	10. _____	_____

## 5. Practice the Contrast: /ε/ as in "met" with /ey/ as in "pay"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ε/	/ey/	/ε/	/ey/
1. B <u>ε</u> ss	b <u>ey</u> se <sup>3</sup>	6. g <u>ε</u> t	g <u>ey</u> te
2. ch <u>ε</u> ss	ch <u>ey</u> se	7. f <u>ε</u> d	f <u>ey</u> de
3. m <u>ε</u> t	m <u>ey</u> te	8. r <u>ε</u> d	r <u>ey</u> de
4. w <u>ε</u> t	w <u>ey</u> te	9. bl <u>ε</u> d	bl <u>ey</u> de
5. w <u>ε</u> st	w <u>ey</u> ste	10. l <u>ε</u> d	l <u>ey</u> de

<sup>3</sup> base: the lowest part or bottom of a thing; a foundation. (A different spelling but pronounced the same way is the word "bass" /beys/, which refers to a deep tone; an instrument. "Bass," pronounced /bæs/, refers to a type of fish.)

/ε/	/ey/	/ε/	/ey/
11. <u>l</u> et	l <u>ate</u>	16. <u>y</u> ell	Y <u>ale</u> <sup>4</sup>
12. <b>l</b> etter	<b>l</b> ater	17. <u>d</u> en	D <u>ane</u>
13. <u>b</u> ell	b <u>ai</u> <sup>4</sup>	18. <u>m</u> en	m <u>ai</u> n
14. <u>t</u> ell	t <u>ai</u> <sup>4</sup>	19. <u>s</u> ent	s <u>ai</u> nt
15. <u>f</u> ell	f <u>ai</u> <sup>4</sup>	20. <u>r</u> est	r <u>ac</u> ed



B. Now practice the contrasting of sounds in sentence pairs. The first sentence of each pair has the sound /ε/, and the second has the sound /ey/. Listen and repeat, using the same stress and intonation patterns. (Pay attention to contractions and function words.)

1a. edge                      Is it the edge of the chair?

b. age                              Is it the age of the chair?

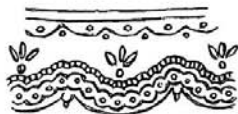
2a. Ed                              Can you find Ed in the **office**?

b. aid                              Can you find aid in the **office**?



3a. less                              Do you want less on the shirt?

b. lace                              Do you want lace on the shirt?



4a. bet                              Who's **t**aking the bet  
to**mor**row?

b. bait                              Who's **t**aking the bait  
to**mor**row?

<sup>4</sup> When /ey/ is followed by /l/, it usually helps to add the vowel sound /ə/ as in "up" before /l/: "bai" /bey<sup>ə</sup>l/, "tai" /tey<sup>ə</sup>l/, "Yale" /yey<sup>ə</sup>l/.



5a. debt

We're **talking about** my debt.



b. date

We're **talking about** my date.

6a. pest<sup>5</sup>

The pest is all **over** me.

b. paste

The paste is all **over** me.



7a. test

The test was **pretty** good.

b. taste

The taste was **pretty** good.

8a. sell

I would like to sell my boat.

b. sail

I would like to sail my boat.

9a. pen

His pen is **awful**, **isn't** it?

b. pain

His pain is **awful**, **isn't** it?

<sup>5</sup> *pest*: an annoying person or thing; a nuisance

- 10a. **pepper**                      The **pepper** was passed **around**  
to all of us.
- b. **paper**                              The **paper** was passed **around**  
to all of us.



## 6. Stress and Intonation

- The first underlined vowel sound in a word of each of the following sentences is /ey/ as in "pay." The second underlined vowel sound of the word in the same sentence is /ε/ as in "met."
- Mark the stressed words you hear with a stress mark (´).
- Pay attention to function words, phrasing, and intonation that is already marked. Listen and repeat.

- EXAMPLES:**
- I think the train is best.
  - Did you fail the math test?
  - He paid the bet, **didn't** he?

- He taught the dog to play dead.
- Does Spain have good **weather** now?
- Do you have time to mail the **letter**?
- I **tasted** the bread, and it was delicious.
- I told him I have a pain in my neck.
- Do you play **tennis** with your **partner** at night?
- If you wait there, you'll get all wet.
- You have **money** to pay the rent, don't you?
- Did you see the brave men do their work?
- You **didn't** put the plate on the desk last night, did you?

## 7. Further Practice

- A. Write /ey/ as in “pay” or /ε/ as in “met” for the underlined sound in each word. Say each word aloud several times. Work with a partner. Compare your answers.

EXAMPLES: a. breath /ε/  
b. jail /ey/

- |                    |        |                       |        |
|--------------------|--------|-----------------------|--------|
| 1. ch <u>e</u> ss  | /____/ | 11. <b>rai</b> lroad  | /____/ |
| 2. <b>st</b> ation | /____/ | 12. <b>ex</b> it      | /____/ |
| 3. tra <u>y</u>    | /____/ | 13. strai <u>gh</u> t | /____/ |
| 4. <b>v</b> ery    | /____/ | 14. <b>me</b> asure   | /____/ |
| 5. <b>bu</b> ry    | /____/ | 15. n <u>ai</u> l     | /____/ |
| 6. p <u>re</u> ss  | /____/ | 16. r <u>em</u> ember | /____/ |
| 7. sh <u>a</u> pe  | /____/ | 17. c <u>en</u> t     | /____/ |
| 8. d <u>e</u> sk   | /____/ | 18. str <u>an</u> ge  | /____/ |
| 9. pl <u>a</u> ce  | /____/ | 19. thr <u>ea</u> d   | /____/ |
| 10. sc <u>a</u> le | /____/ | 20. sk <u>a</u> te    | /____/ |

- B. Work with a partner. Say sentence a or b, below, at random. Your partner must identify the correct sentence by saying “a” or “b” and repeating it. Take turns. Can you hear the difference between the vowel sounds?

- 1a. The shade is in the back of the house.  
b. The shed<sup>6</sup> is in the back of the house.

- 2a. I'm concerned **abou**t the waste.  
b. I'm concerned **abou**t the West.

- 3a. Did you taste it **be**fore I came?  
b. Did you test it **be**fore I came?

<sup>6</sup> shed: a small structure built for storage

- 4a. Do you have a pain in your hand?  
b. Do you have a pen in your hand?
- 5a. Did you bait him with the five **dollars**?  
b. Did you bet him with the five **dollars**?
- 6a. Please don't trad there **again**.  
b. Please don't trade there **again**.
- 7a. How much was the bail?  
b. How much was the bell?
- 8a. He put the rake<sup>8</sup> in the back**yard**.  
b. He put the wreck in the back**yard**.



- 9a. We laid it there for a **purpose**.  
b. We led it there for a **purpose**.
- 10a. We all want to see the Dane.<sup>9</sup>  
b. We all want to see the den.

<sup>7</sup> *tread*: walk on

<sup>8</sup> *rake*: a tool with wooden or metal teeth and a long handle, often used to collect fallen leaves, stones, etc.

<sup>9</sup> *Dane*: a native of Denmark



# Unit 11

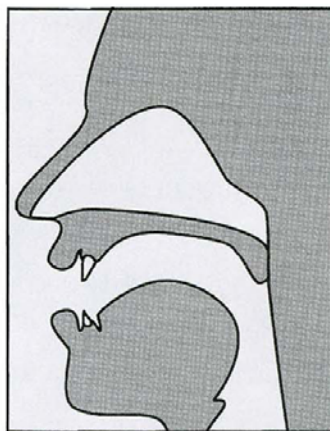
æ

/æ/ **as in cat**

## 1. Producing /æ/<sup>1</sup>

EXAMPLES: am, at, **an**swer, **ba**d, **ba**nk, **la**ugh, bat

- Hold the front and back parts of your tongue *low* in your mouth.
- Touch your lower front teeth lightly with the tip of your tongue.
- Lower your jaw; your lips are wide open.
- The muscles in your tongue should not be tense; they should be *relaxed*.



## 2. Contrast: /æ/ and /ε/

Some students confuse the sound /æ/ as in “cat” with the sound /ε/ as in “met.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /æ/            /æ . . . /    /æ/
2. /ε/            /ε . . . /    /ε/

<sup>1</sup>This vowel may be replaced by /ε/, as in “met,” when it comes before /r/ depending on which dialect of American English you hear. For example: “parrot” /pεrət/ for /pæɾət/; “carry” /kεriy/ for /kæriy/.



B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                 |        |       |
|-----------------|--------|-------|
| 1. <u>cat</u>   | /kæt/  | cat   |
| 2. <u>and</u>   | /ænd/  | and   |
| 3. <u>man</u>   | /mæn/  | man   |
| 4. <u>gas</u>   | /gæs/  | gas   |
| 5. <u>guess</u> | /ɡes/  | guess |
| 6. <u>bet</u>   | /bet/  | bet   |
| 7. <u>add</u>   | /æd/   | add   |
| 8. <u>black</u> | /blæk/ | black |



### 3. Check Your Listening

You will hear words with the sounds /æ/ and /ɛ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Place a check mark in the correct column.

	/æ/ as in "cat"	/ɛ/ as in "met"
<u>bat</u>	1. _____	_____
<u>best</u>	2. _____	_____
<u>land</u>	3. _____	_____
<u>bet</u>	4. _____	_____
<u>ask</u>	5. _____	_____
<u>end</u>	6. _____	_____
<u>men</u>	7. _____	_____
<u>sad</u>	8. _____	_____
<u>head</u>	9. _____	_____
<u>man</u>	10. _____	_____

## 4. Practice the Contrast: /æ/ as in "cat" with /ɛ/ as in "met"



- A. Practice these contrasting sounds. Listen and repeat each word pair. (Remember to lower your jaw for /æ/.)

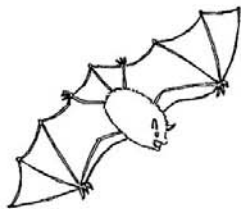
/æ/	/ɛ/	/æ/	/ɛ/
1. <u>m</u> at	met	6. <u>b</u> ad	bed
2. <u>s</u> at	set	7. <u>a</u> nd	end
3. <u>a</u> dd	Ed	8. <u>b</u> and	bed
4. <u>s</u> ad	said	9. <u>h</u> ad	head
5. <u>D</u> ad	dead	10. <u>b</u> ag	beg



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ɛ/, and the second has the sound /æ/. Listen and repeat, using the same stress, phrasing, and intonation patterns. (Listen for contractions and function words.)

1a. bet

Did you hear **about** the bet I made?



b. bat

Did you hear **about** the bat I made?

2a. pen

I bought a pen **yesterday**.



b. pan

I bought a pan **yesterday**.

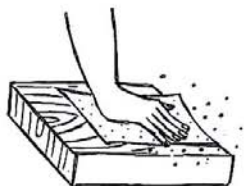
3a. pestDon't make a fuss<sup>2</sup> **about** the pest.<sup>3</sup>b. pastDon't make a fuss **about** the past.4a. menDid the men go to the game?b. manDid the man go to the game?5a. anyHow come you **couldn't** see any?b. AnnieHow come you **couldn't** see Annie?6a. leftShe left when he **didn't** come.b. laughedShe laughed when he **didn't** come.7a. pet<sup>3</sup>I don't want to pet the dog.b. pat<sup>4</sup>I don't want to pat the dog.<sup>2</sup> *fuss*: a show of great concern over something unimportant<sup>3</sup> *pet*: stroke lightly with the hand; a tame animal or favorite person<sup>4</sup> *pat*: tap gently with the hand

8a. send

He'll send the **f**urniture down.

b. sand<sup>5</sup>

He'll sand the **f**urniture down.



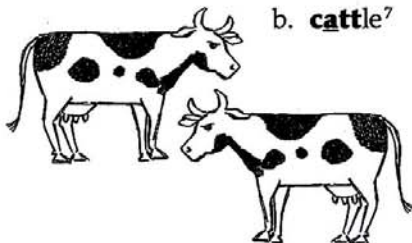
9a. **k**ettle

I found the **k**ettle in the barn.<sup>6</sup>



b. **c**attle<sup>7</sup>

I found the **c**attle in the barn.



10a. mess

What a mess!



b. mass<sup>8</sup>

What a mass!

<sup>5</sup> *sand*: smooth a rough surface with a rough paper or a machine

<sup>6</sup> *barn*: usually a building found on a farm in which animals and food are kept

<sup>7</sup> *cattle*: cows, bulls, and oxen as a group

<sup>8</sup> *mass*: a large number or quantity

## 5. Stress and Intonation



A. This selection focuses on the production of the front vowels:

/iy/ as in “*see*”

/ey/ as in “*pay*”

/æ/ as in “*cat*”

/ɪ/ as in “*sit*”

/ɛ/ as in “*met*”

1. Before listening to the tape, read the following passage aloud, (to yourself) to become familiar with the words.
2. Listen carefully to the pronunciation of words, phrasing, and intonation. (Pay attention to the function words.)
3. Mark the stressed words you hear.

EXAMPLE: I'm **describ**ing the flag of the **Unit**ed States.

### The Flag of the **Unit**ed States

1. In the **beginning**, the **Unit**ed States **consist**ed of **thirteen** **American** states.
  2. Their **motto**<sup>9</sup> was “In **Union** there is Strength.”
  3. The first flag had **thirteen** stripes: **seven** red, six white, and a white star for each state.
  4. Each time a state joined the **Union**, a star was **add**ed to the flag.
  5. As the **country** grew, more and more stars were **add**ed.
  6. There are now **fifty** stars on the flag **represent**ing the **fifty** states.
  7. **How**ever, the **thirteen** stripes **remain**.
  8. They were **never** changed **because** they **represent** the **origi**nal **thirteen** states.
- B. Describe the symbols and colors of the flag from your native country. Draw a picture of that flag. Explain what you know of the history of that flag. Be prepared to discuss it in class.

<sup>9</sup> *motto*: a saying, proverb

## 6. Further Practice

A. The words listed below have these sounds:

/iy/ as in "see"

/ey/ as in "pay"

/æ/ as in "cat"

/ɪ/ as in "sit"

/ɛ/ as in "met"

First, say the word. Then write the word in the column that corresponds to the sound of the *underlined* letter or letters. For example, the word "see" goes in the /iy/ column, the word "sit" in the /ɪ/ column, the word "pay" in the /ey/ column, and so on. (*Hint: There are seven words for each sound.*)

- |                    |                     |                      |
|--------------------|---------------------|----------------------|
| 1. <u>chee</u> se  | 11. <u>el</u> bow   | 21. <b>bu</b> siness |
| 2. <b>te</b> acher | 12. <u>a</u> xe     | 22. <b>aw</b> ake    |
| 3. <b>wi</b> ndow  | 13. <u>s</u> ays    | 23. <u>ch</u> ance   |
| 4. <u>tr</u> ip    | 14. <b>li</b> quor  | 24. <u>ta</u> x      |
| 5. <u>s</u> aid    | 15. <u>sh</u> ave   | 25. <u>ei</u> ght    |
| 6. <u>ma</u> tch   | 16. <u>wh</u> ich   | 26. <u>ch</u> ess    |
| 7. <b>ca</b> ndle  | 17. <b>en</b> vy    | 27. <b>be</b> lieve  |
| 8. <u>ma</u> de    | 18. <u>ch</u> eat   | 28. <b>ca</b> lendar |
| 9. <u>we</u> igh   | 19. <b>se</b> ason  | 29. <b>hi</b> story  |
| 10. <b>ra</b> dio  | 20. <b>ma</b> chine | 30. <u>me</u> ant    |

	/iy/	/ɪ/	/ey/	/ɛ/	/æ/
EXAMPLES:	<u>"see"</u>	<u>"sit"</u>	<u>"pay"</u>	<u>"met"</u>	<u>"cat"</u>
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

B. Think of five sentences with five of the above words, one from each column. (More than one of the above words can be in each sentence.) Be prepared to read them in class.

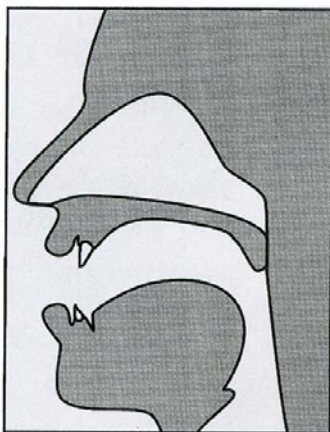
## Unit 12

/ɑ/ **as in *not***

### 1. Producing /ɑ/<sup>1</sup>

EXAMPLES: ah, occupy, calm, hot, father, college, Ma

- Hold the *back* part of your tongue *low* in your mouth, *lower* than for any other sound.
- Touch the lower front teeth lightly with the tip of the tongue.
- Lower your jaw; lips are open wide.
- The muscles of your tongue should be *relaxed*.
- Say “ahhh.” Imagine that a doctor wants to look at your throat.



### 2. Contrast: /ɑ/, /æ/, and /ɛ/

Some students confuse the sound /ɑ/ as in “*not*” with the sound /æ/ as in “*cat*” or /ɛ/ as in “*met*.”



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ɑ/            /ɑ . . . /    /ɑ/
2. /æ/            /æ . . . /    /æ/
3. /ɛ/            /ɛ . . . /    /ɛ/

<sup>1</sup>This vowel may vary depending on which dialect of American English you hear. For example: before voiceless /θ/ and /f/, “*path*” /pæθ/ may be heard as /pɑθ/; “*half*” /hæf/ may be heard as /haf/, etc.





B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                   |        |                |
|-------------------|--------|----------------|
| 1. <u>a</u> rm    | /ɑrm/  | <u>a</u> rm    |
| 2. n <u>o</u> t   | /nɑt/  | n <u>o</u> t   |
| 3. cl <u>o</u> ck | /klɑk/ | cl <u>o</u> ck |
| 4. <u>a</u> m     | /æm/   | <u>a</u> m     |
| 5. l <u>a</u> ugh | /læf/  | l <u>a</u> ugh |
| 6. m <u>a</u> p   | /mæp/  | m <u>a</u> p   |
| 7. m <u>e</u> t   | /mɛt/  | m <u>e</u> t   |
| 8. s <u>e</u> ll  | /sɛl/  | s <u>e</u> ll  |
| 9. l <u>e</u> ss  | /lɛs/  | l <u>e</u> ss  |



### 3. Check Your Listening

You will hear words with sounds /ɑ/, /æ/, and /ɛ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Place a check mark in the correct column.

	/ɑ/ as in "not"	/æ/ as in "cat"	/ɛ/ as in "met"
m <u>o</u> p	1. _____	_____	_____
l <u>e</u> g	2. _____	_____	_____
l <u>a</u> nd	3. _____	_____	_____
c <u>a</u> lm	4. _____	_____	_____
<u>o</u> dd	5. _____	_____	_____
<u>e</u> nd	6. _____	_____	_____
s <u>a</u> id	7. _____	_____	_____
s <u>a</u> d	8. _____	_____	_____
<u>o</u> n	9. _____	_____	_____
m <u>a</u> p	10. _____	_____	_____

#### 4. Practice the Contrast: /ɑ/ as in "not," /æ/ as in "cat," and /ɛ/ as in "met"

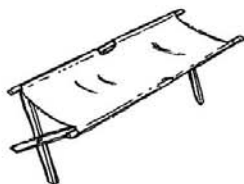


A. Practice these contrasting sounds. Listen and repeat each group of three words.

/ɑ/	/æ/	/ɛ/
1. p <u>o</u> t	pat	pe <u>t</u>
2. <u>o</u> dd	<u>a</u> dd	<u>E</u> d
3. b <u>o</u> nd	b <u>a</u> nd	b <u>e</u> nd
4. <u>o</u> n	<u>a</u> n	"n"
5. D <u>o</u> n	D <u>a</u> n	de <u>n</u>
6. S <u>o</u> l	S <u>a</u> l	se <u>l</u>
7. l <u>o</u> g	l <u>a</u> g	le <u>g</u>
8. r <u>o</u> ck	r <u>a</u> ck	wre <u>ck</u>
9. <u>o</u> x	<u>a</u> xe	"x"
10. <b>f</b> ollow	<b>f</b> allow <sup>2</sup>	<b>f</b> ellow



B. Now practice the contrasting sounds in sentence pairs. The first sentence in each pair has the sound /ɑ/, and the second has the sound /æ/. Pay attention to contractions and function words. Listen and repeat.



1a. cot

I've a cot in my room.

b. cat

I've a cat in my room.

2a. box

I can see their box from a **distance**.

b. backs

I can see their backs from a **distance**.

<sup>2</sup> *fallow*: Farmland that is not planted with crops lies fallow.



3a. pot

She gave me a pot.

b. pat

She gave me a pat.

4a. mop

I need a new mop for my **o**ffice.

b. map

I need a new map for my **o**ffice.

5a. Sol

She came with her friend Sol.

b. Sal

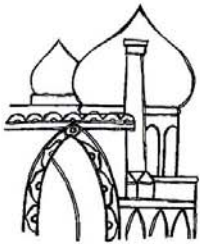
She came with her friend Sal.

6a. cop

Is the cop in the house?

b. cap

Is the cap in the house?



7a. mosque

The mosque was new five years **ago**.



b. mask

The mask was new five years **ago**.

8a. sock

There's a hole in the sock.

b. sack

There's a hole in the sack.

9a. ox<sup>3</sup> Does he have an ox on his ranch?

b. axe Does he have an axe on his ranch?

10a. **p**ocket It's been in my **p**ocket all day.

b. **p**acket<sup>4</sup> It's been in my **p**acket all day.



C. The first sentence of each pair has the sound /a/, and the second has the sound /ε/. Pay attention to contractions and function words. Listen and repeat.



1a. pot I bought a pot for my **mother**.

b. pet I bought a pet for my **mother**.

2a. John Did you see John **today**?

b. Jen Did you see Jen **today**?

3a. rock He's sure he saw the rock.

b. wreck He's sure he saw the wreck.

4a. dot The dot was on my **paper**.

b. debt The debt was on my **paper**.

5a. got I got it from my **sister**.

b. get I get it from my **sister**.

<sup>3</sup> *ox*: a large cow-like animal

<sup>4</sup> *packet*: a small package

6a. stop                      Where's the stop **supposed** to be?

b. step                         Where's the step **supposed** to be?

7a. odd                         Did you think that was odd?

b. Ed                             Did you think that was Ed?

8a. blond                      We all like the blond.

b. blend                        We all like the blend.



## 5. Stress and Intonation

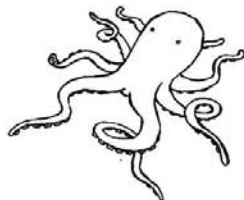
The words below begin with the letter "o" and are followed by sentences. In these words, "o" represents the sound /ɑ/ as in "not."

1. Place a stress mark over the stressed words you hear.
2. Pay attention to the marked pauses, intonation patterns, and function words. Listen and repeat.

EXAMPLE:                      opportunity

He was **g**iven / an opportunity to **t**ravel.

1. **o**bject                         The **o**bject of the game / is to win.
2. **o**bligated                    I'm **o**bligated / to my boss.
3. odd                             It looks odd, / **do**esn't it?
4. **o**ctopus                        It looks / like an **o**ctopus.



- |                       |  |
|-----------------------|--|
| 5. <b>ob</b> vious    | The dent in the car / was quite <b>ob</b> vious.     |
| 6. <b>oc</b> cupation | What's your <b>oc</b> cupation?                      |
| 7. <b>O</b> ctober    | She'll <b>vis</b> it him / in <b>O</b> ctober.       |
| 8. <b>ob</b> stinate  | Don't be <b>ob</b> stinate. / Do it!                 |
| 9. <b>oc</b> cupy     | My <b>sister</b> / will <b>oc</b> cupy the house.    |
| 10. <b>ob</b> stacle  | The <b>ob</b> stacle course / was <b>difficult</b> . |



## 6. Dialogs

You will hear eight short dialogs. The first sentence of each dialog contains words with /ɑ/ as in "not," the second contains words with /æ/ as in "cat," and the third has words with /ε/ as in "met." Discuss any new vocabulary with your teacher and classmates.

1. Listen for the vowel sounds /ɑ/, /æ/, and /ε/.
2. Place a stress mark over the stressed words you hear. Pay attention to the function words.
3. Mark the intonation patterns you hear.

The first sentence is marked for you. Listen and repeat.

1. **Mark**: It's in the glove **compartment** of the **car**.
2. **Sally**: I thought it was in the **back**.
3. **Mark**: **Let** me **get** it for you.
4. **Arthur**: **Are** there two **cars** in your **garage**?
5. **Patrick**: Yeah. The **black Cadillac** **belongs** to **Sally**.
6. **Arthur**: And the **red Chevrolet** **belongs** to **Ed**?
7. **Mr. Park**: Did the **artist** **copy** the **cartoon**?
8. **Ms. Tanner**: No, he **demand**ed **money** in **adv**ance.
9. **Mr. Park**: Well, when I **get** the time, I'll do it **myself**.

10. **Marcy**: Does he play rock on his **guitar**?
11. **Ann**: I don't think he can; ask him.
12. **Marcy**: No, I just met him **yesterday**.
13. **Bob**: What do you want?
14. **Ralph**: A ham **salad sandwich**.
15. **Bob**: Well, I'd like some eggs for **breakfast**.
16. **Charles**: Are you **shopping** at the **market tomorrow**?
17. **Alice**: I need bananas, a half **gallon** of apple juice, and a **cantaloupe**.<sup>5</sup>
18. **Charles**: Well, don't **forget** to get the **strawberries**, **jelly**, bread, **lemons**, and **pretzels**.
19. **John**: Did you solve the **problem**?
20. **Sam**: The one we had in math class? Yeah.
21. **John**: Great! Let's get **another** one.
22. **Don**: Why is the car in the **body** shop?
23. **Andy**: It was **damaged** in the **accident**.
24. **Don**: Will we get it before **Wednesday**?

## 7. Further Practice

- A. Circle the word that has the same vowel sound as the word in the model column. *Reminder*: Say all the words aloud.

MODEL

EXAMPLE:

hat

sock

met

black

<sup>5</sup> *cantaloupe*: a round melon with rough skin and sweet, light-orange insides

## MODEL

1. <u>can</u>	cent	cat	calm
2. <u>dead</u>	laugh	large	head
3. <u>wet</u>	what	when	was
4. <u>math</u>	men	mess	mass
5. <b>pencil</b>	<b>party</b>	past	pest
6. <b>any</b>	<u>art</u>	plan	friend
7. <u>said</u>	sad	<b>ready</b>	calm
8. <u>sell</u>	solve	help	<b>Saturday</b>
9. <u>wash</u>	<b>collar</b>	wreck	catch
10. <u>have</u>	head	heart	hand
11. <b>honest</b>	<b>college</b>	ham	hell
12. <b>apple</b>	<u>says</u>	match	arm

- B. Make up six short sentences with six different words selected from the column marked "Model." Underline the word in your sentence. Be prepared to read the sentences in class.

**EXAMPLE:** The hat her mother wore to the wedding looked beautiful.



# Unit 13

# ay

æ

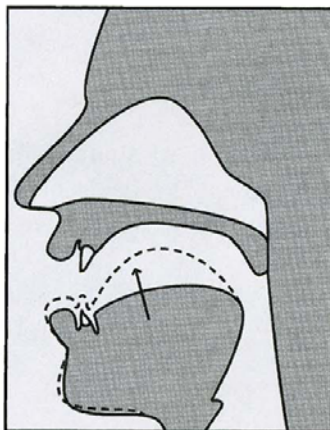
t

/ay/ **as in *buy***

## 1. Producing /ay/<sup>1</sup>

EXAMPLES: ice, eye, mine, height, guide, rhyme, my, die

- The first part of this sound is similar to /ɑ/ as in “not.”
- Hold your tongue low in your mouth.
- Touch the lower front teeth lightly with the tip of your tongue.
- As you begin to say this *long* sound, open your lips wide and lower your jaw.
- To complete the sound, raise your jaw with your lips closing a little as you raise the front part of your tongue forward and up.
- Tongue muscles are *relaxed*.



## 2. Contrast: /ay/ and /æ/

Some students confuse the sound /ay/ as in “buy” with the sound /æ/ as in “cat.”



A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ay/      /ay . . . /      /ay/

2. /æ/      /æ . . . /      /æ/

<sup>1</sup>The final “e” in words such as “guide,” “rhyme,” and “hide” signals the /ay/ pronunciation for the first vowel sound. Compare “hid” /hɪd/ with “hide” /hayd/. But in words such as “ice,” the final “e” marks the “c” as /s/.



B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                 |        |              |
|-----------------|--------|--------------|
| 1. <u>i</u> ce  | /ays/  | <u>i</u> ce  |
| 2. <u>d</u> ie  | /day/  | <u>d</u> ie  |
| 3. <u>h</u> ide | /hayd/ | <u>h</u> ide |
| 4. <u>b</u> ack | /bæk/  | <u>b</u> ack |
| 5. <u>h</u> ad  | /hæd/  | <u>h</u> ad  |
| 6. <u>s</u> and | /sænd/ | <u>s</u> and |
| 7. <u>f</u> ine | /fayn/ | <u>f</u> ine |
| 8. <u>f</u> ly  | /flay/ | <u>f</u> ly  |



### 3. Check Your Listening

You will hear words with the sounds /ay/ and /æ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ay/ as in "buy"	/æ/ as in "cat"
fly	1. _____	_____
<u>s</u> igh	2. _____	_____
<u>m</u> ice	3. _____	_____
<u>h</u> at	4. _____	_____
<u>m</u> an	5. _____	_____
<u>h</u> eight	6. _____	_____
<u>w</u> ife	7. _____	_____
<u>c</u> rash	8. _____	_____
<u>s</u> ide	9. _____	_____
<u>s</u> and	10. _____	_____

#### 4. Practice the Contrast: /ay/ as in "buy" with /æ/ as in "cat"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ay/	/æ/	/ay/	/æ/
1. r <u>igh</u> t	rat	7. m <u>igh</u> t	mat
2. h <u>id</u> e	h <u>ad</u>	8. f <u>igh</u> t	fat
3. s <u>id</u> e	s <u>ad</u>	9. m <u>ic</u> e	ma <u>ss</u>
4. d <u>ie</u> d	D <u>ad</u>	10. m <u>in</u> e	ma <u>n</u>
5. b <u>ik</u> e	ba <u>ck</u>	11. f <u>in</u> e	fa <u>n</u>
6. h <u>ei</u> ght	ha <u>t</u>	12. l <u>ik</u> e	la <u>ck</u>



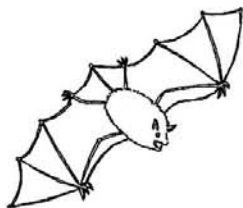
B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ay/, and the second has the sound /æ/. Listen and repeat.

1a. bite

It was a big bite.

b. bat

It was a big bat.



2a. hide

They **al**ways hide it in the **clo**set.

b. had

They **al**ways had it in the **clo**set.



3a. fine

It was a large fine, **was**n't it?

b. fan

It was a large fan, **was**n't it?

4a. mineThe old mine looks **pretty** good.b. manThe old man looks **pretty** good.5a. bikeCan you see the bike from here?b. backCan you see the back from here?6a. signedI think it was signed.b. sandI think it was sand.

## 5. Stress and Intonation

1. Listen for the vowel sound /ay/ as in "buy."
2. Mark the stressed words with a stress mark (ˈ).
3. Mark the falling or rising intonations. Pay attention to the function words and phrasing.

- EXAMPLES:
- a. I'd like to eat rice tonight.
  - b. Did he say he wanted to try the French fries?

1. You're quite right to do that.
2. The bride cried as she walked down the aisle.
3. I was delighted with the ripe pineapple.
4. The island of Iceland is quite nice.
5. Flying to China is exciting.
6. Why did the white dog bite Ida?
7. Did you see the highway sign?

8. When did you **remind** him to get the ice?
9. The **bright** lights were **shining**.
10. Did the **supplies** **arrive** on time?



## 6. Further Practice

The following poem is an old rhyme that contains a riddle.<sup>2</sup>

1. Read it with a partner. You can use a dictionary to help you with the pronunciation of new words.
2. Draw a single line under all letters representing the sound /ay/ as in “buy” and a double line under all letters representing the sound /æ/ as in “cat.”
3. The important stressed words are marked. Remember to monitor the reduced forms and the phrasing.

- EXAMPLE:** I met a man with **seven** wives.
1. As I Was **Going** to St. Ives<sup>3</sup>
  2. As I was **going** to St. Ives,
  3. I met a man with **seven** wives,
  4. Each wife had **seven** sacks,
  5. Each sack had **seven** cats.
  6. Each cat had **seven** kits,<sup>4</sup>
  7. Kits, cats, sacks, and wives,
  8. How **many** were **going** to St. Ives?

Can you answer the last question of the rhyme? How many *were* going to St. Ives?

<sup>2</sup> *riddle*: a puzzle

<sup>3</sup> *St. Ives*: a town in England

<sup>4</sup> *kit*: an old word for “kitten”

# Unit 14

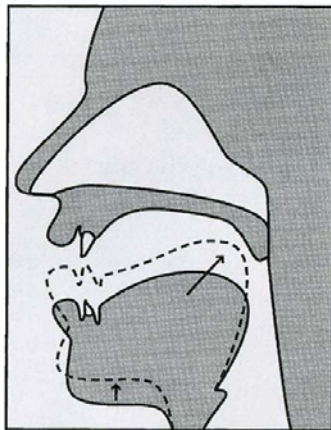
# aw

/aw/ **as in now**

## 1. Producing /aw/<sup>1</sup>

EXAMPLES:      ouch, out, cloud, house, town, **vowel**, how, cow

- The first part of this sound is similar to /a/ as in “not.”
- Hold your tongue low in your mouth.
- Touch the lower front teeth lightly with the tip of the tongue.
- As you begin to say this *long* sound, open your lips and lower your jaw.
- To complete the sound, move the back part of your tongue toward the roof (soft palate) of your mouth (but do not touch it). Raise your jaw and round your lips.



## 2. Contrast: /aw/ and /a/

Students do not usually have a problem pronouncing the sound /aw/ as in “now.” However, they may confuse it with /a/ as in “not.”



A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /aw/      /aw . . . /    /aw/
2. /a/      /a . . . /      /a/

<sup>1</sup>In Canada and in some Southern states this sound, when it comes before voiceless consonants, may be replaced by the sound /əw/. For example, “about” /əbawt/ may be replaced by /əbəwt/.

Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. ot      /awt/      ot
2. pound      /pawnd/      pound
3. doubt      /dawt/      doubt
4. pond<sup>2</sup>      /pand/      pond
5. dot      /dat/      dot
6. far      /far/      far
7. how      /haw/      how
8. brown      /brawn/      brown



### 3. Check Your Listening

You will hear words with the sounds /aw/ and /a/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/aw/ as in "now"	/a/ as in "not"
--	---------------------	--------------------

- |       |           |       |
|-------|-----------|-------|
| town  | 1. _____  | _____ |
| ah    | 2. _____  | _____ |
| hour  | 3. _____  | _____ |
| are   | 4. _____  | _____ |
| Tom   | 5. _____  | _____ |
| cloud | 6. _____  | _____ |
| ouch  | 7. _____  | _____ |
| got   | 8. _____  | _____ |
| down  | 9. _____  | _____ |
| shout | 10. _____ | _____ |

<sup>2</sup> pond: a body of water smaller than a lake

#### 4. Practice the Contrast: /aw/ as in "now" with /a/ as in "not"



A. Practice these contrasting words. Listen and repeat each word pair.

/aw/	/a/	/aw/	/a/
1. <u>ow</u>	<u>ah</u>	6. sp <u>out</u> <sup>3</sup>	sp <u>ot</u>
2. p <u>ound</u>	p <u>ond</u>	7. d <u>ow</u> n	D <u>o</u> n
3. t <u>ow</u> n	T <u>o</u> m	8. f <u>ow</u> nd	f <u>o</u> nd
4. d <u>ow</u> bt	d <u>o</u> t	9. br <u>ow</u> ns	br <u>o</u> nze
5. sh <u>ow</u> t	sh <u>o</u> t	10. sc <u>ow</u> ts	Sc <u>o</u> ts



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /aw/, and the second has the sound /a/. Listen and repeat.

1a. ow Did she say "ow"?

b. ah Did she say "ah"?

2a. showt A showt came from the back.

b. shot A shot came from the back.

3a. scowts All scowts know this song.



b. Scots All Scots know this song.



<sup>3</sup> spout: an opening from which liquid comes out

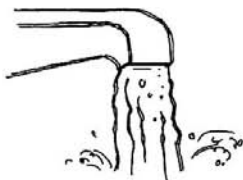


4a. doubt

I doubt it **ev**ery time.

b. dot

I dot it **ev**ery time.



5a. spout

Did you see the spout on the sink?

b. spot

Did you see the spot on the sink?



6a. pound<sup>4</sup>

The dog is in the pound.

b. pond

The dog is in the pond.

7a. down

Did you call down from up**st**airs?

b. Don

Did you call Don from up**st**airs?

8a. found

He said the word is "found."

b. fond

He said the word is "fond."

9a. town

I went to town last night.

b. Tom

I went to Tom last night.

10a. browns

I'd like them in browns.

b. bronze<sup>5</sup>

I'd like them in bronze.

<sup>4</sup> *pound*: a place where lost or unwanted dogs and cats are kept by a town until somebody claims them

<sup>5</sup> *bronze*: a gray to reddish-brown metal made of tin and copper



## 5. Stress and Intonation

1. Before you listen to the tape, draw a single line under the letters that represent the sound /aw/ as in "now" and a double line under the letters that represent /ɑ/ as in "not."
2. Now listen to the tape and repeat the sentences. Mark the falling or rising intonation patterns. (*Reminder:* Monitor the stressed words, reduced forms, and the phrasing.)

- EXAMPLES:**
- a. It's **possible** to **pronounce** all the **vowel sounds  
now.**
  - b. Do you **promise** to show me **how?**

1. The clock in town broke down.
2. The job I **wanted** is in **another** town.
3. It's **approx**imately one ounce.
4. Is that **proper** to **ann**ounce?
5. The **cock**roach crept into the spout.
6. The **ser**geant got up with a shout.
7. Is it **pos**sible to take a **sh**ower?
8. Yes, if the **al**arm goes off at an **ear**ly hour.



9. My **money** **mar**ket **acc**ount is **doub**tful.
10. That **soun**ded like a **mou**thful.

## 6. Further Practice

A. Read the following old rhyme aloud. You can use a dictionary to help you with the pronunciation of new words.

1. Draw a line under all the letters that represent the sound /aw/ as in "now." (Hint: There are 14 different words. Words that are repeated should be counted once only.)
2. Mark the important stressed words and the pauses. The first sentence is marked for you.

1. The owl / looked down / with his great / round eyes
2. At the **low**ering<sup>6</sup> clouds and the dark skies,
3. "A good night for **scout**ing,"<sup>7</sup> says he,
4. "With **never** a sound I'll go **pro**wling<sup>8</sup> **ar**ound.
5. A mouse or two may be found on the ground
6. Or a fat little bird in a tree."
7. So down he flew from the old church **tow**er,
8. The mouse and the **bird**ie crouch<sup>9</sup> and **cow**er.<sup>10</sup>
9. Back he flies in half an hour,
10. "A **very** good **sup**per," says he.

B. Work with a partner. Record the above passage. Help each other with the correct sounds, stress, and intonation.

<sup>6</sup> *lowering* /lawə'riŋ/: threatening or seeming to threaten

<sup>7</sup> *scouting*: exploring

<sup>8</sup> *prowling around*: searching here and there

<sup>9</sup> *crouch*: bend down

<sup>10</sup> *cower*: crouch in fear

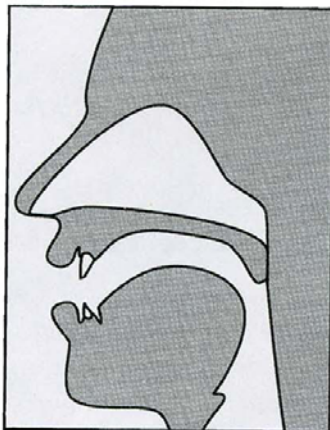
# Unit 15

## /ə/ as in up

### 1. Producing /ə/<sup>1</sup>

EXAMPLES: us, umpire, Sunday, blood, trouble, about, oppose,  
banana, precious, coma

- Hold the *front* part of your tongue low in your mouth.
- Touch the lower front teeth lightly with the tip of your tongue.
- Lower your jaw and open your lips slightly.
- Raise the *center* part of your tongue toward the roof (hard palate) of your mouth (but do not touch it).
- Native speakers often use this sound when they are hesitating. It is usually written “uh.”



### 2. Contrast: /ə/, /ɑ/, /æ/, and /ɛ/

Some students confuse the sound /ə/ as in “up” with other sounds. These sounds include /ɑ/ as in “not,” /æ/ as in “cat,” and /ɛ/ as in “met.”



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ə/            /ə . . . /    /ə/
2. /ɑ/            /ɑ . . . /    /ɑ/
3. /æ/            /æ . . . /    /æ/
4. /ɛ/            /ɛ . . . /    /ɛ/

<sup>1</sup>This vowel is called the *schwa* /ʃwa/, the most commonly used sound in the English language.



B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                  |        |               |
|------------------|--------|---------------|
| 1. <u>u</u> p    | /əp/   | <u>u</u> p    |
| 2. <u>l</u> ove  | /ləv/  | <u>l</u> ove  |
| 3. <u>c</u> ut   | /kət/  | <u>c</u> ut   |
| 4. <u>n</u> ot   | /nɒt/  | <u>n</u> ot   |
| 5. <u>cl</u> ock | /klɒk/ | <u>cl</u> ock |
| 6. <u>m</u> ob   | /mɒb/  | <u>m</u> ob   |
| 7. <u>c</u> at   | /kæt/  | <u>c</u> at   |
| 8. <u>h</u> ave  | /hæv/  | <u>h</u> ave  |
| 9. <u>b</u> ag   | /bæg/  | <u>b</u> ag   |
| 10. <u>m</u> et  | /mɛt/  | <u>m</u> et   |
| 11. <u>d</u> ead | /dɛd/  | <u>d</u> ead  |
| 12. <u>e</u> nd  | /ɛnd/  | <u>e</u> nd   |



### 3. Check Your Listening

You will hear words with the sounds /ə/, /ɑ/, /æ/, and /ɛ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ə/ as in "up"	/ɑ/ as in "not"	/æ/ as in "cat"	/ɛ/ as in "met"
cup	1. _____	_____	_____	_____
sun	2. _____	_____	_____	_____
can	3. _____	_____	_____	_____
set	4. _____	_____	_____	_____
shop	5. _____	_____	_____	_____
leg	6. _____	_____	_____	_____
pot	7. _____	_____	_____	_____

	/ə/ as in "up"	/ɑ/ as in "not"	/æ/ as in "cat"	/ɛ/ as in "met"
g <u>u</u> m	8. _____	_____	_____	_____
s <u>a</u> d	9. _____	_____	_____	_____
l <u>u</u> nc <u>h</u>	10. _____	_____	_____	_____

#### 4. Practice the Contrast: /ə/ as in "up" with /æ/ as in "cat"



- A. Practice these contrasting sounds. Listen and repeat each word pair.

/ə/	/æ/	/ə/	/æ/
1. l <u>u</u> ck	l <u>a</u> ck	6. st <u>u</u> ck	st <u>a</u> ck
2. s <u>u</u> ck	s <u>a</u> ck	7. m <u>u</u> d	m <u>a</u> d
3. s <u>o</u> me	S <u>a</u> m	8. t <u>o</u> n	t <u>a</u> n
4. f <u>u</u> n	f <u>a</u> n	9. d <u>u</u> mb	d <u>a</u> m
5. b <u>u</u> t	b <u>a</u> t	10. m <u>u</u> ch	m <u>a</u> tch



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ə/, and the second has the sound /æ/. Listen and repeat.

1a. cup                      I found the cup in the **clo**set.

b. cap                        I found the cap in the **clo**set.

2a. cut                        I've a small cut that needs **att**ention.

b. cat                        I've a small cat that needs **att**ention.

3a. bug                        Did you see that bug?

b. bag                        Did you see that bag?

4a. hutI found the **picture** of the hut.b. hatI found the **picture** of the hat.5a. trucksThe trucks were seen here.b. tracksThe tracks were seen here.6a. uncleDid you see my **unc**le?b. ankleDid you see my **ank**le?

## 5. Practice the Contrast: /ə/ as in “up” with /ɛ/ as in “met”



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ə/	/ɛ/	/ə/	/ɛ/
1. bu <u>t</u>	bet	5. flo <u>o</u> d	fl <u>e</u> d
2. to <u>n</u>	te <u>n</u>	6. bu <u>g</u>	be <u>g</u>
3. do <u>n</u> e	de <u>n</u> <sup>2</sup>	7. mu <u>s</u> t	me <u>s</u> sed
4. blo <u>o</u> d	ble <u>d</u>	8. bu <u>n</u> ch	be <u>n</u> ch

<sup>2</sup> den: the home of certain animals



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ə/, and the second has the sound /ɛ/. Listen and repeat.



1a. nut

The nut is on the **table**.



b. net

The net is on the **table**.

2a. rust

We want to see the rust.

b. rest

We want to see the rest.



3a. duck<sup>3</sup>

We saw the duck much **later**.

b. deck<sup>4</sup>

We saw the deck much **later**.



4a. hum<sup>5</sup>

Fix the hum on the **machine**.

b. hem<sup>6</sup>

Fix the hem on the **machine**.

<sup>3</sup> *duck*: a type of water bird

<sup>4</sup> *deck*: a wooden platform attached to a house

<sup>5</sup> *hum*: a continuous sound; an annoying noise

<sup>6</sup> *hem*: the lower edge of a piece of cloth, turned up and sewn



- 5a. bust                      He would bust it if he could.  
 b. best                        He would best it if he could.
- 6a. **mo**ney                    Do you have **mo**ney **re**ady?  
 b. **ma**ny                        Do you have **ma**ny **re**ady?

## 6. Practice the Contrast: /ə/ as in "up" with /ɑ/ as in "not"



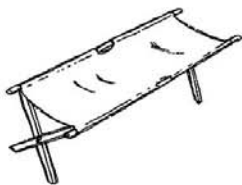
- A. Practice these contrasting sounds. Listen and repeat each word pair.

/ə/	/ɑ/	/ə/	/ɑ/
1. <u>c</u> up	<u>c</u> op	5. <u>d</u> uck	<u>d</u> ock <sup>7</sup>
2. <u>sh</u> ut	<u>sh</u> ot	6. <u>d</u> ull	<u>d</u> oll
3. <u>r</u> ub	<u>r</u> ob	7. <u>b</u> um	<u>b</u> omb
4. <u>f</u> und	<u>f</u> ond	8. <u>st</u> uck	<u>st</u> ock



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ə/, and the second has the sound /ɑ/. Listen and repeat.

- 1a. cut                            I saw the small cut.  
 b. cot                              I saw the small cot.



- 2a. hut                            How do you spell "hut"?  
 b. hot                              How do you spell "hot"?

- 3a. come                         We were all told to come down.  
 b. calm                         We were all told to calm down.

<sup>7</sup> dock: a pier at which boats or ships stop

4a. luck My luck seems to be **holding** out.<sup>8</sup>

b. lock My lock seems to be **holding** out.

5a. nut Did you find the nut?

b. knot Did you find the knot?

6a. duck I can see the duck from here.

b. dock I can see the dock from here.



## 7. /ə/ in Unstressed Syllables



### A. Words Ending With "-ous"

Some words end with the sounds /əs/ in an unstressed syllable. These sounds are represented by the letters "ous." Listen and repeat these words and sentences.

1. **cautious** He's **cautious** when he's **spending** his own **money**.
2. **conscious** Was he **conscious** when he fell?
3. **continuous** Our brain needs a **continuous** **supply** of blood.
4. **courteous** The sales clerk was not **very** **courteous**.
5. **curious** She's **curious** about my **boyfriend**.
6. **dangerous** Do you think **roller coasters** are **dangerous**?
7. **enormous** He paid an **enormous** sum of **money** for it.
8. **humorous** Did you hear that **humorous** **story**?
9. **famous** He's **famous** for **playing** **Hamlet**.
10. **jealous** Do you think he's a **jealous** man?

<sup>8</sup> *holding out*: not giving way; lasting



### B. Dropping /ə/ in Unstressed Syllables

In some words, /ə/ occurs as an unstressed syllable between two consonant sounds. Many speakers, in informal speech, do not produce the /ə/ in such words. (Sometimes the syllables are so short that they tend to disappear.) Listen and repeat these examples.

- |   |                            |                              |
|---|----------------------------|------------------------------|
| 1. accident <del>ally</del>             | 13. fam <del>ily</del>     | 25. recov <del>ery</del>     |
| 2. bach <del>elor</del>                 | 14. gall <del>ery</del>    | 26. ref <del>erence</del>    |
| 3. bak <del>ery</del>                   | 15. gen <del>eral</del>    | 27. sal <del>ary</del>       |
| 4. bev <del>erage</del>                 | 16. groc <del>ery</del>    | 28. satisf <del>actory</del> |
| 5. cam <del>era</del>                   | 17. hist <del>ory</del>    | 29. sev <del>eral</del>      |
| 6. choc <del>olate</del>                | 18. int <del>erested</del> | 30. slipp <del>ery</del>     |
| 7. comf <del>ortable</del> <sup>9</sup> | 19. lab <del>oratory</del> | 31. temp <del>erature</del>  |
| 8. diff <del>erent</del>                | 20. lib <del>eral</del>    | 32. trav <del>eler</del>     |
| 9. discov <del>ery</del>                | 21. mem <del>ory</del>     | 33. veg <del>etable</del>    |
| 10. element <del>ary</del>              | 22. myst <del>ery</del>    | 34. vet <del>eran</del>      |
| 11. ev <del>ery</del>                   | 23. op <del>era</del>      | 35. wond <del>ering</del>    |
| 12. fact <del>ory</del>                 | 24. priv <del>ilege</del>  |                              |

## 8. Stress and Intonation

1. Think of a sentence for each of the phrases below. They include the vowel sound /ə/.
2. Mark the words you think are important to stress.
3. Mark the falling or rising intonation patterns. (Remember to monitor your phrasing and function words.)
4. Work with a partner or in a small group. Check each other for pronunciation and intonation.

<sup>9</sup> The sound /r/ in this word is also omitted.

EXAMPLE:      come up

Will you come up to see me today?

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. <u>so</u> me <u>fu</u> n        | 5. <u>ar</u> rive <u>hu</u> ngry   |
| 2. <b>st</b> udy on <b>Mo</b> nday | 6. <b>do</b> uble my <b>mo</b> ney |
| 3. <u>l</u> unch on <b>Su</b> nday | 7. <b>di</b> et <b>so</b> da       |
| 4. <b>cin</b> namon <u>b</u> uns   | 8. <u>lo</u> ve the <b>pu</b> ppy  |

## 9. Further Practice

The vowel sound /ə/ as in “up” is spelled different ways in the following list of words. Sometimes it is stressed, and sometimes it is unstressed. Draw a line through the letters representing /ə/ in unstressed syllables. Put a stress mark above the letters for the /ə/ sound that are stressed.

EXAMPLES:      a. commə (unstressed)  
                       b. touch (stressed)

- |             |            |             |              |
|-------------|------------|-------------|--------------|
| 1. us       | 6. won     | 11. does    | 16. data     |
| 2. alarm    | 7. justice | 12. punish  | 17. mustang  |
| 3. announce | 8. island  | 13. tough   | 18. complain |
| 4. ugly     | 9. support | 14. Canada  | 19. cousin   |
| 5. compete  | 10. coma   | 15. discuss | 20. dynasty  |

## Unit 16

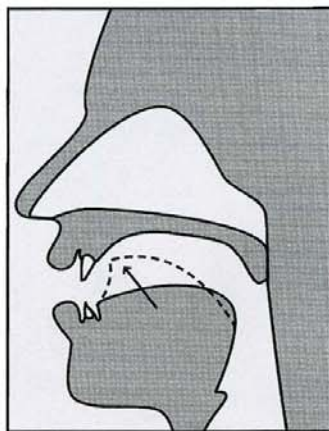
er

/ər/ as in ***sir***

### 1. Producing /ər/<sup>1</sup>

EXAMPLES: urge, **ear**ly, church, heard, shirt, worm, **per**son, **jour**nal, **pleasur**e, her, **sug**ar, **wat**er

- This sound is a combination of /ə/ and /r/. The result is a single sound that can be represented by the letters “er.”
- Hold the *front* part of your tongue low in your mouth.
- Lower your jaw and open your lips slightly.
- As you begin to say the sound, raise the *center* part of your tongue toward the roof (hard palate) of your mouth (but do not touch it).
- Move the tongue tip up, toward the upper gum ridge (but do not touch it) as you move your jaw up slightly.
- The muscles in your tongue should be *tense*.



<sup>1</sup>The /r/ sound, when it appears in final position, may not be pronounced, depending on which dialect of American English you hear. For example: “far” /far/ may be replaced by /fa/; “after” may be replaced by /æftə/. However, /r/ is usually pronounced when it is followed by a word that begins with a vowel sound and it is linked to that sound. For example, far away; after eight.

## 2. Contrast: /ər/ and /ɑr/

Some students confuse the sound /ər/ as in “sir” with /ɑr/ as in “far.”



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ər/            /ər . . . /    /ər/

2. /ɑr/            /ɑr . . . /    /ɑr/



- B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. earn            /ərn/            earn

2. bird            /bərd/            bird

3. sir            /sər/            sir

4. art            /ɑrt/            art

5. hard            /hɑrd/            hard

6. far            /fɑr/            far



## 3. Check Your Listening

You will hear words with the sounds /ər/ and /ɑr/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ər/ as in “ <u>sir</u> ”	/ɑr/ as in “ <u>far</u> ”
--	------------------------------	------------------------------

turn            1. \_\_\_\_\_

heard            2. \_\_\_\_\_

bar            3. \_\_\_\_\_

hard            4. \_\_\_\_\_

farm            5. \_\_\_\_\_

shirt            6. \_\_\_\_\_

tar            7. \_\_\_\_\_

burn            8. \_\_\_\_\_

/əɪ/	/ɑːr/
as in "s <u>ir</u> "	as in "f <u>ar</u> "

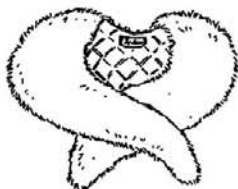
verb 9. \_\_\_\_\_

card 10. \_\_\_\_\_



#### 4. Practice the Contrast: /əɪ/ as in "sir," /ɑːr/ as in "far," and /ə/ as in "up"

- A. Practice the contrasting sounds /əɪ/ and /ɑːr/ in sentence pairs. The first sentence of each pair has the sound /əɪ/, and the second has the sound /ɑːr/. Listen and repeat.



1a. fur It's fur from the U.S.A.

b. far It's far from the U.S.A.



2a. firm Is the firm well **managed**?

b. farm Is the farm well **managed**?

3a. hurt Did you say "hurt"?

b. heart Did you say "heart"?

4a. heard

Spell the word "heard."

b. hard

Spell the word "hard."



5a. curtain

Which **cur**tain did she buy?

b. carton

Which **car**ton did she buy?



B. Now practice the contrasting sounds /ər/ and /ə/. The first sentence of each pair has the sound /ər/, and the second has the sound /ə/. Listen and repeat.

1a. turn

We thought we had a turn.

b. ton<sup>2</sup>

We thought we had a ton.

2a. shirt

Can you spell "shirt"?

b. shut

Can you spell "shut"?

3a. hurt

We can see you're hurt.

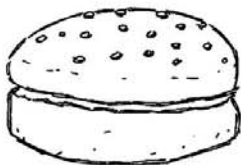
b. hut

We can see your hut.



<sup>2</sup> ton: a unit of weight, in the U.S.A. 2,000 lbs.



4a. burnDid you see the burn on the **table**?b. bun<sup>3</sup>Did you see the bun on the **table**?5a. searchHow can you say "search"?b. suchHow can you say "such"?

## 5. Spelling of /ər/

The sound /ər/ as in "sir" is represented by seven different spellings. Examples of each spelling are in the words and sentences below. The sound /ər/ occurs in both stressed and unstressed syllables. Listen and repeat each word and sentence.



### A. "ir" Spelling

Listen and repeat.

1. third It's the third one.
2. **circle** I have a **circle** of friends.
3. girl That girl is **tallr** than I am.
4. **dirty** The floor is **dirty**.
5. skirt She bought a skirt in the store.



### B. "ear" Spelling

Listen and repeat.

1. earth The earth is round.
2. earn I can earn a lot of **money**.
3. **earnest** He said it in **earnest**.
4. pearls Those pink pearls are **beatiful**.
5. learn Can we learn it by heart?

<sup>3</sup> *bun*: a small rounded bread



## C. "or" Spelling

Listen and repeat.

1. work We work all day long.
2. word Look up the new word.
3. worse It's worse than I thought.
4. world Let's take a trip **around** the world!
5. **attorney** I could use a good **attorney**.



## D. "ur" Spelling

Listen and repeat.

1. **urgent** Is it **urgent** that we go with you?
2. purse I lost my purse.



3. **purpose** What's the **purpose** of that?
4. surface That has a smooth surface.
5. **return** Did you **return** my book?



## E. "er" Spelling

Listen and repeat.

1. serve Will you serve meat for **dinner**?
2. nerve You need a lot of nerve to do that.
3. **certain** Is there a **certain** song you like?
4. determine We have to determine the **outcome**.
5. **reserved** Is that seat **reserved**?



## F. "ar" Spelling

Listen and repeat.

1. **dollar** Can you spare a **dollar**?
2. collar The collar on the coat is **dirty**.
3. sugar Do you take sugar in your **coffee**?

4. **grammar** Today, we're **studying grammar**.
5. **coward** A **coward** is a **person without courage**.



## G. "our" Spelling

Listen and repeat.

1. **journal** I write in my **journal every day**.
2. **journey** She went on a long **journey**.
3. **adjourn**<sup>4</sup> The judge **wanted to adjourn** the case.
4. **courage** He had a lot of **courage** to go on.
5. **glamour** **Hollywood is a city of glamour**.



## 6. Stress and Intonation

A. The underlined letters in the words below represent the sound /ər/.

1. As you listen to and repeat the sentences, place a stress mark (ˈ) over the stressed words you hear.
2. Pay attention to phrasing, function words, and intonation.

EXAMPLE: Were you ever hurt in an accident?

1. I had the worst luck today.
2. I fell in church and turned my ankle.
3. It hurt so much I went to the emergency room in the hospital.
4. The nurse said she would have to take an **X**-ray . . . you know . . . a picture, to see if there was a fracture.
5. I had to wait an eternity for the results.
6. I became quite concerned.
7. However, the nurse told me not to be nervous and concerned.
8. Finally, I got the word!
9. It was a bad sprain, no fracture.
10. It's too bad I don't have to return; there was a cute intern I had my eye on.

<sup>4</sup> adjourn: stop for a time

- B. Work with a partner. Compare your copy with your partner. Did you stress the same words? Take turns reading alternate sentences. Monitor each other for correct stressing, use of function words, phrasing, and intonation.

## 7. Further Practice

- A. Read the following story aloud. You can use a dictionary to help you with the meaning and pronunciation of new words.

1. Underline all words that contain the sound /ər/. (*Hint: There are 17 different words.*)
2. Place a stress mark over words you think are important.
3. Record your reading. Monitor your stress, function words, phrasing, and intonation patterns. The first sentence is marked for you.

1. Last Thursday, while I was standing on the corner of Third
2. Avenue and Thirteenth Street, I felt a burning sensation in the palm
3. of my hand. I didn't know what had happened. Suddenly I realized
4. that I had been stung by a bee. My palm began to hurt and swell up.
5. My friend urged me to go to a doctor. Since it was Sunday, I knew
6. that no doctor would be in, so I decided to go to the emergency
7. room of University Hospital. Many people were there before me,
8. so I had to wait my turn. After I had waited a long time, an intern
9. finally looked at my hand. But, by that time, the pain had gone away
10. and the swelling had gone down. I went home wondering why I
11. ever bothered going to the emergency room!

- B. Did you or anyone you know ever have an emergency? Relate your experience to the class.

## Unit 17

oy

ay

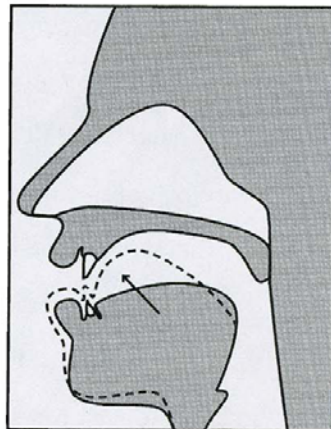
z

/ɔy/ **as in *boy***

### 1. Producing /ɔy/

EXAMPLES: oil,<sup>1</sup> **o**yster, coin, soil, **ro**yal, enjoy, **to**y, employment

- Hold the front part of your tongue low in your mouth. Raise the *back* part toward the roof (soft palate) of the mouth (but do not touch it).
- Touch the lower front teeth lightly with the tip of the tongue.
- Drop your jaw and round your lips a little, protruding them (pushing them out) slightly.
- As you begin to say the sound, raise your jaw slightly as the front part of your tongue moves forward and up. Move your lips back slightly as you complete the sound.



### 2. Practice the Sound

Students usually have no problem pronouncing the sound /ɔy/ as in “*boy*.”



- A. Practice the sound, first normally, then with exaggeration, then normally. Listen and repeat.

/ɔy/      /ɔy . . . /      /ɔy/

<sup>1</sup>When /ɔy/ is followed by /l/, it usually helps to add the vowel /ə/ as in “*up*” before /l/: /ɔy<sup>ə</sup>l/, /boi<sup>ə</sup>l/.



B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. oil            /ɔɪl/            oil
2. boil            /bɔɪl/            boil
3. toy            /tɔɪ/            toy
4. noise            /nɔɪz/            noise



C. Practice the contrasting sounds /ɔɪ/ and /aɪ/. The first word in each pair has the sound /ɔɪ/ as in “boy,” and the second has the sound /aɪ/ as in “buy.” Listen and repeat.

- 1a. toy            /tɔɪ/            toy
- b. tie            /taɪ/            tie
- 2a. oil            /ɔɪl/            oil
- b. aislе            /aɪl/            aislе
- 3a. toil            /tɔɪl/            toil
- b. tilе            /taɪl/            tilе
- 4a. points            /pɔɪnts/            points
- b. pints            /paɪnts/            pints



### 3. Check Your Listening

You will hear words with the sounds /ɔɪ/ and /aɪ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ɔɪ/ as in “boy”	/aɪ/ as in “buy”
--	---------------------	---------------------

- |                |          |       |
|----------------|----------|-------|
| file           | 1. _____ | _____ |
| n <u>oi</u> se | 2. _____ | _____ |
| b <u>oi</u> l  | 3. _____ | _____ |

/ɔy/ as in "boy"	/ay/ as in "buy"
---------------------	---------------------

- |       |     |       |       |
|-------|-----|-------|-------|
| tie   | 4.  | _____ | _____ |
| boy   | 5.  | _____ | _____ |
| mice  | 6.  | _____ | _____ |
| voice | 7.  | _____ | _____ |
| vice  | 8.  | _____ | _____ |
| coin  | 9.  | _____ | _____ |
| oil   | 10. | _____ | _____ |



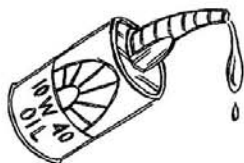
#### 4. Practice the Contrast: /ɔy/ as in "boy" with /ay/ as in "buy"

Now practice the contrasting sounds /ɔy/ and /ay/ in sentence pairs. The first sentence in each pair has the sound /ɔy/ and the second has the sound /ay/. Listen and repeat.

- |                 |                                       |
|-----------------|---------------------------------------|
| 1a. <u>to</u> y | That's a nice <u>to</u> y you bought. |
| b. tie          | That's a nice tie you bought.         |

- |                    |   |
|--------------------|---|
| 2a. <u>poi</u> nts | How <b>many</b> <u>poi</u> nts did you get? |
| b. pints           | How <b>many</b> pints did you get?          |



3a. oilDid you slip in the oil?b. aisle<sup>2</sup>Did you slip in the aisle?4a. toil<sup>3</sup>How do you spell "toil"?b. tileHow do you spell "tile"?5a. foil<sup>4</sup>He tried to foil his plans.b. fileHe tried to file his plans.

## 5. Stress and Intonation

1. Before you listen to the tape, underline the letters that represent the sound /ɔɪ/.
2. As you listen to the tape and repeat the sentences, mark the stressed words you hear with a stress mark (ˈ).
3. Pay attention to the falling or rising intonation at the end of the sentences, which are marked. (Remember to listen for function words and phrasing.)

**EXAMPLE:**      The point is not to spoil the oil.

1. I need an **ointment**<sup>5</sup> for my **boil**.<sup>6</sup>
2. His voice was full of joy when he spoke of his **boy**.
3. The child **pointed** to the coin in the **soil**.

<sup>2</sup> Note that the "s" in "aisle" is not pronounced.

<sup>3</sup> *toil*: work hard

<sup>4</sup> *foil*: prevent someone from being successful

<sup>5</sup> *ointment*: medicine in cream form

<sup>6</sup> *boil*: a painful inflammation of the skin



4. We were **given** a choice to **avoid** the **boycott**.<sup>7</sup>
5. Do you think the **corduroy**<sup>8</sup> pants were a good buy?
6. Who were the **sailors** that were in the ship **convoy**?<sup>9</sup>
7. The **noisy** crowd was **loyal** to the **royal couple**.
8. Please point me to the **employment office**.
9. Do you like **oysters** boiled or broiled?
10. I **canceled** my **voyage** when the bank **voided** my check.

## 6. Further Practice

In the rhyme below, listen for the vowel sound /ɔɪ/, which is underlined.

1. Record yourself saying this old rhyme. Pay attention to the linking of words and the rhythm created.
2. Work with a partner. Help each other with the correct sounds, stress, and intonation.

1. A little boy
2. Whose name was Roy
3. Once had a toy.
4. There was a coil<sup>10</sup>
5. Which **needed** oil.
6. He **hated** toil
7. And left it dry.
8. The **engine** boiled,
9. The toy was spoiled,
10. Its works were coiled.
11. He laid it by.

<sup>7</sup> *boycott*: refusal to buy a certain product or do business with a particular store or company

<sup>8</sup> *corduroy*: a strong, thick cloth with soft, raised lines, used to make pants, jackets, and suits

<sup>9</sup> *convoy*: an organized group of formation, especially of ships and trucks

<sup>10</sup> *coil*: something wrapped in a circle or spiral

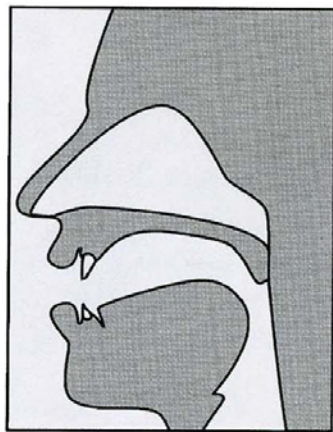
## Unit 18

/ɔ/ as in all

### 1. Producing /ɔ/<sup>1</sup>

EXAMPLES: **also**, halt, **organ**, **awful**, cost, wrong, pause, thought, law

- This is the first part of the sound /ɔy/ as in “boy.”
- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- Raise the *back* of your tongue towards the roof (soft palate) of your mouth (but do not touch it).
- Drop your jaw, round your lips a little, protruding them (pushing them out) slightly.



### 2. Contrast: /ɔ/, /ə/, /ɑ/, and /ɔy/

Students sometimes confuse the sound /ɔ/ as in “all” with other sounds. These sounds include /ə/ as in “up,” /ɑ/ as in “not,” and /ɔy/ as in “boy.”



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ɔ/            /ɔ . . . /    /ɔ/
2. /ə/            /ə . . . /    /ə/
3. /ɑ/            /ɑ . . . /    /ɑ/
4. /ɔy/           /ɔy . . . /   /ɔy/

<sup>1</sup>/ɔ/ as in “all” may be replaced by /ɑ/ as in “not” in some words, depending on which dialect of American English you hear. For example: “cost” (/kɑst/ for /kɔst/) and “wrong” (/rɔŋ/ for /rɒŋ/).



B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                  |        |               |
|------------------|--------|---------------|
| 1. <u>ou</u> ght | /ɔt/   | <u>ou</u> ght |
| 2. <u>la</u> w   | /lɔ/   | <u>la</u> w   |
| 3. <u>bo</u> y   | /bɔy/  | <u>bo</u> y   |
| 4. <u>vo</u> ice | /vɔys/ | <u>vo</u> ice |
| 5. <u>fu</u> n   | /fən/  | <u>fu</u> n   |
| 6. <u>no</u> ne  | /nən/  | <u>no</u> ne  |
| 7. <u>fa</u> r   | /fər/  | <u>fa</u> r   |
| 8. <u>no</u> t   | /nɔt/  | <u>no</u> t   |
| 9. <u>or</u>     | /ɔr/   | <u>or</u>     |
| 10. <u>sa</u> w  | /sɔ/   | <u>sa</u> w   |



### 3. Check Your Listening

You will hear words with the sounds /ɔ/, /ɔy/, /ə/, and /ɑ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ɔ/ as in "all"	/ɔy/ as in "boy"	/ə/ as in "up"	/ɑ/ as in "not"
<u>ba</u> ll	1. _____	_____	_____	_____
<u>bo</u> il	2. _____	_____	_____	_____
<u>la</u> wn	3. _____	_____	_____	_____
<u>cu</u> t	4. _____	_____	_____	_____
<u>mu</u> st	5. _____	_____	_____	_____
<u>ca</u> lm	6. _____	_____	_____	_____
<u>co</u> me	7. _____	_____	_____	_____
<u>ja</u> w	8. _____	_____	_____	_____
<u>ta</u> ll	9. _____	_____	_____	_____
<u>vo</u> ice	10. _____	_____	_____	_____

#### 4. Practice the Contrast: /ɔ/ as in "all" with /ɔy/ as in "boy"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ɔ/	/ɔy/	/ɔ/	/ɔy/
1. <u>a</u> ll	o <u>i</u> l	4. Sa <u>u</u> l	so <u>i</u> l
2. ba <u>ll</u>	bo <u>il</u>	5. <u>ra</u> w	R <u>oy</u>
3. ta <u>ll</u>	to <u>il</u>	6. <u>ja</u> w	jo <u>y</u>



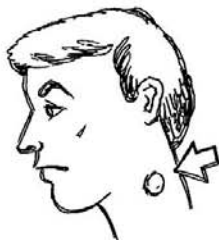
B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ɔy/, and the second has the sound /ɔ/. Listen and repeat.

1a. oil

Did you put oil in the pan?

b. all

Did you put all in the pan?



2a. boil

Did you see that he had a boil?

b. ball

Did you see that he had a ball?

3a. toil

What does "toil" mean?

b. tall

What does "tall" mean?

- 4a. soil Did you see soil on his land?  
 b. Saul Did you see Saul on his land?
- 5a. Roy Eat it, Roy, **before** it gets cold.  
 b. raw Eat it raw **before** it gets cold.
- 6a. joy It's a great joy.  
 b. jaw It's a great jaw.

## 5. Practice the Contrast: /ɔ/ as in "all" with /ə/ as in "up"



- A. Practice these contrasting sounds. Listen and repeat each word pair.

/ɔ/	/ə/	/ɔ/	/ə/
1. <u>dawn</u>	<u>done</u>	6. <u>dog</u>	<u>dug</u>
2. <u>bought</u>	<u>but</u>	7. <u>long</u>	<u>lung</u>
3. <u>caught</u>	<u>cut</u>	8. <u>gone</u>	<u>gun</u>
4. <u>cough</u>	<u>cuff</u>	9. <u>crossed</u>	<u>crust</u> <sup>2</sup>
5. <u>boss</u>	<u>bus</u>	10. <b>caller</b>	<b>color</b>

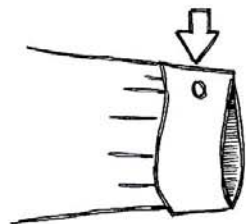


- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ɔ/, and the second has the sound /ə/. Listen and repeat.



- 1a. dawn It was dawn when I **awoke**.  
 b. done It was done when I **awoke**.
- 2a. chalk Did you see chalk in the class?  
 b. Chuck Did you see Chuck in the class?

<sup>2</sup> crust: a hard covering

3a. caughtIt was caught just in time.b. cutIt was cut just in time.4a. bossMy boss **always arrives** late.b. busMy bus **always arrives** late.5a. coughHe has a cough.b. cuffHe has a cuff.6a. **call**erWe can see the **call**er through the door.b. **col**orWe can see the **col**or through the door.

## 6. Practice the Contrast: /ɔ/ as in “**all**” with /ɑ/ as in “**not**”



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ɔ/	/ɑ/	/ɔ/	/ɑ/
1. <u>pa</u> w	Pa <u>a</u>	6. <u>po</u> rt	pa <u>r</u> t
2. <u>ta</u> ught	to <u>t</u>	7. <u>po</u> rk	pa <u>r</u> k
3. <u>ca</u> ught	co <u>t</u>	8. <u>co</u> rt	ca <u>r</u> t
4. <u>fo</u> r	fa <u>r</u>	9. <u>co</u> rd	ca <u>r</u> d
5. <u>bo</u> rn	ba <u>r</u> n	10. <b>fo</b> rmer <sup>3</sup>	<b>fa</b> rmer

<sup>3</sup> former: previous; past



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ɔ/, and the second has the sound /ɑ/. Listen and repeat.



1a. paw

His paw was hurt in the **accident**.

b. Paa

His Paa was hurt in the **accident**.

2a. store

I see the store **every** night.

b. star

I see the star **every** night.

3a. port<sup>4</sup>

That port was not **very** good.

b. part

That part was not **very** good.



4a. court

All the **peo**ple were in the court.

b. cart

All the **peo**ple were in the cart.

<sup>4</sup> *port*: a type of sweet wine



5a. cord                      He still has the cord we gave him.

b. card                        He still has the card we gave him.

6a. **fo**rmer                    The **fo**rmer is from the state of **Tex**as.

b. **fa**rmer                      The **fa**rmer is from the state of **Tex**as.



## 7. Stress and Intonation

A. The following dialog contains the sounds /ɔ/ as in “all” and /ɑ/ as in “not.”

- Before you listen to and repeat the following sentences, place a single line under the letter(s) representing the sound /ɔ/ and a double line under the letter(s) representing the sound /ɑ/.
- As you listen to the tape, mark the rising or falling intonation patterns with an arrow (↘ ↙).

EXAMPLE:                    **Sho**pping at a Watch **Co**unter in a Department Store ↗

- Sales Clerk: Good **mo**rning. May I help you?
- Cu**stomer: Yes, I'd like to see a watch, please.
- Sales Clerk: **Any**thing in **pa**rticular?
- Cu**stomer: I'm **loo**king for a **pre**sent for my **bo**yfriend.
- Sales Clerk: What price range did you have in mind?
- Cu**stomer: **Some**thing **arou**nd \$100.00 (a **hu**ndred **do**llars).



7. Sales Clerk: This is a **Longines**. The price is right. It's only \$99.99 (**ninety-nine, ninety-nine**).
8. **Customer**: Is it a quartz? I **only** want a quartz.
9. Sales Clerk: Yes, of course it's a quartz.
10. **Customer**: How about that watch, the one in the **corner**?
11. Sales Clerk: Oh, the **Movado**? That costs \$440.99 (four-**hundred** and **forty, ninety-nine**).
12. **Customer**: May I see it?
13. Sales Clerk: Of course. But **isn't** it out of your price range?
14. **Customer**: Do you have a **Movado** that's **cheaper**—I mean, uh, less **expensive**?
15. Sales Clerk: This is the **cheapest** **Movado** we have. They don't come any **cheaper**. What **about** the **Longines**?
16. **Customer**: But I don't like the **Longines**. I like the **Movado**.
17. Sales Clerk: Well, you know it's a good buy and it's on sale.
18. **Customer**: Well, I'll think **about** it. No, I'll take it! Please gift wrap it.
19. Sales Clerk: I think you've made a good choice. Your **boyfriend** will love it.
20. **Customer**: Thank you.
21. Sales Clerk: Have a nice day!

- B.** Work with a partner. Compare your copy with your partner. Do you have the same markings? Now decide which words you would like to stress and place a stress mark ( / ) over them. Take turns reading the dialog to each other. Check each other for "correct" stressing of words, and use of function words, phrasing, and intonation.

- C. Did you or someone you know ever pay more than planned for something? Did a sales clerk ever talk you or someone you know into buying something that was not really wanted? Discuss your experience in class.

## 8. Further Practice

- A. Unscramble the letters to make words with the sound /ɔ/ as in "all." Write the words in the spaces provided. Then say the words aloud.

<b>EXAMPLES:</b>	a. remo	<i>more</i>	
	b. fgthou	<i>fought</i>	
1. wnad	_____	6. gnlo	_____
2. ngroimn	_____	7. rood	_____
3. lalh	_____	8. alwl	_____
4. lalm	_____	9. kalt	_____
5. eostr	_____	10. drebor	_____

- B. Each of the following sentences is missing a word that rhymes with another word in the sentence. Both words have the sound /ɔ/ as in "all." Choose a word from the list above to complete the sentence. The first letter of the word is given.

**EXAMPLE:** a. He tore it *more* \_\_\_\_\_.

b. He thought he *fought*.

- There's order on the b\_\_\_\_\_.
- It's on the floor near the d\_\_\_\_\_.
- It's all on the w\_\_\_\_\_.
- The four went to the s\_\_\_\_\_.
- His ball is in the h\_\_\_\_\_.
- See the lawn at d\_\_\_\_\_.
- Paul shopped at the m\_\_\_\_\_.
- Let's walk and t\_\_\_\_\_.
- The song is l\_\_\_\_\_.
- He was yawning in the m\_\_\_\_\_.

# Unit 19

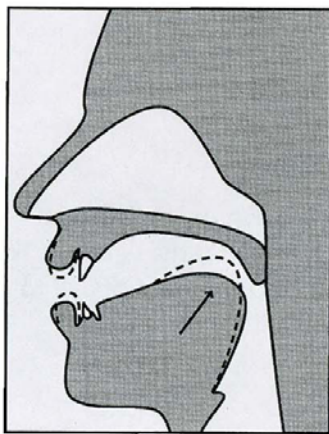
# OW

/ow/ as in ***no***

## 1. Producing /ow/

EXAMPLES: oh, open, home,<sup>1</sup> boat, soul, sew, cargo

- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sound, raise the *back* of your tongue towards the roof (soft palate) of your mouth (but do not touch it).
- Round your lips and push them forward a little.
- The opening of your mouth is smaller than for the sound /ɔ/ as in "all."



## 2. Contrast: /ow/, /ɔ/, /ɑ/, and /ə/

Sometimes students confuse the sound /ow/ as in "no" with other sounds. These sounds include /ɔ/ as in "all," /ɑ/ as in "not," and /ə/ as in "up."



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ow/      /ow . . . /      /ow/
2. /ɔ/      /ɔ . . . /      /ɔ/
3. /ɑ/      /ɑ . . . /      /ɑ/
4. /ə/      /ə . . . /      /ə/

<sup>1</sup>The final "e" in words such as "home" and "note" signals the /ow/ pronunciation for the letter "o." Compare "not" /nat/ with "note" /nowt/.



B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                  |        |              |
|------------------|--------|--------------|
| 1. <u>o</u> h    | /ow/   | <u>o</u> h   |
| 2. <u>se</u> w   | /sow/  | <u>se</u> w  |
| 3. <u>l</u> aw   | /lɔ/   | <u>l</u> aw  |
| 4. <u>t</u> alk  | /tɔk/  | <u>t</u> alk |
| 5. <u>c</u> alm  | /kɑm/  | <u>c</u> alm |
| 6. <u>n</u> ot   | /nɔt/  | <u>n</u> ot  |
| 7. <u>c</u> ut   | /kət/  | <u>c</u> ut  |
| 8. <u>n</u> ut   | /nət/  | <u>n</u> ut  |
| 9. <u>b</u> oat  | /bowt/ | <u>b</u> oat |
| 10. <u>b</u> one | /bown/ | <u>b</u> one |



### 3. Check Your Listening

You will hear words with the sounds /ow/, /ɔ/, /ɑ/, and /ə/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/ow/ as in "no"	/ɔ/ as in "all"	/ɑ/ as in "not"	/ə/ as in "up"
<u>b</u> owl	1. _____	_____	_____	_____
<u>b</u> all	2. _____	_____	_____	_____
<u>c</u> oat	3. _____	_____	_____	_____
<u>c</u> ut	4. _____	_____	_____	_____
<u>l</u> awn	5. _____	_____	_____	_____
<u>p</u> ot	6. _____	_____	_____	_____
<u>b</u> ut	7. _____	_____	_____	_____
<u>c</u> ome	8. _____	_____	_____	_____
<u>c</u> alm	9. _____	_____	_____	_____
<u>b</u> oat	10. _____	_____	_____	_____

#### 4. Practice the Contrast: /ow/ as in "no" with /ɔ/ as in "all"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ow/	/ɔ/	/ow/	/ɔ/
1. <u>bow</u> <sup>2</sup>	<u>ball</u>	6. <u>boat</u>	<u>bought</u>
2. <u>po</u> le	<u>Paul</u>	7. <u>w</u> oke	<u>w</u> alk
3. <u>co</u> al	<u>ca</u> ll	8. <u>ch</u> oke	<u>ch</u> alk
4. <u>co</u> ast	<u>co</u> st	9. <u>se</u> w	<u>s</u> aw
5. <u>co</u> at	<u>ca</u> ught	10. <u>cl</u> ose	<u>cl</u> ause



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ow/, and the second has the sound /ɔ/. Listen and repeat.



1a. bowl

A bowl is on the **table**.

b. ball

A ball is on the **table**.

2a. hole

Put it in the hole while we're here.

b. hall

Put it in the hall while we're here.

3a. loan

I'm **in**terested in the loan.

b. lawn

I'm **in**terested in the lawn.



<sup>2</sup>When /ow/ is followed by /l/, it usually helps to add the vowel /ɔ/ as in "up" before /l/: /bow<sup>ɔ</sup>l/, /pow<sup>ɔ</sup>l/.

- 4a. coal He took the coal in the **basement**.
- b. call He took the call in the **basement**.
- 5a. low We all know his voice is low.
- b. law We all know his voice is law.
- 6a. pose Can you pose by the desk?
- b. pause Can you pause by the desk?

## 5. Practice the Contrast: /ow/ as in "no," /a/ as in "not," and /ə/ as in "up"



- A. Practice these contrasting sounds. Listen and repeat each group of three words.

/ow/	/a/	/ə/	/ow/	/a/	/ə/
1. <u>note</u>	<u>not</u>	<u>nut</u>	4. <u>coat</u>	<u>cot</u>	<u>cut</u>
2. <u>comb</u>	<u>calm</u>	<u>come</u>	5. <u>robe</u>	<u>rob</u>	<u>rub</u>
3. <u>cope</u> <sup>3</sup>	<u>cop</u>	<u>cup</u>	6. <u>phoned</u>	<u>fond</u>	<u>fund</u>



- B. Now practice the contrasting sounds in sentences. The first sentence of each group has the sound /ow/, the second has the sound /a/, and the third has the sound /ə/. Listen and repeat.

- 1a. note Did you see the note?
- b. knot Did you see the knot?
- c. nut Did you see the nut?



<sup>3</sup> cope: face difficulties and try to overcome them

2a. comb

How do you pronounce  
"comb"?

b. calm

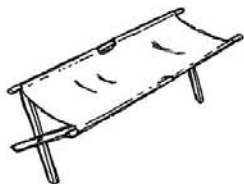
How do you pronounce  
"calm"?

c. come

How do you pronounce  
"come"?

3a. coat

She has a new coat.



b. cot

She has a new cot.

c. cut

She has a new cut.

4a. robe

He heard him say "robe."

b. rob

He heard him say "rob."

c. rub

He heard him say "rub."

5a. cope

The word was "cope."

b. cop

The word was "cop."

c. cup

The word was "cup."

- |                     |                                    |
|---------------------|------------------------------------|
| 6a. ph <u>o</u> ned | Who said it was “ph <u>o</u> ned”? |
| b. f <u>o</u> nd    | Who said it was “f <u>o</u> nd”?   |
| c. f <u>u</u> nd    | Who said it was “f <u>u</u> nd”?   |



## 6. Stress and Intonation

- Before you listen to the tape, underline the letters that represent the vowel sound /ow/ as in “no.”
- Now listen to the tape and repeat the sentences. Mark the stressed words you hear with a stress mark (´). Pay attention to function words, phrasing, and intonation.

- EXAMPLES:
- Joan lost her overcoat.
  - Did she lose it in the moat?<sup>4</sup>

- The **toaster** is **broken**.
  - I can't buy one for a **token**.
- He told me a joke.
  - I gave him a **poke**.<sup>5</sup>
- I know I'm **alone**.
  - I want to go home.
- He's a home **owner**.
  - He's **also** a **loner**.<sup>6</sup>
- Do you know your zip code?
  - I do, but you won't be told.

<sup>4</sup> *moat*: a deep hole filled with water, usually built for defense around a castle

<sup>5</sup> *poke*: a sharp push, usually with one's finger

<sup>6</sup> *loner*: a person who avoids the company of others



## 7. Further Practice

The following is an Arabic proverb.

1. Draw a single line under all words that have the /ow/ sound as in "no."
2. The stressed words are marked.
3. Tape-record your reading. Pay attention to the stressed words, especially the phrasing. The first line is marked for you.

1. He who knows, and knows he knows,
2. He is wise—**follow** him.
3. He who knows, and knows not he knows,
4. He is **asleep**—wake him.
5. He who knows not, and knows not he knows not,
6. He is a fool—shun<sup>7</sup> him.
7. He who knows not, and knows he knows not,
8. He is a child—teach him.

<sup>7</sup> *shun*: turn away from

## Unit 20

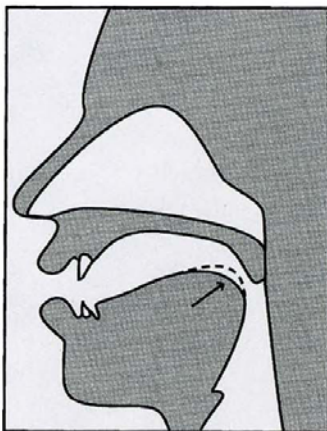
uw

/uw/ **as in do**  
/u/ **as in book**

### 1. Producing /uw/<sup>1</sup>

EXAMPLES: through, whose, juice, too, shoe, true, blew

- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sounds, raise the *back* of your tongue toward the roof (soft palate) of your mouth (but don't touch it).
- Round your lips and push them out. The opening is smaller than for the sound /ow/ as in "no."
- Place your thumb underneath your chin to feel the *tense* muscles.

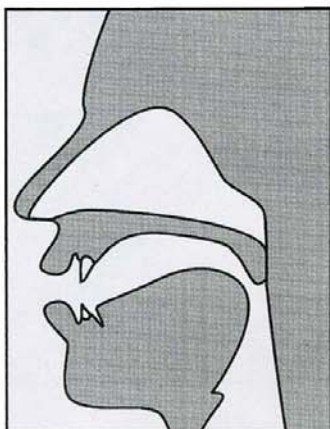


<sup>1</sup>The combination /yuw/ is very common and occurs in words such as "union," "cute," "beauty," and "few." See Unit 32 for other examples and practice.

## 2. Producing /ʊ/

EXAMPLES: put, **butcher**, cook, **sug**ar, wolf, would

- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sound, raise the *back* of your tongue toward the roof (soft palate) of the mouth but lower than for the sound /u/ as in “do.”
- Your lips should be close together and may be slightly rounded (but not pushed out). The jaw is lowered slightly. /ʊ/ is a *short* vowel sound.
- Place your thumb underneath your chin. The muscles are relaxed.



## 3. Contrast: /u/ , /ʊ/ , and /ə/

Students sometimes confuse the sounds /u/ as in “do,” /ʊ/ as in “book,” and /ə/ as in “up.”



- A. Practice these sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /u/            /u . . . /    /u/
2. /ʊ/            /ʊ . . . /    /ʊ/
3. /ə/            /ə . . . /    /ə/



- B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. two            /tuw/            two
2. who            /huw/            who
3. book            /buk/            book
4. took            /tuk/            took
5. sun            /sən/            sun
6. must            /məst/            must
7. food            /fuwd/            food
8. would            /wud/            would



## 4. Check Your Listening

You will hear words with the sounds /uw/, /u/, and /ə/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Write a check mark in the correct column.

	/uw/ as in "do"	/u/ as in "book"	/ə/ as in "up"
do	1. _____	_____	_____
book	2. _____	_____	_____
up	3. _____	_____	_____
fun	4. _____	_____	_____
cut	5. _____	_____	_____
took	6. _____	_____	_____
school	7. _____	_____	_____
stood	8. _____	_____	_____
true	9. _____	_____	_____
could	10. _____	_____	_____

## 5. Practice the Contrast: /uw/ as in "do" with /u/ as in "book"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/uw/	/u/	/uw/	/u/
1. <u>pool</u>	<u>pull</u>	4. <u>cooed</u> <sup>2</sup>	<u>could</u>
2. <u>fool</u>	<u>full</u>	5. <u>who'd</u>	<u>hood</u>
3. <u>Luke</u>	<u>look</u>	6. <u>stewed</u> <sup>3</sup>	<u>stood</u>

<sup>2</sup> *cooed*: past tense of the verb "to coo" (to make a soft murmuring sound)

<sup>3</sup> *stewed*: past tense of the verb "to stew" (to cook)



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /uw/ and the second has the sound /u/. Listen and repeat.

1a. pool<sup>4</sup> Don't pool them right now.

b. pull Don't pull them right now.

2a. fool He **whispered** "fool."

b. full He **whispered** "full."

3a. Luke We all cried, "Luke!"

b. look We all cried, "Look!"



4a. cooed He said they cooed.

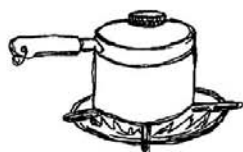
b. could He said they could.

5a. who'd Did you say "who'd"?

b. hood Did you say "hood"?



<sup>4</sup> *pool*: combine funds for some purpose

6a. stewedIt stewed on the gas range.b. stoodIt stood on the gas range.

## 6. Practice the Contrast: /u/ as in "**book**" with /ə/ as in "**up**"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/u/	/ə/	/u/	/ə/
1. <u>loo</u> k	<u>lu</u> ck	4. <u>pu</u> t	<u>pu</u> tt <sup>7</sup>
2. <u>too</u> k	<u>tu</u> ck <sup>5</sup>	5. <u>stoo</u> d	<u>stu</u> d
3. <u>boo</u> k	<u>bu</u> ck <sup>6</sup>	6. <u>hoo</u> ks	<u>Hu</u> ck's



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /u/, and the second has the sound /ə/. Listen and repeat.

1a. lookHer look changed **sudden**ly.b. luckHer luck changed **sudden**ly.2a. tookThey **al**ways took the sheet in.b. tuckThey **al**ways tuck the sheet in.3a. bookI don't need a book.b. buckI don't need a buck.<sup>5</sup> *tuck*: push or put into a desired position<sup>6</sup> *buck*: a U.S. dollar<sup>7</sup> *putt*: hit a golf ball a short distance

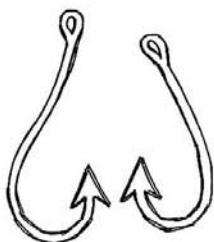


- 4a. put
- b. putt

Will he put the ball there?  
Will he putt the ball there?

- 5a. stood
- b. stud<sup>8</sup>

Why did he say "stood"?  
Why did he say "stud"?



- 6a. hooks

Hooks are much **better**.



- b. Huck's

Huck's are much **better**.

<sup>8</sup> *stud*: a decorative button



## 7. Stress and Intonation

1. Before you listen to the tape recording, place a single line under the letters for the vowel sound /uw/ as in “**do**,” a double line for /u/ as in **book**,” and a triple line for /ə/ as in “**up**.”
2. As you listen to the tape and repeat the sentences, check your markings.
3. The stressed words and falling and rising intonations are marked.
4. Pay attention to function words and phrasing. Remember that words like “was,” “you,” “for,” and “of,” when not stressed, are said in their reduced forms in conversational speech. (See Unit 5.) Listen and repeat.

**EXAMPLE:** My tooth was pulled by the dentist who lives upstairs.

- |  |   |
|--|---|
| 1. The <u>fool</u> was <u>pushed</u> .       | 6. He should make a lot of <u>money</u> .   |
| 2. I <u>choose</u> the <u>wool</u> .         | 7. Look on the <u>other</u> <u>page</u> .   |
| 3. It's a new <u>book</u> , <u>isn't</u> it? | 8. Would you go with my <u>uncle</u> ?      |
| 4. Could we go for <u>lunch</u> ?            | 9. The <u>soup</u> is full of <u>salt</u> . |
| 5. Who is that <u>woman</u> ?                | 10. That <u>woman</u> has <u>muscles</u> .  |

## 8. Dialog



- A. Before you listen to the tape recording, place a single line under the words that contain the sound /uw/ as in “**do**” and a double line under the words that contain /u/ as in “**book**.”
1. As you listen to the recording and repeat the sentences, mark the falling or rising intonation with an arrow ( ↘ ↗ ).
  2. Pay attention to stressed words, function words, and phrasing.
1. **Michiko:** Do you know **anything about** Luke—the **fellow** who was in the **restaurant**?
  2. **Tomas:** Luke? You mean the cook?
  3. **Michiko:** Luke's the cook? But he's so young, and he's such a good cook!



4. **Tomas:** That's true. Why do you think I took you there?
5. **Michiko:** I had a **wonderful** time. Thank you.
6. **Tomas:** It was my **pleasure**. Can we do it **again** soon?
7. **Michiko:** I'd love it. I had lots of fun. I'm **going** out of town **tomorrow**, but I'll be back on **Tuesday**.
8. **Tomas:** Great! I'll call you **Tuesday**, **after** school.
9. **Michiko:** Cool.<sup>9</sup> Good night.
10. **Tomas:** Good night.

- B. Work with a partner. Take turns reading the dialog. Check each other for correct pronunciation, stress, and intonation.

## 9. Further Practice

- A. Some common English expressions are listed below. The underlined letters represent either /uw/ as in "do" or /u/ as in "book." A definition for each expression appears in parentheses.

1. Read each expression and sentence aloud to yourself. Use a dictionary to help you with the pronunciation of any new words.
2. Mark the stressed words you think are important.

**EXAMPLE:**      pull through (get better after an illness)  
 The **acc**ident was so **ser**ious that **even** the **do**ctor  
**did**n't think he would pull through.

1. once in a blue moon (very seldom)  
 He sees his **unc**le once in a blue moon.
2. cook up (think up something)  
 Don't **wor**ry, we'll cook up a **stor**y, **any** **stor**y.
3. **fool**ing **arou**nd (doing useless things)  
 Stop **fool**ing **arou**nd and get back to work.

<sup>9</sup> cool: a slang expression meaning "excellent"

4. **couldn't** care less (don't mind at all)  
I **couldn't** care less if I **never** see him **again**.
5. **do** a **good** turn (do something that benefits someone else)  
You'll **do** me a **good** turn if you **recommend** me for the job.
6. be on **duty**; be off **duty** (working at one's job; not working)  
The nurse went on **duty** at ten and off **duty** at four.
7. **look** down on (regard as inferior)  
He **looks** down on **anyone** **making** less **money** than he does.
8. **foot** the bill (pay the cost or expense)  
My **father** will **foot** the bill for my **vacation**.
9. in the **mood** (want something)  
I'm in the **mood** for a hot fudge **sundae**.
10. **pull** some strings (use influence)  
My **father** **pulled** some strings to get me that **apartment**.

In the columns below, list all words in the sentences that contain the sounds /uw/ or /u/. (Hint: There are six *different* words that contain the vowel /uw/ and six *different* words that contain the vowel /u/.

	/uw/ as in "do"	/u/ as in "book"
<b>EXAMPLE:</b>	<i>through</i>	<i>pull</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

- B.** Think of five expressions in your native language that may be similar to those above. Discuss them with the class.

## Part 4

# Consonant Sounds

The consonant sounds of American English are shown in the chart on pages 176–177. There are three major things to consider when producing consonant sounds:

### 1. Place of Articulation

Which articulators (lips, teeth, tongue, etc.) help us shape the sound? Say /m/ as in “me.” Your lips are closed. Say /f/ as in “food.” Your upper teeth touch the inner part of your lower lip. Say /d/ as in “day.” Your tongue touches your upper gum ridge.

### 2. Manner of Production

How does the air flow out of the mouth or nose?

- For some sounds the flow of air is stopped and then continued. Say /t/ as in “toy.” Your tongue stops the flow of air for a moment. As you complete the sound, a puff of air escapes from your mouth. This type of sound is called *stop-plosive*.<sup>1</sup>
- For some sounds a little noise (friction) is created when the air flows out. Say /f/ as in “food.” Do you hear the noise? This type of sound is called *fricative*.<sup>1</sup>
- For some sounds the air flows out of the nose. Say /m/ as in “me.” Your lips are closed. Place your finger underneath your nose and feel the air flowing out. This type of sound is called *nasal*. All sounds that are not stop-plosives (with two exceptions) are called *continuants*<sup>1</sup> because they can be held as long as your breath allows.

<sup>1</sup>These terms are for your reference. See the chart on pages 176–177.

- d. For some sounds the air flows out of the mouth, in the same way it does for vowel sounds, as the lips and tongue move smoothly (or glide) from one position to another. Say /w/ as in “walk.” Do you feel the air flowing out evenly? This type of sound is called *glide* or *semi-vowel*.<sup>2</sup>

### 3. Voiced or Voiceless Sounds

In Unit 2 you practiced placing two fingers on your throat while saying /z/ as in “zoo” and /s/ as in “see.” When you say /z/, your vocal cords vibrate. Sounds made with vocal cords vibrating are *voiced*. When you say /s/, your vocal cords do not vibrate. Sounds made with no vibration of the vocal cords are *voiceless*.

---

<sup>2</sup>These terms are for your reference. See the chart on pages 176–177.

## Consonant Chart

Place of Articulation	Manner of Production		
	Stop-plosives VL VD	Fricatives VL VD	
	<b>Continuants</b>		
Two lips	/p/ /b/ (pen) (boy) Lips are closed; air builds up and is released when lips part.		
Teeth and lip		/f/ /v/ (food) (voice) Upper teeth contact inside of lower lip; air is forced through.	
Tongue tip and teeth		/θ/ /ð/ (thin) (the) Tip of tongue is between teeth; air is forced through.	
Tongue tip and upper gum ridge	/t/ /d/ (ten) (day) Tongue tip is on upper gum ridge; air builds up and is released when tongue tip is removed.	/s/ /z/ (see) (zoo) Tongue tip is close to upper gum ridge; air is forced through narrow opening formed by tongue.	
Tongue and roof of mouth (hard palate)		/ʃ/ /ʒ/ (she) (pleasure) Front part of tongue is raised toward roof of mouth; air passes over tongue; lips are rounded.	
Back of tongue and back of roof of mouth (soft palate)	/k/ /g/ (cat) (go) Back of tongue touches soft palate; air builds up and is released when back of tongue is lowered.		
Glottis		/h/ - (house) Formed at the vocal cords as air passes through small opening between them.	

	Nasals VD	Glides/Semi-Vowels VD	Affricates VL VD
	<p>/m/ (me) Lips are closed; air passes out through nose.</p>	<p>/w/ (walk) Back of tongue is high in mouth; lips are rounded.</p>	
	<p>/n/ (no) Tip of tongue is on upper gum ridge; air passes out through nose.</p>	<p>/l/ (like) Tongue tip is on upper gum ridge; air passes out over sides of tongue.  /r/ (red) Tongue tip points to upper gum ridge but does not touch it; air passes over tongue.</p>	
		<p>/j/ (yes) Center part of tongue is raised toward roof of mouth; air passes over tongue.</p>	<p>/tʃ/ /dʒ/ (child) (job) Combination of /t/ and /ʃ/; combination of /d/ and /ʒ/. Both are said quickly.</p>
	<p>/ŋ/ (king) Back of tongue touches soft palate; air passes out through nose.</p>		

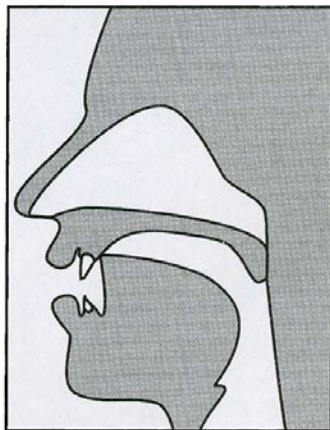
## Unit 21

/l/ as in **like**

### 1. Producing /l/

EXAMPLES: love, land, luck, below, color, yellow, alone, final, fall, little<sup>1</sup>

- Place the tip of your tongue against your upper gum ridge.
- As you make the sound, air flows out over the sides of your tongue.
- Your vocal cords vibrate.



### 2. Practice the Sound



- A. Practice the sound /l/ as in “like,” first normally, then with exaggeration,<sup>2</sup> then normally. Listen and repeat.

/l/    /l . . . /    /l/

<sup>1</sup> The last sound of “little” is an example of a “syllabic /l/” (it forms a syllable by itself). See page 209.

<sup>2</sup> Whenever you exaggerate, remember to s-t-r-e-t-c-h out the sound to get the “feel” of it.

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)



B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. leave      /liyv/      leave
2. leg      /lɛg/      leg
3. **bal**ance    /bæləns/    **bal**ance
4. **tele**phone /tɛləfəwn/ **tele**phone
5. school      /skuwl/      school
6. kill      /kɪl/      kill



### 3. Check Your Listening

In the following pairs of words, one word ends with the sound /l/. Circle the word in which you hear the sound /l/.

- |        |      |        |       |
|--------|------|--------|-------|
| 1. me  | meal | 5. so  | soul  |
| 2. my  | mile | 6. say | sale  |
| 3. boy | boil | 7. pay | pail  |
| 4. too | tool | 8. why | while |



### 4. Different Positions of /l/

Practice the sound /l/ as in "like" in several different positions. Listen and repeat these words.

#### /l/ IN INITIAL POSITION

- |                  |                    |                        |
|------------------|--------------------|------------------------|
| 1. <u>l</u> ook  | 5. <b>l</b> abor   | 9. <b>l</b> icense     |
| 2. <u>l</u> unch | 6. <b>l</b> egal   | 10. <b>l</b> awyer     |
| 3. <u>l</u> augh | 7. <b>l</b> ecture | 11. <b>l</b> ead       |
| 4. <u>l</u> oud  | 8. <b>l</b> over   | 12. <b>l</b> iterature |



## /l/ IN MEDIAL POSITION

- |                    |                    |                                 |
|--------------------|--------------------|---------------------------------|
| 1. <b>a</b> live   | 5. <b>col</b> lege | 9. <b>re</b> alize              |
| 2. a <b>l</b> arm  | 6. <b>f</b> amily  | 10. <b>is</b> land <sup>3</sup> |
| 3. <b>be</b> lieve | 7. <b>po</b> lite  | 11. <b>po</b> pular             |
| 4. <b>dol</b> lar  | 8. <b>toi</b> let  | 12. <b>intell</b> igent         |

/l/ IN FINAL POSITION<sup>4</sup>

- |          |                   |                      |
|----------|-------------------|----------------------|
| 1. all   | 5. heel           | 9. <b>annu</b> al    |
| 2. pool  | 6. <b>dia</b> l   | 10. <b>instal</b> l  |
| 3. small | 7. <b>fema</b> le | 11. <b>control</b>   |
| 4. well  | 8. <b>Apr</b> il  | 12. <b>schedu</b> le |

## 5. No Sound for "l"



- A. In some words, the letter "l" is not pronounced. Listen and repeat the following words and sentences.



- |          |   |
|----------|---|
| 1. paʎm  | There's a paʎm tree in front of my house.               |
| 2. caʎm  | The <b>w</b> ater was caʎm <b>a</b> fter the storm.     |
| 3. taʎk  | Don't taʎk to your <b>e</b> nemies.                     |
| 4. waʎk  | Don't waʎk on that path.                                |
| 5. chaʎk | Use the chaʎk when you write on the <b>ch</b> aʎkboard. |
| 6. couʎd | I said you couʎd go, but not <b>w</b> ithout me.        |

<sup>3</sup> The "s" in "island" is not pronounced.

<sup>4</sup> Adding the sound /ə/ as in "up" before some sounds may help you produce the sound better. For example: "heel" /hiy<sup>ə</sup>l/; "l'll" /ay<sup>ə</sup>l/.

7. would He said he would go, but not with me.

8. should We said they should go, all **together**.

9. **Linco**ln Abraham **Linco**ln was our **sixteenth President**.



10. **sa**lmon I'd like to eat **sa**lmon for lunch.

B. Think of five sentences with the following words in which "l" is silent. You can use a dictionary to help you with the pronunciation. Be prepared to discuss them in class.

1. solder 2. stalking 3. psalm 4. salve 5. qualm



## 6. Stress and Intonation

1. Listen for the sound /l/.
2. Mark the stressed words you hear with a stress mark (ˈ).
3. Mark falling or rising intonation with an arrow (↘ ↗).
4. Pay attention to function words and phrasing. Listen and repeat.

The first sentence is marked for you.

1. Bill and Lillian are a **couple; so are Phil and Lucy.**
2. Phil told Lillian she looked **beautiful**.
3. Lillian told Phil, "You look **pretty** good yourself."
4. Lucy looked at Phil and asked, "How come you don't **compliment me like that?"**
5. "Because you know you're **beautiful," he replied. "And, to the **bargain,<sup>5</sup> you're a spoiled child."****
6. They all sat down to **order** lunch.
7. Lillian had a **sa**lmon **sa**lad and lemonade for lunch.

<sup>5</sup> to the bargain: in addition

8. Phil and Bill had **fil**let of sole and **me**lon for lunch.
9. **Lu**cy had leg of lamb and **ye**llow **Jel**-o for lunch.
10. **Lu**cy **accid**entally spilled the **Jel**-o on Bill's lap.
11. Bill and **Lil**lian and Phil and **Lu**cy no **long**er have lunch **to**gether.

## 7. Further Practice

The following proverbs contain words with the sound /l/ as in "like." Read each proverb aloud. Then explain, in class, the proverb in different words.

1. **L**ive and **l**earn.
2. **L**ive and **l**et **l**ive.
3. **L**ike **f**ather, **l**ike son.
4. The **l**ove of **m**oney is the root of **a**ll **e**vil.
5. **L**end your **m**oney and **l**ose your friend.

## Unit 22

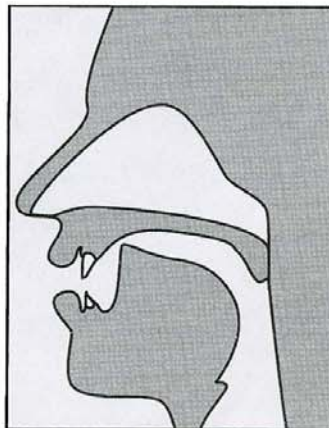
r

/r/ as in red

### 1. Producing /r/

EXAMPLES: ran, red, write,<sup>1</sup> around, tomorrow, are<sup>2</sup>

- Raise the *tip* of your tongue towards the upper gum ridge, but do *not* touch it. The tip of your tongue should not touch anything.
- Press the sides of your tongue against your upper back teeth. (Your tongue should be tense.)
- Lips are slightly open. (They may be slightly rounded or pushed out.)
- As you make the sound, air flows out over the tip of your tongue.
- Your vocal cords vibrate.



### 2. Practice the Sound



- A. Practice the sound /r/ as in “red,” first normally, then with exaggeration, then normally. Listen and repeat.

/r/      /r . . . /      /r/

<sup>1</sup>The “w” in “write” is not pronounced. See page 299 for other words like “write.”

<sup>2</sup>Depending on which dialect of English you hear, final /r/ may be omitted as in “are” (/ɑ:/ for /ar/); “far,” (/fɑ:/ for /far/). (“:” after a vowel indicates that the sound is lengthened.) However, /r/ is usually pronounced when it is followed by a word that begins with a vowel sound and it is linked to that sound. For example: for a while, are awake.

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. ( See Unit 4.)



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                   |                  |                |
|-------------------|------------------|----------------|
| 1. <u>r</u> ed    | /r <u>ed</u> /   | r <u>ed</u>    |
| 2. <u>w</u> rite  | /r <u>ayt</u> /  | w <u>rite</u>  |
| 3. <b>ar</b> rive | /ə <u>r</u> ayv/ | <b>ar</b> rive |
| 4. <b>bor</b> row | /b <u>ar</u> ow/ | <b>bor</b> row |
| 5. c <u>a</u> r   | /k <u>a</u> r/   | c <u>a</u> r   |
| 6. f <u>a</u> r   | /f <u>a</u> r/   | f <u>a</u> r   |

### 3. Check Your Listening



- A. The following words contain the sounds /r/ as in "red," /w/ as in "walk," and /l/ as in "like." You will hear one word from each group. Circle the word that you hear.

- |                  |                            |                |
|------------------|----------------------------|----------------|
| 1. <u>r</u> aid  | <u>w</u> eighed            | l <u>a</u> id  |
| 2. <u>r</u> ate  | <u>w</u> ait               | l <u>a</u> te  |
| 3. <u>r</u> ay   | <u>w</u> ay                | l <u>a</u> y   |
| 4. <u>r</u> ed   | <u>w</u> ed                | l <u>e</u> d   |
| 5. <u>r</u> ot   | <u>w</u> hat <sup>3</sup>  | l <u>o</u> t   |
| 6. <u>r</u> ye   | <u>w</u> hy <sup>3</sup>   | l <u>i</u> e   |
| 7. <u>r</u> ide  | <u>w</u> ide               | l <u>i</u> ed  |
| 8. <u>r</u> ight | <u>w</u> hite <sup>3</sup> | l <u>i</u> ght |



- B. The following words contain the sounds /r/ as in "red" and /l/ as in "like." You will hear one word from each pair. Circle the word you hear.

- |                   |                |                   |                |
|-------------------|----------------|-------------------|----------------|
| 1. <b>bury</b>    | <b>belly</b>   | 5. c <u>r</u> ime | c <u>l</u> imb |
| 2. <b>ar</b> rive | <b>al</b> ive  | 6. f <u>r</u> ee  | f <u>l</u> ee  |
| 3. <b>er</b> ect  | <b>el</b> ect  | 7. c <u>r</u> own | c <u>l</u> own |
| 4. g <u>r</u> ass | g <u>l</u> ass | 8. c <u>r</u> owd | c <u>l</u> owd |

<sup>3</sup> Some speakers pronounce "what," "why," and "white" with an initial /h/ sound: /hwat/, /hway/, /hwayt/. See Unit 33.

#### 4. Practice the Contrast: /r/ as in “red” with /l/ as in “like”

Some students confuse /r/ with /l/. Remember that /l/ is made by placing your tongue tip on the upper gum ridge. You make /r/ with the tongue tip pointing toward the gum ridge but *not* touching it.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/r/	/l/	/r/	/l/
1. <u>r</u> ock	l <u>o</u> ck	6. <u>w</u> rong	l <u>o</u> ng
2. <u>r</u> ace	l <u>a</u> ce	7. co <u>r</u> rect	co <u>l</u> lect
3. <u>r</u> ed	l <u>e</u> ad	8. <b>pi</b> r <u>a</u> te	<b>pi</b> l <u>o</u> t
4. <u>r</u> oad	l <u>o</u> ad	9. <u>f</u> ry	f <u>l</u> y
5. <u>r</u> ight	l <u>i</u> ght	10. <u>c</u> rown	c <u>l</u> own

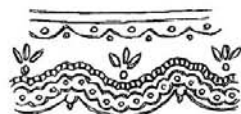


B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /r/, and the second has the sound /l/. Listen and repeat.

- 1a. rock                      He has a rock on his desk.  
 b. lock                         He has a lock on his desk.



- 2a. race                         Did you see the race?



- b. lace<sup>4</sup>                         Did you see the lace?

<sup>4</sup> lace: material such as silk woven into fine decorative patterns

3a. red

Is that a red **pencil**?

b. lead

Is that a lead **pencil**?

4a. road

Which road should I take?

b. load

Which load should I take?

5a. right

Give me the right one now.

b. light

Give me the light one now.

6a. wrong

She said it was the wrong one.

b. long

She said it was the long one.

7a. **correct**

Can you **correct** them?

b. **collect**

Can you **collect** them?



8a. **pirate**

The **story's about a pirate**.

b. **pilot**

The **story's about a pilot**.

9a. fry

He **wanted** to fry them.

b. fly

He **wanted** to fly them.

10a. crownWhere did you find the crown?b. clownWhere did you find the clown?

## 5. Practice the Contrast: /r/ as in "red" with /w/ as in "walk"

Some students confuse /r/ with /w/. Remember that /r/ is made with the tongue tip pointing toward the gum ridge but *not* touching it. Make /w/ by resting your tongue tip against your bottom teeth and rounding your lips.

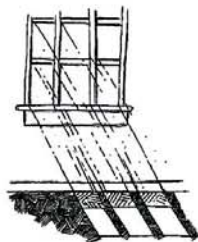


A. Practice these contrasting sounds. Listen and repeat each word pair.

/r/	/w/	/r/	/w/
1. <u>r</u> ay	<u>w</u> ay	6. <u>r</u> ed	<u>w</u> ed
2. <u>r</u> age	<u>w</u> age	7. <u>r</u> ent	<u>w</u> ent
3. <u>r</u> aced	<u>w</u> aste	8. <u>r</u> est	<u>w</u> est
4. <u>r</u> ate	<u>w</u> eight	9. <u>r</u> ipe	<u>w</u> ipe
5. <u>r</u> ip	<u>w</u> hip	10. <u>r</u> ight	<u>w</u> hite



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /r/, and the second has the sound /w/. Listen and repeat.

1a. rayIs it the long ray?b. wayIs it the long way?



2a. rage

I saw his rage, **didn't** you?

b. wage

I saw his wage, **didn't** you?

3a. raced

Do you think they raced much?

b. waste

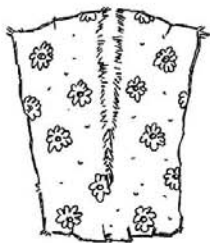
Do you think they waste much?

4a. rate

He's **anxious** about the rate, **isn't** he?

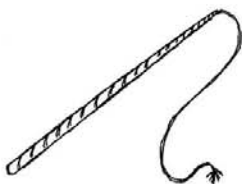
b. weight

He's **anxious** about the weight, **isn't** he?



5a. rip

It's a big rip.



b. whip

It's a big whip.

6a. red

Did the sign say "red"?

b. wed

Did the sign say "wed"?

7a. rent

Did you say "rent"?

b. went

Did you say "went"?

8a. rest

Let's go to the rest of the **country**.

b. west

Let's go to the west of the **country**.

- 9a. run                      They run all the time.  
 b. won                      They won all the time.
- 10a. right                    Is that the right one?  
 b. white                    Is that the white one?



## 6. Different Positions of /r/

Practice the sound /r/ in several different positions. Listen and repeat.

### /r/ IN INITIAL POSITION

- |                  |                   |                       |
|------------------|-------------------|-----------------------|
| 1. <u>r</u> ug   | 5. <u>r</u> ound  | 9. <b>r</b> ealize    |
| 2. <u>r</u> oad  | 6. <b>r</b> iver  | 10. <b>r</b> ecieve   |
| 3. <u>r</u> ich  | 7. <b>r</b> eady  | 11. <b>r</b> ecent    |
| 4. <u>r</u> ight | 8. <b>r</b> eason | 12. <b>r</b> ecognize |

### /r/ IN MEDIAL POSITION

- |                            |                           |                               |
|----------------------------|---------------------------|-------------------------------|
| 1. <b>c</b> <u>ar</u> ry   | 5. pa <u>rr</u> ade       | 9. <b>t</b> <u>er</u> rrible  |
| 2. <b>ch</b> <u>or</u> s   | 6. <b>st</b> <u>or</u> y  | 10. <b>p</b> <u>er</u> iod    |
| 3. <b>fo</b> <u>r</u> eign | 7. di <u>re</u> ction     | 11. <b>v</b> <u>ar</u> ious   |
| 4. <b>o</b> <u>ra</u> nge  | 8. <b>sa</b> <u>l</u> ary | 12. <b>i</b> <u>n</u> ventory |

### /r/ IN FINAL POSITION

- |                  |                           |                            |
|------------------|---------------------------|----------------------------|
| 1. ca <u>r</u> e | 5. you <u>r</u>           | 9. <b>e</b> <u>m</u> pire  |
| 2. doo <u>r</u>  | 6. sha <u>r</u> e         | 10. <b>g</b> <u>u</u> itar |
| 3. fou <u>r</u>  | 7. hou <u>r</u>           | 11. <b>i</b> <u>g</u> nore |
| 4. sta <u>r</u>  | 8. <b>b</b> <u>e</u> fore | 12. <b>i</b> <u>n</u> sure |

Reminder: Depending on which dialect of English you hear, /r/ may not be pronounced in medial and in final positions. For example, the word "farm" might be pronounced /fɑ:m/, and the word "more" might be pronounced /mɔ:/. In both cases the vowel sounds are lengthened. However, the majority of Americans pronounce /r/ in all positions.

## 7. Stress and Intonation

### A. Work with a partner.

1. Underline the /l/ sounds in words with a single line and /r/ sounds with a double line. Use a dictionary to help you with meaning and pronunciation of new words.
2. As you take turns reading the passage below, decide which words you would like to stress and mark them with a stress mark (ˈ).
3. Mark the pauses, paying attention to function words and phrasing.
4. Mark the falling or rising intonation with an arrow (↘ ↗).
5. Read the passage again. Help each other with the correct sounds, stress, and intonation.

The first sentence is marked for you.

1. What makes Randell's ready-made minestrone soup / the
2. best minestrone soup? / All those sun-**ri**pened, **de**licious, **as-**
3. **so**rted **ve**getables . . . green and **y**ellow peas, **ba**rley, and
4. vermicelli. They get **si**mmered **sl**owly in a **ta**sty, **de**lectable
5. broth. **R**andell's does all the work. All you do is **o**pen a can, and
6. in four **mi**nutes you have a hot soup. When you take your first
7. **sp**oonful, you'll **ag**ree it's the best-**se**lling minestrone soup.
8. Don't you **de**serve the best? **R**andell's minestrone soup.

### B. Do you think people will want to buy the soup? Discuss your reasons in class.

## 8. Further Practice

A. Read the following riddle aloud. You can use a dictionary to help you with pronunciation of new words.

1. Mark the passage for stress and intonation.
2. Be prepared to read the passage aloud in class.
3. Can you answer the riddle?

Round and round the **rugged**<sup>5</sup> rock

The **ragged**<sup>6</sup> **rascal**<sup>7</sup> ran.

How **many** r's are there in that?

Now tell me if you can.

B. Brain Teaser: What can be found in the center of America and Australia?

---

<sup>5</sup> *rugged*: large, rough, strong

<sup>6</sup> *ragged*: old and torn

<sup>7</sup> *rascal*: a badly behaved person

## Unit 23

p

b



r

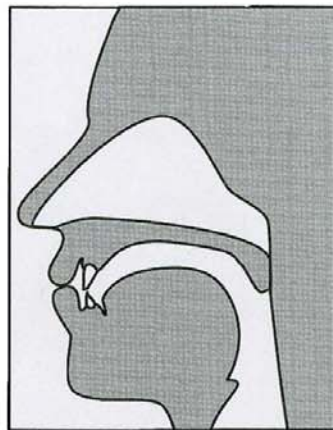
/p/ as in **pen**

/b/ as in **boy**

### 1. Producing /p/

**EXAMPLES:** pay, put, play, price, speak, spring, slept, maps, jump, help

- First press your lips together, firmly, to stop the flow of air.
- Then open your lips and produce the sound with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper in front of your lips. It should move when you produce the sound. Or hold your hand in front of your lips to feel the puff of air. This sound has an aspirate quality<sup>1</sup> (you can hear the strong puff of air as a whisper).

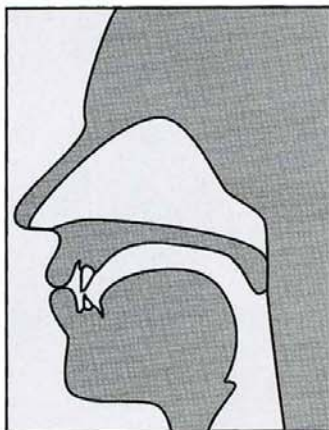


<sup>1</sup> aspirate quality: breathiness heard when producing sound(s)

## 2. Producing /b/

EXAMPLES:      be, best, brain, black, **a**bout, **o**bey, **a**ble, jb, tribe

- This sound is produced the same way as /p/, except that /b/ is voiced, and the puff of air is not as strong.
- First, press your lips together, firmly, to stop the flow of air.
- Then open your lips and produce the sound with a puff of air. This sound does *not* have an aspirate quality.
- Your vocal cords should vibrate.
- Hold a piece of paper or your hand in front of your lips to make sure air is released.



## 3. Contrast: /p/ and /b/

Some students confuse the sound /p/ as in “pen” with the sound /b/ as in “boy.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel a puff of air: aspiration on /p/, none on /b/. Listen and repeat.

1. /p/                  /p . . . /<sup>2</sup>    /p/

2. /b/                  /b . . . /<sup>3</sup>    /b/

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

<sup>2</sup> Try to prolong the puff of air, being careful *not* to add a vowel.

<sup>3</sup> A voiced stop-plosive cannot really be prolonged. It’s very difficult, if not impossible, to produce /b/ by itself, without adding a vowel, because the release of air takes place at the same time the sound is voiced. However, you can exaggerate /b/ by saying it with force.



B. Now practice the sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. pan      /pæn/      pan
2. piece      /piys/      piece
3. repair      /riper/      repair
4. type      /tayp/      type
5. bake      /beyk/      bake
6. ban      /bæn/      ban
7. maybe      /meybiy/      maybe
8. robe      /rowb/      robe

#### 4. Check Your Listening



A. The following pairs of words contain the sounds /p/ as in “pen” and /b/ as in “boy”. You will hear one word from each pair. Circle the word you hear.

- |                  |               |                                   |                                  |
|------------------|---------------|-----------------------------------|----------------------------------|
| 1. <u>p</u> ie   | <u>b</u> uy   | 5. <b>s</b> imple                 | <b>s</b> ymb <u>o</u> l          |
| 2. <u>p</u> ack  | <u>b</u> ack  | 6. <b>s</b> t <u>a</u> p <u>e</u> | <b>s</b> t <u>a</u> b <u>l</u> e |
| 3. <u>p</u> each | <u>b</u> each | 7. l <u>a</u> p                   | l <u>a</u> <u>b</u>              |
| 4. <u>p</u> est  | <u>b</u> est  | 8. r <u>i</u> p                   | r <u>i</u> <u>b</u>              |



B. In the following pairs of words, one word ends with the sound /p/ or /b/. You will hear one word from each pair. Circle the word that you hear.

- |        |              |         |               |
|--------|--------------|---------|---------------|
| 1. so  | soap         | 6. Ma   | mob           |
| 2. key | keep         | 7. too  | tub <u>e</u>  |
| 3. row | rop <u>e</u> | 8. cue  | cub <u>e</u>  |
| 4. why | wip <u>e</u> | 9. row  | rob <u>e</u>  |
| 5. bum | bump         | 10. try | trib <u>e</u> |





6a. cap

She has the cap on her list.

b. cab

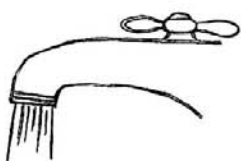
She has the cab on her list.

7a. rope

John has the rope **around** him.

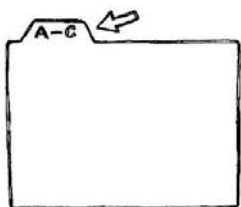
b. robe

John has the robe **around** him.



8a. tap

Did you find the tap?



b. tab

Did you find the tab?



9a. mop

Did you see the mop in there?



b. mob

Did you see the mob in there?

10a. lap

I can see it in his lap.

b. lab

I can see it in his lab.

## 6. Consonant clusters With /p/ as in “pen” and /b/ as in “boy”

When one consonant sound is combined with one or more other consonants, it is called a *cluster*.



- A. When /p/ occurs in a cluster, the puff of air is *weak*. However, make sure your lips close to stop the flow of air. Listen and repeat.

INITIAL /p/	MEDIAL /p/	FINAL /p/
1. <u>p</u> lan	1. <b>a</b> pply	1. <b>a</b> pple
2. <u>p</u> lane	2. su <u>pp</u> ly	2. <b>c</b> ouple
3. <u>p</u> lus	3. re <u>p</u> ly	3. <b>p</b> eople
4. <u>p</u> late	4. em <u>p</u> loy	4. <b>p</b> articip <u>l</u> e

INITIAL /pr/	MEDIAL /pr/	MEDIAL /rp/
1. <u>p</u> ray	1. <b>a</b> pr <u>o</u> n	1. <b>a</b> ir <u>p</u> lane
2. <b>p</b> ri <u>s</u> on	2. <b>a</b> pp <u>r</u> oach	2. <b>c</b> ar <u>p</u> et
3. <b>p</b> ro <u>m</u> ise	3. <b>a</b> pp <u>r</u> o <u>v</u> e	3. <b>p</b> ur <u>p</u> le
4. <u>p</u> re <u>f</u> er	4. im <u>p</u> ro <u>v</u> e	4. <b>s</b> ur <u>p</u> lus



- B. When /b/ occurs in a cluster, there is no puff of air. However, make sure your lips close tightly and your vocal cords vibrate. Listen and repeat.

INITIAL /b/	MEDIAL /b/	FINAL /b/
1. <u>b</u> lack	1. ob <u>b</u> livious <sup>4</sup>	1. <b>t</b> ab <u>l</u> e
2. <u>b</u> lank	2. <b>s</b> ib <u>l</u> ing	2. <b>w</b> ashab <u>l</u> e
3. <u>b</u> lame	3. <b>s</b> ub <u>l</u> ease <sup>5</sup>	3. <b>t</b> roub <u>l</u> e
4. <u>b</u> lood	4. <b>g</b> amb <u>l</u> ing	4. <b>t</b> errib <u>l</u> e

INITIAL /br/	MEDIAL /br/	MEDIAL /rb/	FINAL /rb/
1. <u>b</u> rain	1. <b>a</b> br <u>o</u> ad	1. <b>u</b> rb <u>a</u> n	1. cur <u>b</u>
2. <u>b</u> reak	2. <b>a</b> bb <u>r</u> eviate	2. <b>o</b> rb <u>i</u> t	2. ver <u>b</u>

<sup>4</sup> *oblivious*: not noticing; unaware

<sup>5</sup> *sublease*: rent from someone who is the original renter

INITIAL /br/	MEDIAL /br/	MEDIAL /rb/	FINAL /rb/
3. <u>br</u> own	3. <b>al</b> <u>br</u> ebra	3. <b>gar</b> <u>rb</u> age	3. <b>distur</b> <u>b</u>
4. <u>br</u> idge	4. <b>li</b> <u>br</u> ary	4. <b>har</b> <u>rb</u> or	4. <b>ad</b> <u>rb</u> er

## 7. Doubled Consonants



- A. When a stop-plosive is the final sound in a word and is followed by another word that begins with the same stop-plosive, as in “help paint” and “mob boss,” they are linked together and said as one sound. Do not release the air on the first stop-plosive; release it on the second. The air will take longer to release. Listen and repeat.

- |                         |  |
|-------------------------|--|
| 1. top <u>part</u>      | Would you like the top <u>part</u> of the <b>chicken</b> ? |
| 2. hip <b>pocket</b>    | My <b>wallet</b> is in my hip <b>pocket</b> .              |
| 3. deep <u>part</u>     | He swims in the deep <u>part</u> of the pool.              |
| 4. keep <b>pushing</b>  | Why do you keep <b>pushing</b> me <b>away</b> ?            |
| 5. grape <b>product</b> | Wine is a grape <b>product</b> .                           |
| 6. lab <u>book</u>      | I'm <b>using</b> my lab <u>book</u> <b>today</b> .         |
| 7. rob <u>Bill</u>      | Did you see them rob <u>Bill</u> ?                         |
| 8. tube <u>broke</u>    | The tube <u>broke</u> as I was <b>using</b> it.            |
| 9. disturb <u>Bob</u>   | Did you disturb <u>Bob</u> in his <b>office</b> ?          |
| 10. cab <u>breaks</u>   | His cab <u>breaks</u> down all the time.                   |



- B. When a stop-plosive ends one word and a different stop-plosive begins the next word as in “stop Bill” and “rob Paul,” do not release the air on the first stop-plosive; release it on the second one. The air will take longer to release. Listen and repeat.

- |                              |  |
|------------------------------|--|
| 1. stop <b>baking</b>        | I wish you would stop <b>baking</b> <b>cookies</b> .       |
| 2. cheap <u>book</u>         | When you buy a cheap <u>book</u> , it falls <b>apart</b> . |
| 3. club <u>pass</u>          | To use the pool, I need a club <u>pass</u> .               |
| 4. step <u>back</u>          | He took a step <u>back</u> and fell down.                  |
| 5. <b>check</b> <u>up</u> by | He got a <b>check</b> <u>up</u> by his <b>doctor</b> .     |

## 8. No Sound for “b” and “p”



A. The letter “b” is usually not pronounced when it follows the letter “m.” It is also not pronounced before the letter “t” in the same syllable. Listen and repeat.

- |                     |  |
|---------------------|--|
| 1. clim <b>∅</b>    | Don't clim <b>∅</b> up the tree.                                   |
| 2. com <b>∅</b>     | May I use your com <b>∅</b> ?                                      |
| 3. dum <b>∅</b>     | That's a dum <b>∅</b> thing I did.                                 |
| 4. lam <b>∅</b>     | A lam <b>∅</b> is a young sheep.                                   |
| 5. lim <b>∅</b>     | A lim <b>∅</b> is an arm or a leg.                                 |
| 6. num <b>∅</b>     | To be num <b>∅</b> is to feel no pain.                             |
| 7. thum <b>∅</b>    | Your thum <b>∅</b> is a short, thick <b>f</b> inger.               |
| 8. tom <b>∅</b>     | A tom <b>∅</b> is a place where <b>some</b> one is <b>bur</b> ied. |
| 9. bom <b>∅</b>     | A bom <b>∅</b> went off in the <b>mar</b> ket.                     |
| 10. <b>plum</b> ber | A <b>plum</b> ber <b>re</b> pairs <b>wa</b> ter pipes.             |
| 11. dou <b>∅</b> t  | When in dou <b>∅</b> t, don't use it.                              |
| 12. de <b>∅</b> t   | A de <b>∅</b> t is <b>some</b> thing owed to <b>some</b> one else. |



B. When the letters “ps” begin a word, the “p” is not pronounced. “P” is also not pronounced in a few other words. Listen and repeat.

- |                                |   |
|--------------------------------|---|
| 1. <i>psa</i> lm <sup>6</sup>  | A <i>psa</i> lm is a <b>relig</b> ious song or <b>po</b> em.  |
| 2. <i>psy</i> chiatrist        | A <i>psy</i> chiatrist is a <b>med</b> ical <b>do</b> ctor who treats <b>men</b> tal <b>ill</b> ness.               |
| 3. <i>psy</i> chologist        | A <i>psy</i> chologist <b>also</b> treats <b>men</b> tal <b>ill</b> ness but has no <b>med</b> ical <b>de</b> gree. |
| 4. cor <b>∅</b> s <sup>7</sup> | The <b>Mar</b> ine Cor <b>∅</b> s is part of the Armed <b>For</b> ces.  |
| 5. <b>re</b> ce <b>∅</b> pt    | You should get a <b>re</b> ce <b>∅</b> pt when you pay the rent.  |

<sup>6</sup>The “l” in “psalm” is also silent.

<sup>7</sup>The “s” in “corps” is also silent.



## 9. Stress and Intonation

Each of these sentences contains the sound /p/ as in “pen,” the sound /b/ as in “boy,” or both.

1. Listen for the sounds /p/ and /b/, which are underlined. Clusters with /p/ and /b/ are also underlined.
2. As you listen to the tape and repeat the sentences, mark the stressed words you hear with a stress mark (ˈ).
3. Pay attention to function words, phrasing, and intonation.

The first sentence is marked for you.

1. Let's take the subway to the public library.
2. Can you parallel park<sup>8</sup> that car?
3. We always take the express bus to the airport.
4. Is the biology lab on campus?
5. Brooklyn and the Bronx are part of New York City.
6. The park bench is painted black.
7. Peter has a pass for a Broadway show.
8. Inspect the apartment before you move in.
9. My boss speaks Spanish and Portuguese.
10. Please pass the plate of spaghetti and meatballs.

## 10. Further Practice

A. The following is a well-known rhyme. Work with a partner.

1. The /p/ and /b/ consonants are underlined.
2. Mark the words you decide to stress with a stress mark (ˈ).
3. Pay attention to function words and phrasing.

The first line is marked for you.

<sup>8</sup> parallel park: park alongside a curb

1. Sing a song of **six**pence,
2. A **pocket** full of rye,
3. Four and **twenty** **black**birds
4. **B**aked in a pie.
5. When the pie was **o**pened
6. The **b**irds **b**egan to sing
7. Now **wasn't** that a **dainty** dish
8. To set **b**efore a king?

**B.** Record yourself, monitoring your articulation, stress, and intonation.

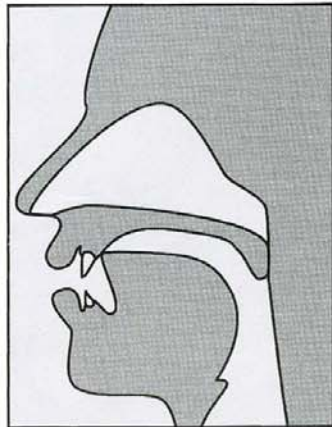
## Unit 24

/t/ as in **ten**  
/d/ as in **day**

### 1. Producing /t/

EXAMPLES: to, time, stop, **little**, **au**to, ate, walked

- First press the *tip* of your tongue against your *upper gum ridge* (at the teeth ridge) to stop the flow of air.
- Then quickly drop the tongue tip. As the air is released, the sound is produced with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper in front of your lips. It should move when you produce the sound. Or hold your hand in front of your lips to feel the puff of air. This sound has an aspirate quality<sup>1</sup> (you can hear the strong puff of air as a whisper).

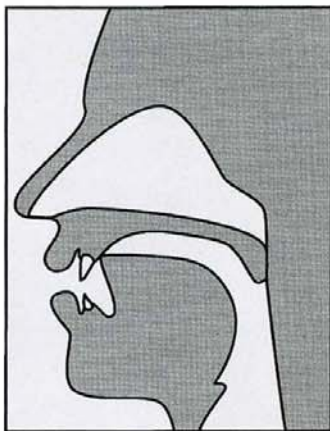


<sup>1</sup> *aspirate quality*: breathiness heard when producing sound(s)

## 2. Producing /d/

EXAMPLES:      do, dark, **candy**, **louder**, **powder**, need, side, called

- This sound is produced the same way as /t/ except that /d/ is voiced and the puff of air is not as strong.
- First press the *tip* of your tongue against your *upper gum ridge* (at the teeth ridge) to stop the flow of air.
- Then quickly drop the tongue tip. As the air is released, the sound is produced with a puff of air that is not as strong as that for /t/. This sound does *not* have an aspirate quality.
- Your vocal cords vibrate.
- Hold a piece of paper or your hand in front of your lips to make sure air is released.



## 3. Contrast: /t/ and /d/

Some students confuse the sound /t/ as in “ten” with the sound /d/ as in “day.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel a puff of air: aspiration on /t/, none on /d/. Listen and repeat.

1. /t/                    /t . . . /<sup>2</sup>    /t/

2. /d/                    /d . . . /<sup>3</sup>    /d/

<sup>2</sup> Try to prolong the puff of air, being careful *not* to add a vowel.

<sup>3</sup> A voiced stop-plosive cannot really be prolonged. It's very difficult, if not impossible, to produce /d/ by itself without adding a vowel, because the release of air takes place at the same time the sound is voiced. However, you can exaggerate /d/ by saying it with force.



Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)



B. Now practice the sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                         |         |                      |
|-------------------------|---------|----------------------|
| 1. <u>t</u> ea          | /tiy/   | <u>t</u> ea          |
| 2. <u>t</u> ell         | /tɛll/  | <u>t</u> ell         |
| 3. <b>att<u>a</u>ck</b> | /ətæk/  | <b>att<u>a</u>ck</b> |
| 4. co <u>a</u> t        | /kɔwt/  | co <u>a</u> t        |
| 5. <u>d</u> eep         | /diyp/  | <u>d</u> eep         |
| 6. <u>d</u> ig          | /dɪg/   | <u>d</u> ig          |
| 7. <b>ad<u>a</u>lt</b>  | /ədɔlt/ | <b>ad<u>a</u>lt</b>  |
| 8. ne <u>e</u> d        | /niyd/  | ne <u>e</u> d        |

#### 4. Check Your Listening



A. The following pairs of words contain the sounds /t/ as in “ten” and /d/ as in “day.” You will hear one word from each pair. Circle the word that you hear.

- |                 |              |                 |               |
|-----------------|--------------|-----------------|---------------|
| 1. <u>t</u> ear | <u>d</u> ear | 6. ba <u>t</u>  | ba <u>d</u>   |
| 2. <u>t</u> ie  | <u>d</u> ie  | 7. nea <u>t</u> | nee <u>d</u>  |
| 3. <u>t</u> ime | <u>d</u> ime | 8. ha <u>t</u>  | ha <u>d</u>   |
| 4. <u>t</u> o   | <u>d</u> o   | 9. coa <u>t</u> | co <u>d</u> e |
| 5. <u>t</u> own | <u>d</u> own | 10. hi <u>t</u> | hi <u>d</u>   |



B. In the following pairs of words, one word ends with the sound /t/ or /d/. You will hear one word from each pair. Circle the word that you hear.

- |         |                |          |                           |
|---------|----------------|----------|---------------------------|
| 1. spy  | sp <u>i</u> te | 6. may   | ma <u>d</u> e             |
| 2. he   | hea <u>t</u>   | 7. knee  | nee <u>d</u>              |
| 3. plan | pl <u>a</u> nt | 8. car   | car <u>d</u>              |
| 4. see  | sea <u>t</u>   | 9. rye   | ri <u>d</u> e             |
| 5. go   | goa <u>t</u>   | 10. plan | pl <u>a</u> n <u>n</u> ed |

## 5. Practice the Contrast: /t/ as in "ten" with /d/ as in "day"



- A. Practice these contrasting sounds. When /t/ or /d/ appears at the end of a word, the sound is produced with a weak puff of air. Listen and repeat each word pair.

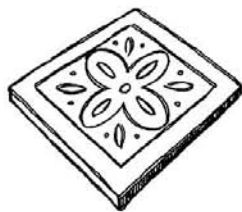
/t/	/d/	/t/	/d/
1. <u>t</u> ear	<u>d</u> ear	6. at	<u>ad</u> d
2. <u>t</u> ie	<u>d</u> ye	7. ne <u>t</u>	nee <u>d</u>
3. <u>t</u> ime	<u>d</u> ime	8. co <u>t</u>	co <u>d</u> e
4. <u>t</u> ile	<b><u>d</u></b> ial	9. de <u>b</u> t	dea <u>d</u>
5. <u>t</u> own	<u>d</u> own	10. bri <u>g</u> ht	bride



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /t/, and the second has the sound /d/. Listen and repeat.

1a. time                      Do you have the time?

b. dime                        Do you have the dime?



2a. tile                        Can you tile it in the **kitchen**?

b. **d**ial                        Can you **d**ial it in the **kitchen**?

3a. tore<sup>4</sup>                      John said "tore."

b. door                        John said "door."

<sup>4</sup> *tore*: past tense of the verb "to tear"

4a. tie

**Doesn't** the tie look nice?

b. dye<sup>5</sup>

**Doesn't** the dye look nice?

5a. write

She likes to write **every** day.

b. ride

She likes to ride **every** day.

6a. seat

The seat is in the **garden**.

b. seed

The seed is in the **garden**.

7a. cart

I gave him my cart.

b. card

I gave him my card.

8a. bet

He likes the bet.

b. bed

He likes the bed.

9a. debt

I saw the debt.

b. dead

I saw the dead.

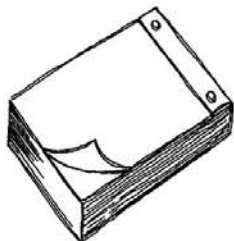
10a. pat

Give her a pat.



b. pad<sup>6</sup>

Give her a pad.



<sup>5</sup> *dye*: a solution used to color cloth or hair

<sup>6</sup> *pad*: a stack of paper glued together at one end

## 6. Consonant Clusters With /t/ as in “ten” and /d/ as in “day”

When one consonant sound is combined with one or more other consonants, it is called a *cluster*. When /t/ and /d/ occur in a cluster, the puff of air is *weak*. However, make sure that your tongue tip is pressed lightly against your upper gum ridge so that the flow of air is stopped before it is released.



A. Listen to and repeat the following words.

INITIAL /tr/	MEDIAL /tr/	INITIAL /dr/	MEDIAL /dr/
1. <u>tr</u> ack	1. <b>en</b> <u>tr</u> ance	1. <u>dr</u> eam	1. <b>ad</b> <u>dr</u> ess
2. <u>tr</u> ade	2. <b>mat</b> <u>tr</u> ess	2. <u>dr</u> ill	2. <b>lau</b> <u>ndr</u> y
3. <u>tr</u> ain	3. <b>met</b> <u>tr</u> ic	3. <u>dr</u> aw	3. <b>un</b> <u>dr</u> ess
4. <u>tr</u> y	4. <b>pat</b> <u>rol</u>	4. <u>dr</u> y	4. <b>de</b> <u>hydr</u> ate <sup>7</sup>

B. Work with a partner or with a small group. Make up four sentences each with one word from each of the above columns. As you read them aloud, check each other for the correct articulation.

## 7. When /t/ Sounds Like /d/

When the sound /t/ occurs between two vowel sounds, in an unstressed syllable or at the end of a stressed syllable, it is pronounced quickly, without a puff of air. Many educated Americans pronounce this sound like /d/ (sometimes called a “soft /t/”).



A. You will hear two pronunciations for each word. The first will have the /t/ sound and the second the /d/ sound. Listen and repeat.

- |                             |                            |                            |
|-----------------------------|----------------------------|----------------------------|
| 1. <b>ci</b> <u>t</u> y     | 5. <b>wri</b> <u>t</u> er  | 9. <b>bet</b> <u>t</u> er  |
| 2. <b>sit</b> <u>t</u> ing  | 6. <b>wri</b> <u>t</u> ing | 10. <b>butt</b> <u>r</u> e |
| 3. <b>wa</b> <u>t</u> er    | 7. <b>for</b> <u>t</u> y   | 11. <b>mat</b> <u>t</u> er |
| 4. <b>daugh</b> <u>t</u> er | 8. <b>dir</b> <u>t</u> y   | 12. <b>litt</b> <u>l</u> e |

B. Work with a partner. Think of twelve sentences (six each) for each sound using the above words. Be prepared to share them with the class.

<sup>7</sup> *dehydrate*: make dry by removing all the water

## 8. Consonant Clusters /lt/ and /ld/



- A. Practice these clusters. Listen to the contrast between the single sound and the cluster; then repeat each word pair.

/l/	/lt/	/l/	/ld/
1. fell	felt	6. coal	cold
2. haul	halt	7. goal	gold
3. fall	fault	8. bill	build
4. bell	belt	9. hole	hold
5. mall	malt <sup>8</sup>	10. sole	sold



- B. Now practice the sounds in sentence pairs. The first sentence of each pair has a word that ends in /l/. The second has a word that ends in /lt/ or /ld/. Listen and repeat.

- |                        |   |
|------------------------|---|
| 1a. fell               | He fell as if he were sick.               |
| b. felt                | He felt as if he were sick.               |
|                        |   |
| 2a. haul <sup>9</sup>  | Who can haul a car?                       |
| b. halt                | Who can halt a car?                       |
|                        |   |
| 3a. fall               | I'm <b>responsible</b> for my fall.       |
| b. fault <sup>10</sup> | I'm <b>responsible</b> for my fault.      |
|                        |   |
| 4a. bell               | She gave him a bell as a <b>present</b> . |
| b. belt                | She gave him a belt as a <b>present</b> . |
|                        |   |
| 5a. mall               | We <b>approve</b> of the mall.            |
| b. malt                | We <b>approve</b> of the malt.            |

<sup>8</sup> *malt*: a grain used for making drinks

<sup>9</sup> *haul*: carry a load

<sup>10</sup> *fault*: a flaw; a defect



6a. coal<sup>11</sup>                      The coal may stay for a week.

b. cold                              The cold may stay for a week.

7a. goal                              Was it your goal?

b. gold                                Was it your gold?

8a. bill                                Will you bill for it?

b. build                                Will you build for it?

9a. hole                                Put it in the hole.

b. hold<sup>12</sup>                              Put it in the hold.

10a. sole                                The fish is sole.

b. sold                                 The fish is sold.

## 9. Syllabic /l/ After /t/ and /d/

A. When /l/ is in an unstressed syllable following /t/ or /d/, no vowel sound is produced. This occurs even when a vowel letter appears between /t/ and /d/. For example,

1. **litt**le            /lɪtəl/                      3. **tot**al            /toʊtəl/

2. **mid**dle           /mɪdəl/                      4. **med**al           /mɛdəl/

This /l/ sound is called *syllabic* because it forms a syllable without a vowel sound. (The dot underneath /l/ indicates a syllable.)

<sup>11</sup> *coal*: a mineral that is burned for heat

<sup>12</sup> *hold*: the container area of a ship

Reminder: /t/, /d/, and /l/ are all made with the tongue tip pressed against the upper gum ridge.

- To produce /t/ or /d/, press your tongue tip against the upper gum ridge. This action stops the flow of air.
- Instead of releasing the tongue tip, keep it in place and then make the "l." The air will escape over the sides of your tongue as you make the sound /l/.



B. Listen and repeat these words and sentences. Note that some educated speakers may use a "soft /t/" in words spelled with "t" or "tt." (See page 207.)

1. **bott**le /batl/ Did you give the **bab**y the **bott**le?
2. **batt**le /bætl/ The **sold**iers fought in a big **batt**le.
3. **kett**le /kætl/ **Wat**er is boiled in a **kett**le.
4. **sett**le /setl/ Don't **sett**le for less than it's worth.
5. **hosp**ital /haspɪtl/ We took him to the **hosp**ital.
6. **cand**le /kændl/ Light a **cand**le when it gets dark.
7. **ridd**le /rɪdl/ What's the **ans**wer to the **ridd**le?
8. **need**le /niydl/ Do you have a **need**le and thread?
9. **sadd**le /sædl/ Put a **sadd**le on the horse.
10. **sand**als /sændlɪz/ I like to wear **sand**als, not closed shoes.

## 10. Stress and Intonation



A. Listen for the sounds /t/ and /d/.

1. Mark the stressed words you hear with a stress mark (ˈ).
2. Mark the falling or rising intonation with an arrow (↘ ↗).
3. Pay attention to function words and phrasing. Listen and repeat.

The first sentence is marked for you.

1. **During** the **wint**er the **days** are **short**.
2. Does your **teacher** get paid on **Fri**days?
3. I ate all the **tomato**es **yes**terday.
4. She told us a **romant**ic **stor**y.

5. Tom bought a lot of **dough**nuts.
6. The **door**man told us to go down.
7. The **Pilgr**ims came here in sixteen **twen**ty.
8. **Sat**urday night is the **loneli**est night of the week.
9. Do you usually **visi**t your aunt on **Mon**days?
10. Did you make an **appoin**tment with your **doct**or?

- B. After you've listened to the tape, work with a partner. Compare your markings. Take turns reading the sentences aloud and check each other for sounds, stress, and intonation.

## 11. Pronunciation of the "-ed" Ending

Form the past tense of regular verbs by adding the ending "-ed" to the base form. The ending has three different pronunciations. The pronunciation of "-ed" depends on whether a voiced or voiceless sound comes before it.



### A. Verbs Ending in Voiceless Consonants

When a verb ends in a *voiceless* consonant (except for /t/), pronounce "-ed" as /t/. Voiceless consonants include /p/, /k/, /f/, /θ/, /s/, /ʃ/, and /tʃ/. Listen and repeat.

- |                   |        |                                      |
|-------------------|--------|--------------------------------------|
| 1a. <u>kiss</u>   | /kɪs/  | Did you kiss me?                     |
| b. <u>kiss</u> ed | /kɪst/ | I <u>kiss</u> ed you <b>before</b> . |
| 2a. <u>walk</u>   | /wɔk/  | I'll <u>walk</u> <b>alone</b> .      |
| b. <u>walk</u> ed | /wɔkt/ | I <u>walk</u> ed <b>alone</b> .      |



### B. Verbs Ending in Voiced Consonants

When a verb ends in a *voiced* consonant (except for /d/), pronounce "-ed" as /d/. Voiced consonants are those not listed above. Listen and repeat.

- |                             |           |                                    |
|-----------------------------|-----------|------------------------------------|
| 1a. <u>call</u>             | /kɔl/     | Did you <u>call</u> me?            |
| b. <u>call</u> ed           | /kɔld/    | Yes, I <u>call</u> ed you.         |
| 2a. <b>beli</b> eve         | /bəliyv/  | I <b>beli</b> eve in him.          |
| b. <b>beli</b> ev <u>ed</u> | /bəliyvd/ | I <b>beli</b> ev <u>ed</u> in him. |



**C. Verbs Ending in Vowels**

Remember that all vowels are *voiced*. Thus, when a verb ends in a vowel sound, “-ed” is pronounced /d/. Listen and repeat.

- 1a. play /pley/ Did you play drums?  
 b. played /pleyd/ No, I played piano.
- 2a. show /fow/ I'll show it to you.  
 b. showed /fowd/ I showed it to you.

**D. Verbs Ending in /t/ or /d/**

When a verb ends in /t/ or /d/, pronounce “-ed” as /ɪd/. In this case, “-ed” is a separate syllable. Listen and repeat.

- 1a. paint /peynt/ Paint one wall.  
 b. **painted** /peyntɪd/ I **painted** one wall.
- 2a. want /want/ I want a piece.  
 b. **wanted** /wantɪd/ I **wanted** a piece.
- 3a. need /niyd/ I need it now.  
 b. **needed** /niydɪd/ I **needed** it **yesterday**.
- 4a. **decide** /dɪsɪyd/ Don't **decide** **today**.  
 b. **decideed** /dɪsɪydɪd/ I **decideed** **today**.

**12. Practice /t/, /d/, and /ɪd/ Endings**

Work with a partner. Take turns reading the sentences. Check each other for correct pronunciation of the “-ed” endings. Then start the tape.

**A. /t/ Ending**

In the sentences below, pronounce “-ed” as /t/. Listen and repeat.

1. I baked a cake for my **boy**friend.
2. I wrapped the **pack**age for the **cust**omer.
3. They reached the top of the **mount**ain.

4. I helped him with his **homework**.
5. He missed **having** his **breakfast** this **morning**.



**B. /d/ Ending**

In the sentences below, pronounce “-ed” as /d/. Listen and repeat.

1. The **baby** screamed all night for her **mother**.
2. He lived a long time **after** his **illness**.
3. I **received** the **tele**phone bill last night.
4. He **continue**d to win at cards.
5. They **advertised** for an **apart**ment in the **paper**.



**C. /ɪd/ Ending**

In the sentences below, pronounce “-ed” as /ɪd/. Listen and repeat.

1. He recommended me for the **computer** job.
2. We **boarded** the plane on time.
3. She was **admitted** to the **hospital**.
4. I **requested** a room with a view.
5. They **decided** to go by train **instead** of by plane.

## 13. Further Practice

**A.** Form the past tense of the following verbs.

1. Pronounce the base form of the verb. You can use a dictionary to help you with the pronunciation.
2. Write the past tense form in the space provided. Then write the phonetic symbol for the “-ed” ending (/t/, /d/, or /ɪd/).
3. Pronounce the past tense form.

## EXAMPLES:

a. add	<i>added</i>	/ɪd/
b. <b>elect</b>	<i>elected</i>	/ɪd/
c. laugh	<i>laughed</i>	/t/
d. <b>delay</b>	<i>delayed</i>	/d/
1. <b>travel</b>	_____	/____/
2. dream	_____	/____/
3. wash	_____	/____/
4. <b>receive</b>	_____	/____/
5. <b>study</b>	_____	/____/
6. <b>report</b>	_____	/____/
7. type	_____	/____/
8. stop	_____	/____/
9. vote	_____	/____/
10. <b>expect</b>	_____	/____/

- B. Think of at least five verbs you may have had difficulty pronouncing in the past tense. Write sentences with these verbs in the present tense and then in the past tense. Read them aloud as you write. Be prepared to discuss them in class.
- C. Tongue twisters are phrases that are difficult to say quickly. Say the following selection aloud, slowly, and mark the phrases. Record the selection, and when you play it back, check your articulation and marking.

A **tutor** who **tooted**<sup>13</sup> the flute  
 Tried to **tutor** two **tooters** to toot.  
 Said the two to the **tutor**:  
 "Is it **harder** to toot, or  
 To **tutor** two **tooters** to toot?"

<sup>13</sup> *toot*: blow a horn, whistle, etc. in short loud sounds

## Unit 25

k

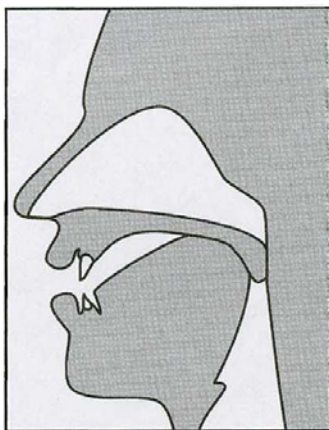
/k/ **as in cat**

/g/ **as in go**

### 1. Producing /k/

EXAMPLES: kiss, came, key, **ch**aracter, **q**uiet, **l**iquid, **p**icture,  
**ch**icken, **acc**ident, **s**ick, **book**, **brake**

- First press the *back* part of your tongue to the *back* of the roof of your mouth (soft palate) to stop the flow of air.
- Then quickly lower the back of your tongue. As the air is released, the sound is produced with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper in front of your lips. It should move when you produce the sound. Or hold your hand in front of your lips to feel the puff of air. This sound has an aspirate quality<sup>1</sup> (you can hear the puff of air as a whisper).

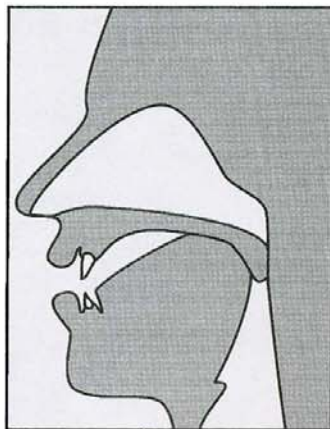


<sup>1</sup> *aspirate quality*: breathiness heard when producing sound(s)

## 2. Producing /g/

EXAMPLES: get, ghost, guest, forget, began, bag, egg, league

- This sound is produced the same way as /k/, except that /g/ is voiced and the puff of air is not as strong.
- First press the *back* part of your tongue to the *back* of the roof of your mouth (soft palate) to stop the flow of air.
- Then quickly lower the back of your tongue. As the air is released, the sound is produced with a puff of air that is not as strong as that for /k/. This sound does *not* have an aspirate quality.
- Your vocal cords should vibrate.
- Hold a piece of paper or your hand in front of your lips to make sure air is released.



## 3. Contrast: /k/ and /g/

Some students confuse the sound /k/ as in “cat” with the sound /g/ as in “go.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel a puff of air: aspiration on /k/, none on /g/. Listen and repeat.

1. /k/            /k . . . /<sup>2</sup>    /k/

2. /g/            /g . . . /<sup>3</sup>    /g/

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

<sup>2</sup> Try to prolong the puff of air, being careful *not* to add a vowel.

<sup>3</sup> A voiced stop-plosive cannot really be prolonged. It's very difficult, if not impossible, to produce /g/ by itself without adding a vowel, because the release of air takes place at the same time the sound is voiced. However, you can exaggerate /g/ by saying it with force.



- B. Now practice the sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. can      /kæn/      can
2. key      /kiy/      key
3. became    /bɪkeɪm/    became
4. make      /meyk/      make
5. go          /gow/        go
6. give      /gɪv/        give
7. again      /əgeɪn/      again
8. bag        /bæg/        bag

#### 4. Check Your Listening



- A. The following pairs of words contain the sounds /k/ as in “cat” and /g/ as in “go.” You will hear one word from each pair. Circle the word that you hear.

- |                  |       |                   |      |
|------------------|-------|-------------------|------|
| 1. <u>c</u> ame  | game  | 6. <u>s</u> nack  | snag |
| 2. <u>c</u> ome  | gum   | 7. <u>l</u> ack   | lag  |
| 3. <u>c</u> ane  | gain  | 8. <u>d</u> uck   | dug  |
| 4. <u>c</u> oal  | goal  | 9. <u>p</u> ick   | pig  |
| 5. <u>c</u> lass | glass | 10. <u>f</u> rock | frog |



- B. In the following pairs of words, one word ends with the sound /k/ or /g/. You will hear one word from each pair. Circle the word that you hear.

- |         |       |         |        |
|---------|-------|---------|--------|
| 1. see  | seek  | 6. Lee  | league |
| 2. stay | steak | 7. play | plague |
| 3. way  | wake  | 8. more | morgue |
| 4. we   | week  | 9. row  | rogue  |
| 5. lay  | lake  | 10. few | fugue  |

## 5. Practice the Contrast: /k/ as in "cat" with /g/ as in "go"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/k/	/g/	/k/	/g/
1. <u>c</u> url	girl	6. <u>p</u> ick	pig
2. <u>c</u> ard	<u>g</u> uard	7. <u>l</u> ock	log <sup>4</sup>
3. <u>c</u> ould	good	8. <u>r</u> ack	rag
4. <u>c</u> oast	<u>g</u> host	9. <u>l</u> eak	league
5. <u>c</u> old	gold	10. <u>b</u> ack	bag



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /k/, and the second has the sound /g/. Listen and repeat.

1a. curl                      That's a nice **litt**le curl you have.

b. girl                              That's a nice **litt**le girl you have.



2a. card                              Did you see my card?

b. guard                              Did you see my guard?

<sup>4</sup> Some Americans say /log/ rather than /log/.

3a. could

We all said "could."

b. good

We all said "good."

4a. coast

We can see the coast from here.

b. ghost

We can see the ghost from here.



5a. cold

It was cold in there.

b. gold

It was gold in there.

6a. pick<sup>5</sup>

You can have your pick.

b. pig

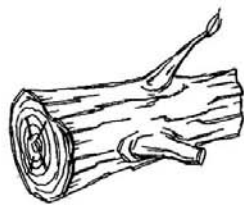
You can have your pig.

7a. lock

Where is the lock we had?

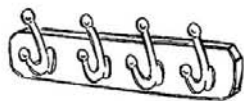
b. log

Where is the log we had?



8a. rack

A rack is on the wall.

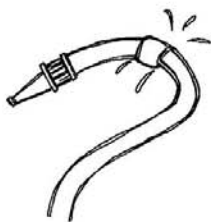


b. rag

A rag is on the wall.

<sup>5</sup> pick: choice





9a. leak

It's a big leak we're up **against**.

b. league

It's a big league we're up **against**.

10a. back

She thinks it's in the **back**.

b. bag

She thinks it's in the **bag**.

## 6. Consonant Clusters With /k/ as in "cat" and /g/ as in "go"

When one consonant sound is combined with one or more other consonants, it is called a *cluster*.



- A. When /k/ occurs in a cluster, the puff of air is *weak*. However, make sure the back of your tongue is pressed lightly against your soft palate so that the flow of air is stopped before it is released. Listen and repeat.

INITIAL /kl/	MEDIAL /kl/	FINAL /kl/
1. <u>cl</u> aim	1. de <u>cl</u> ine	1. <b>cl</b> ircle
2. <u>cl</u> ause	2. <b>Fr</b> ank <u>cl</u> in	2. <b>un</b> cl <u>er</u>
3. <u>cl</u> ap	3. un <u>cl</u> ikely	3. <b>lo</b> cl <u>er</u>
4. <u>cl</u> ear	4. ex <u>cl</u> usive	4. <b>wr</b> in <u>cl</u> er

INITIAL /kr/	MEDIAL /kr/
1. <u>cr</u> y	1. <b>se</b> cr <u>er</u>
2. <u>cr</u> owd	2. a <u>cr</u> oss
3. <u>cr</u> eam	3. <b>air</b> cr <u>er</u> ft
4. <u>cr</u> oss	4. <b>mi</b> cr <u>er</u> be



- B. When /g/ occurs in a cluster, there is no puff of air. However, make sure the back of your tongue is pressed lightly against your soft palate so that the flow of air is stopped before it is released. Listen and repeat.

INITIAL /gl/	MEDIAL /gl/	FINAL /gl/
1. <u>g</u> love	1. <b>ey</b> g <u>l</u> ass	1. <b>e</b> ag <u>l</u> e
2. <u>g</u> lad	2. ne <u>g</u> l <u>e</u> ct	2. <b>i</b> ll <u>e</u> g <u>a</u> l
3. <u>g</u> lue	3. <b>E</b> ng <u>l</u> and	3. <b>s</b> tr <u>u</u> gg <u>l</u> e
4. <b>g</b> l <u>a</u> m <u>o</u> ur	4. un <u>g</u> l <u>e</u> d	4. <b>j</b> un <u>g</u> l <u>e</u>

INITIAL /gr/	MEDIAL /gr/
1. <u>g</u> rade	1. <b>h</b> un <u>g</u> ry
2. <u>g</u> rass	2. <b>c</b> on <u>g</u> ress
3. <u>g</u> reat	3. dis <u>g</u> r <u>a</u> ce
4. <u>g</u> raph	4. <b>a</b> ng <u>u</u> ry

## 7. Sounds for the Letters "cc"



- A. The letters "cc" sometimes represent the sound /k/ as in "cat." Listen and repeat.

- |                       |  |
|-----------------------|--|
| 1. <u>acc</u> ount    | <b>O</b> pen an <u>acc</u> ount with the bank.         |
| 2. <u>acc</u> use     | Don't <u>acc</u> use me of <b>an</b> ything.           |
| 3. <u>occ</u> ur      | When did that <b>ev</b> ent <u>occ</u> ur?             |
| 4. <u>soc</u> cer     | Do you play <b>soc</b> cer with him?                   |
| 5. <u>acc</u> omplish | I'll <u>acc</u> omplish that in due time. <sup>6</sup> |
| 6. <u>acc</u> ordion  | My <b>bro</b> ther plays the <u>acc</u> ordion.        |
| 7. <u>occ</u> asion   | What's the <u>occ</u> asion for the <b>pa</b> rty?     |
| 8. <u>acc</u> ountant | That man is my <u>acc</u> ountant.                     |

<sup>6</sup> *in due time*: at the right or proper time



B. Sometimes the letters “cc” represent the sounds /ks/. Notice the syllable break in this form of “cc.” Listen and repeat.

- |                       |   |
|-----------------------|---|
| 1. <u>ac</u> celerate | To <u>ac</u> celerate means to move <b>faster</b> .                       |
| 2. <u>vac</u> cine    | A <u>vac</u> cine <b>protects</b> us <b>against</b> disease.              |
| 3. <u>acc</u> ent     | He speaks with an <u>acc</u> ent.   |
| 4. <u>ac</u> cede     | To <u>ac</u> cede means to <b>agree</b> .                                 |
| 5. <u>acc</u> ept     | Are you <b>willing</b> to <u>acc</u> ept the grade?                       |
| 6. <u>acc</u> ident   | It was an <u>acc</u> ident <b>waiting</b> to <b>happen</b> . <sup>7</sup> |
| 7. <u>suc</u> ceed    | She'll <u>suc</u> ceed in <b>everything</b> she does.                     |
| 8. <u>succ</u> ess    | The <b>party</b> was a huge <u>succ</u> ess.                              |

## 8. Sounds for the Letter “x”



A. In the middle of a word, the letter “x” usually represents the sound /ks/. Listen and repeat.

- |                     |   |
|---------------------|---|
| 1. <u>ex</u> ercise | Do you <b>always</b> <u>ex</u> ercise in the <b>morning</b> ? |
| 2. <u>ex</u> plain  | Please <u>ex</u> plain the <b>lesson</b> to me.               |
| 3. <u>ex</u> tra    | We <b>always</b> get an <u>ex</u> tra plate.                  |
| 4. <u>ex</u> pect   | Did you <u>ex</u> pect that child to <b>behave</b> ?          |
| 5. <u>ex</u> pense  | I'll spare no <u>ex</u> pense for the gift.                   |



B. At the end of a word, “x” always represents /ks/. Listen and repeat.

- |          |                                     |
|----------|-------------------------------------|
| 1. ax    | We chop wood with an ax.            |
| 2. fix   | When will we fix the pipe?          |
| 3. tax   | We all pay our <b>income</b> tax.   |
| 4. mix   | Did you mix the paint?              |
| 5. relax | When we come home, we try to relax. |

<sup>7</sup> an accident waiting to happen: an accident that is expected



C. Sometimes “x” represents /gz/. Listen and repeat.

- |                       |  |
|-----------------------|--|
| 1. <u>ex</u> ample    | Please read the <u>ex</u> ample first.           |
| 2. <u>ex</u> ist      | How do we know that we <u>ex</u> ist?            |
| 3. <u>ex</u> hibit    | Did you see the art <u>ex</u> hibit?             |
| 4. <u>ex</u> act      | We need the <u>ex</u> act change for the bus.    |
| 5. <u>ex</u> aggerate | That dress tends to <u>ex</u> aggerate her size. |

## 9. Sounds for the Letters “qu”



A. In the initial (beginning) position, the letters “qu” usually represent the sound /kw/. Listen and repeat.

- |                  |  |
|------------------|--|
| 1. <u>qu</u> iz  | My <b>teacher</b> gave us a <u>qu</u> iz.      |
| 2. <u>qu</u> ick | I’ll take a <u>qu</u> ick <b>show</b> er now.  |
| 3. <u>qu</u> een | She’d like to be <u>qu</u> een for a day.      |
| 4. <b>qu</b> iet | My house is very <b>qu</b> iet at night.       |
| 5. <u>qu</u> ite | The food was <b>really</b> <u>qu</u> ite good. |



B. In the medial (middle) position as well, the letters “qu” usually represent /kw/. Listen and repeat.

- |                     |  |
|---------------------|--|
| 1. <b>equ</b> al    | All of us have <b>equ</b> al qualifications.                     |
| 2. <b>equ</b> ation | It’s a math <b>equ</b> ation.                                    |
| 3. <b>liqu</b> id   | Pour the <b>liqu</b> id from the <b>bott</b> le.                 |
| 4. <b>sque</b> eze  | We all tried to <b>sque</b> eze <b>in</b> to the car.            |
| 5. <b>requ</b> est  | They <b>requ</b> est an <b>ans</b> wer to the <b>in</b> itation. |

## 10. No Sound for "k" and "g"



A. When the letters "kn" begin a word, the "k" is not pronounced. Listen and repeat.

- |                      |  |
|----------------------|--|
| 1. <del>k</del> nee  | The <del>k</del> nee is a joint in the leg.                    |
| 2. <del>k</del> neel | To <del>k</del> neel means to get down on your knees.          |
| 3. <del>k</del> now  | Do you <del>k</del> now that <b>today's</b> a <b>holiday</b> ? |
| 4. <del>k</del> new  | Of course, I <del>k</del> new that!                            |
| 5. <del>k</del> nife | He used the <del>k</del> nife to cut the bread.                |



B. When the letter "g" comes before the letter "n" or "m" in the same syllable, it is not pronounced. Listen and repeat.

- |                      |  |
|----------------------|--|
| 1. sign              | Did you see the sign in the <b>w</b> indow?  |
| 2. re <b>sign</b>    | I'll re <b>sign</b> from my job soon.  |
| 3. re <b>ign</b>     | The re <b>ign</b> of the king is a long one.   |
| 4. <b>f</b> oreign   | The ship docks at <b>f</b> oreign ports.   |
| 5. de <b>sign</b> er | She <b>al</b> ways buys de <b>sign</b> er clothes.   |
| 6. <b>di</b> aphragm | The <b>di</b> aphragm is a <b>m</b> uscle that <b>se</b> parates the lungs from the <b>st</b> omach. |



## 11. Stress and Intonation

Before you listen to and repeat the sentences on the tape:

1. Read the following sentences aloud to yourself and underline the letter or letters that represent the sound /k/ with a single line and the sound /g/ with a double line. Then circle the clusters.
2. Mark the falling or rising intonation with an arrow (↘ ↗).
3. As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ). Pay attention to function words, phrasing, and intonation.

EXAMPLE: They were **very** quiet when they got their grades.

1. The **mechanic** said the car was **ready**.
2. I need a **gallon** of a good grade of gas.

3. If you come **quickly**, we'll carve the **turkey**.
4. Did he **graduate** in **August**?
5. We don't have **enough** to pay for the **package**.
6. When she's in **England**, she goes **jogging** **every** day.
7. The bank **across** from school was **crowded**.
8. We're **collectors** of good architectural **pictures**.
9. That was a great game we saw.
10. I'm **giving** you a good **reason** for not **going**.

## 12. Further Practice

Here's another tongue twister. How well can you do this one?

1. Say this selection aloud to yourself and mark the stressed words and pauses.
2. Record the selection. When you play it back, check your articulation and markings.

How **many cuckoos**<sup>8</sup> should a good cook cook

If a good cook could cook **cuckoos**?

As **many cuckoos** as a good cook could cook,

If a good cook could cook **cuckoos**.

---

<sup>8</sup> *cuckoo* /kuwkuw/: a gray bird whose call sounds like "cuckoo." (This word is also a slang expression for a crazy person.)

## Unit 26

f

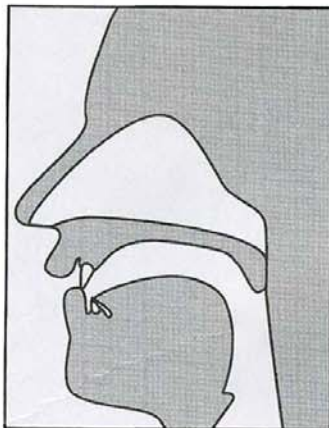
/f/ as in **food**

/v/ as in **voice**

### 1. Producing /f/

EXAMPLES: fun, phone, refer, coffee, laughing, graph, stuff, rough

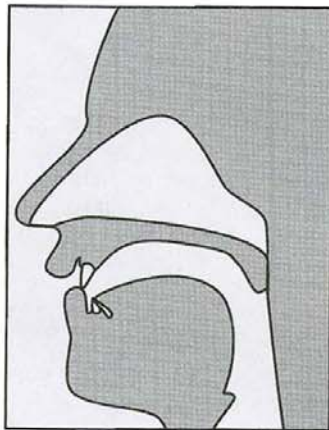
- Lightly but firmly, touch the upper teeth with the inner part of the lower lip.
- Produce the sound by forcing air out through the opening. Do not stop the flow of air.
- Your vocal cords do not vibrate.
- Hold your hand in front of your lips to feel the flow of air as you hear it.



### 2. Producing /v/

EXAMPLES: verb, village, over, clever, brave, give

- This sound is produced the same way as /f/, except that /v/ is voiced.
- Lightly but firmly, touch the upper teeth with the inner part of the lower lip.
- Produce the sound by forcing air out through the opening. Do not stop the flow of air.
- Your vocal cords should vibrate.
- Hold your hand in front of your lips to feel the flow of air as you hear it.



### 3. Contrast: /f/ and /v/

Some students confuse the sound /f/ as in “**f**ood” with the sound /v/ as in “**v**oice.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel the flow of air. Listen and repeat.

- |        |            |     |
|--------|------------|-----|
| 1. /f/ | /f . . . / | /f/ |
| 2. /v/ | /v . . . / | /v/ |

Reminder:

- Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants.
- *Final voiceless* consonants are held longer than *final voiced* consonant sounds, with the exception of stop-plosives. (See Unit 4.)



- B. Now practice the sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                   |           |                |
|-------------------|-----------|----------------|
| 1. <u>f</u> ood   | /fuwd/    | <u>f</u> ood   |
| 2. <b>afford</b>  | /əfɔrd/   | <b>afford</b>  |
| 3. <u>b</u> eef   | /biyf/    | <u>b</u> eef   |
| 4. <u>t</u> ough  | /təf/     | <u>t</u> ough  |
| 5. <u>v</u> oice  | /vɔys/    | <u>v</u> oice  |
| 6. <b>driv</b> er | /drayvər/ | <b>driv</b> er |
| 7. <b>abov</b> e  | /əbəv/    | <b>abov</b> e  |
| 8. <u>c</u> ave   | /keyv/    | <u>c</u> ave   |

### 4. Check Your Listening



- A. The following pairs of words contain the sounds /f/ as in “**f**ood” and /v/ as in “**v**oice.” You will hear one word from each pair. Circle the word that you hear.

- |                  |              |                    |                 |
|------------------|--------------|--------------------|-----------------|
| 1. <u>f</u> ast  | <u>v</u> ast | 5. <b>sur</b> face | <b>serv</b> ice |
| 2. <u>f</u> an   | <u>v</u> an  | 6. <b>ref</b> use  | <b>rev</b> iews |
| 3. <b>f</b> erry | <b>ver</b> y | 7. safe            | sav <u>e</u>    |
| 4. <u>f</u> ew   | <u>v</u> iew | 8. half            | hav <u>e</u>    |





- B. In the following pairs of words, one word ends with the sound /f/ or /v/. You will hear one word from each pair. Circle the word that you hear.

- |        |               |         |                |
|--------|---------------|---------|----------------|
| 1. say | safe          | 6. say  | save           |
| 2. bee | beef          | 7. dry  | dri <u>v</u> e |
| 3. lie | life          | 8. lie  | li <u>v</u> e  |
| 4. why | wi <u>f</u> e | 9. we   | we'v <u>e</u>  |
| 5. low | loa <u>f</u>  | 10. way | wa <u>v</u> e  |

### 5. Practice the Contrast: /f/ as in "food" with /v/ as in "voice"



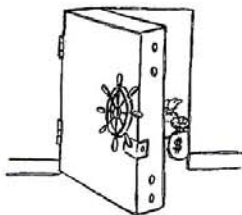
- A. Practice these contrasting sounds. Listen and repeat each word pair.

/f/	/v/	/f/	/v/
1. <u>f</u> an	<u>v</u> an	6. <b>saf</b> er	<b>sav</b> er
2. <b>f</b> erry	<b>v</b> ery	7. half	hav <u>e</u>
3. <u>f</u> ault	<u>v</u> ault <sup>1</sup>	8. safe	sav <u>e</u>
4. <u>f</u> ew	<u>v</u> iew	9. leaf	leav <u>e</u>
5. <b>rif</b> le	<b>ri</b> v <u>a</u> l	10. life	li <u>v</u> e



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /f/, and the second has the sound /v/. Listen and repeat.

- |                   |                                      |
|-------------------|--------------------------------------|
| 1a. <u>f</u> ault | Don't tell me it's my <u>f</u> ault. |
| b. <u>v</u> ault  | Don't tell me it's my <u>v</u> ault. |



- |                 |   |
|-----------------|---|
| 2a. <u>f</u> an | I bought a large <u>f</u> an <b>y</b> esterday. |
| b. <u>v</u> an  | I bought a large <u>v</u> an <b>y</b> esterday. |

<sup>1</sup> vault: a safe (usually in a bank) in which money is kept

- 3a. few                      We thought we had a few of them.
- b. view                      We thought we had a view of them.
- 4a. **r**ifle                      Do you want a **r**ifle?
- b. **r**ival<sup>2</sup>                      Do you want a **r**ival?
- 5a. a life                      A life like that is no **b**argain.
- b. **a**live                      **A**live like that is no **b**argain.
- 6a. **f**ender                      We saw that the **f**ender was old.
- b. **v**ender<sup>3</sup>                      We saw that the **v**ender was old.
- 7a. **f**inal                      He walked out and said, "That's **f**inal!"
- b. **v**inyl                      He walked out and said, "That's **v**inyl!"
- 8a. safe                      We thought he said "safe."
- b. saye                      We thought he said "saye."
- 9a. **f**erry                      Did you say "**f**erry"?
- b. **v**ery                      Did you say "**v**ery"?
- 10a. half                      How does one spell "half"?
- b. have                      How does one spell "have"?

<sup>2</sup> *rival*: a person who tries to win something away from someone

<sup>3</sup> *vender*: a person who sells something

## 6. Practice the Contrast: /f/ as in “food” with /p/ as in “pen”

Some speakers confuse /f/ as in “food” with /p/ as in “pen.” Remember that when you pronounce /f/, the air flows out without stopping. When you say /p/, you stop the air flow and then let it escape with a puff. Both of these sounds are voiceless.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/f/	/p/	/f/	/p/
1. <u>f</u> ade	paid	6. <u>cl</u> iff	clip
2. <u>f</u> ool	<u>p</u> ool	7. <u>ch</u> ief	cheap
3. <u>f</u> ork	<u>p</u> ork	8. <u>l</u> augh	lap
4. <u>f</u> ast	<u>p</u> ast	9. <u>c</u> uff	cup
5. <b>s</b> <u>uff</u> er	<b>s</b> <u>upp</u> er	10. <u>w</u> ife	wipe



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /f/, and the second has the sound /p/. Listen and repeat.

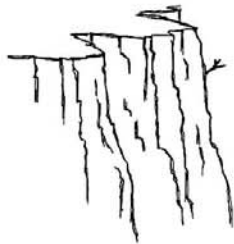
- |                  |  |
|------------------|--|
| 1a. <u>f</u> ade | Is the word “ <u>f</u> ade”?               |
| b. <u>p</u> aid  | Is the word “ <u>p</u> aid”?               |
| 2a. <u>f</u> ool | The <u>f</u> ool is out in the back.       |
| b. <u>p</u> ool  | The <u>p</u> ool is out in the back.       |
| 3a. <u>f</u> ork | Would you like the <u>f</u> ork now?       |
| b. <u>p</u> ork  | Would you like the <u>p</u> ork now?       |
| 4a. <u>f</u> ast | I’m <b>worried</b> that it’s <u>f</u> ast. |
| b. <u>p</u> ast  | I’m <b>worried</b> that it’s <u>p</u> ast. |

5a. **suffer**

He's **going** to **suffer** late at night.

b. **supper**

He's **going** to **supper** late at night.



6a. cliff

It's hard to find a cliff.

b. clip

It's hard to find a clip.

7a. chief

It was the chief one.

b. cheap

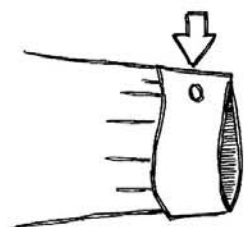
It was the cheap one.

8a. laugh

It's in her laugh.

b. lap

It's in her lap.



9a. cuff

Change the cuff **before**  
I go.

b. cup

Change the cup **before**  
I go.

10a. wife

Did he say "wife"?

b. wipe

Did he say "wipe"?

## 7. Practice the Contrast: /v/ as in "voice" with /b/ as in "boy"

Some students confuse /v/ as in "voice" with /b/ as in "boy." Remember that when you pronounce /v/, the air flows out without stopping. When you say /b/, you stop the air flow and then let it escape with a puff. Both of these sounds are voiced.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/v/	/b/	/v/	/b/
1. "v"	be	6. vent	bent
2. veil	bail	7. van	ban
3. <b>very</b>	<b>bury</b>	8. vote	boat
4. vet	bet	9. vow	bow
5. vest	best	10. curve	curb



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /v/, and the second has the sound /b/. Listen and repeat.

1a. vest                      She's got the vest.

b. best                         She's got the best.



2a. veil                        I've the veil we want.

b. bail<sup>4</sup>                        I've the bail we want.

3a. **v**ery                        Is it "**v**ery" that you've said?

b. **b**ury                         Is it "**b**ury" that you've said?

4a. vet<sup>5</sup>                        I like the vet you've **ch**osen.

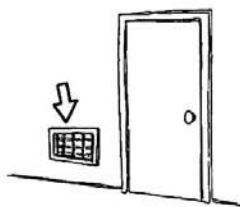
b. bet                            I like the bet you've **ch**osen.

5a. "v"                         Have you seen the **l**etter "v"?

b. "b"                         Have you seen the **l**etter "b"?

<sup>4</sup> *bail*: money left with a court of law when a person awaiting trial is released from jail

<sup>5</sup> *vet*: short for veterinarian (an animal doctor); short for veteran (any person formerly in the military)

6a. yentThey've said "yent" **many** times.b. bentThey've said "bent" **many** times.7a. yanDid you hear **about** the yan?b. banDid you hear **about** the ban?8a. yoteYou **wanted** the yote for a long time.b. boatYou **wanted** the boat for a long time.9a. yowShe's **taken** a yow.b. bowShe's **taken** a bow.10a. curyeHe parked the car on the curye.b. curbHe parked the car on the curb.

## 8. Consonant Clusters With /fl/ and /fr/

When one consonant is combined with one or more other consonants, it is called a *cluster*. When /f/ occurs in a cluster, the force of air is *weak*. However, make sure that your upper teeth touch your lower inner lip and that the air is forced out before you make the following sound. Listen and repeat.

INITIAL /fl/	MEDIAL /fl/	FINAL /fl/
1. <u>fl</u> ag	1. <b>con</b> fl <u>ic</u> t	1. <b>ri</b> fl <u>e</u>
2. <b>fl</b> uent	2. <b>pam</b> ph <u>l</u> et	2. <b>tri</b> fl <u>e</u> <sup>6</sup>
3. <u>fl</u> orescent	3. in <b>fl</b> ation	3. <b>ra</b> ff <u>l</u> e
4. <b>fl</b> avor	4. <b>muff</b> l <u>e</u> r	4. <b>sniff</b> l <u>e</u> <sup>7</sup>

INITIAL /fr/	MEDIAL /fr/
1. <u>fr</u> ee	1. re <b>fr</b> esh
2. <u>ph</u> rase	2. de <b>fr</b> ost
3. <u>fr</u> ied	3. in <b>fr</b> requent
4. <b>Fr</b> iday	4. re <b>fr</b> igerator

*Note:* Some speakers find it easier, when making the /fl/ and /fr/ clusters, to get placement first for /l/ or /r/ and then produce /f/ followed by /l/ or /r/.

## 9. Stress and Intonation



- A. Before you listen to and repeat the following dialog, place a single line under the letter(s) representing the sound /f/ as in “food” and a double line under the letter(s) representing /v/ as in “voice.”
- As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ) and the rising or falling intonation with an arrow (↖ ↘).
  - Pay attention to function words and phrasing.

The first sentence is marked for you.

- Phil: What's new, Vic?
- Vic: I'm **making** a list of food and **supplies**.
- Phil: What for?
- Vic: What for? For the **party**, of course!
- Phil: **Party**? What **party**?

<sup>6</sup> *trifle*: an unimportant thing

<sup>7</sup> *sniffle*: breathe in noisily when nose is running, especially when you have a cold



6. Vic: You **forgot** we're **having** a **Valentine's**<sup>8</sup> **party**?
7. Phil: Oh, yeah, I **forgot**. Who are you **inviting**?
8. Vic: Some guys from our **freshman** class.
9. Phil: Great! I'll help you buy the stuff we need.
10. Vic: Well, here's a list of some of the food you could get.
11. Phil: Mmm. Roast beef, franks, French fries, **potato salad**, and **pretzels**. How much should I get?
12. Vic: We'll **figure** it out **after** we **decide** how **many** we're **inviting**.
13. Phil: We'll **also** have to **figure** out how **many** forks, knives, plates, cups, and **napkins** we'll need.
14. Vic: Oh, gee. I **forgot about** that.
15. Phil: Leave it to me; I'll take care of it.
16. Vic: **Okay**. See you at the frat<sup>9</sup> house at five. Don't **forget**.
17. Phil: Don't **worry**, I won't **forget!** See you at five.



<sup>8</sup> *Valentine*: usually a card or letter sent to a sweetheart or friend. A party is sometimes celebrated on Valentine's Day, February. 14.

<sup>9</sup> *frat*: an abbreviated expression for *fraternity*, a college social organization for male students usually sharing the same housing

- B. Suppose you were planning a party. Whom would you invite? What type of food would you get? Discuss your ideas in class.

## 10. Further Practice

- A. Make up a sentence for each of the following phrases. Mark the sentences for stress and intonation. Bring them to class and exchange them with your partner. Monitor each other for correct articulation, stress, and intonation. Your instructor may ask you to read your sentences to the class.
- |   |                                       |
|---|---------------------------------------|
| 1. French fries                           | 6. <b>cover</b> the <b>television</b> |
| 2. flew to <b>freedom</b>                 | 7. save the <b>vegetables</b>         |
| 3. <b>infrequent</b> <b>visitor</b>       | 8. knives on the stove                |
| 4. <b>defrost</b> the <b>refrigerator</b> | 9. vote for <b>seven</b>              |
| 5. <b>fluent</b> in French                | 10. twelve vans                       |
- B. Make up a list of words with /f/ and /v/ that you may have difficulty pronouncing. Bring them to class. (Most likely, others in the class will have the same difficulty.)

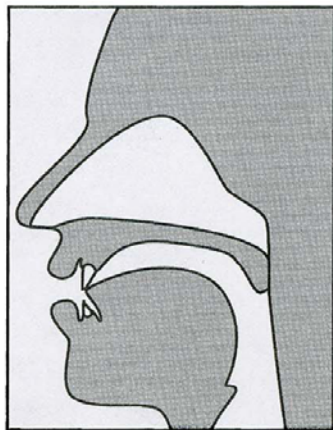
## Unit 27

/θ/ as in **thin**  
/ð/ as in **the**

### 1. Producing /θ/

EXAMPLES: thank, thirty, nothing, healthy, sympathy, fifth, truth

- Lightly place your tongue tip between your upper and lower front teeth (not between your lips).
- Your upper teeth rest on your tongue, lightly.
- Produce the sound by forcing air out through the narrow opening between your teeth and tongue.
- Your vocal cords do not vibrate.
- Hold your hand in front of your lips to feel the flow of air as you hear it.

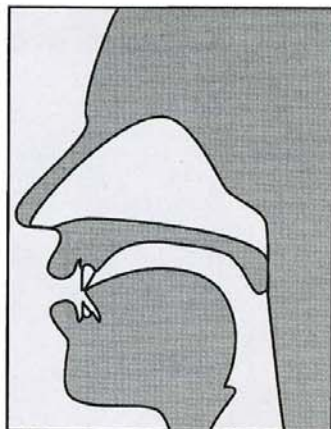


*Note:* The tongue tip may also be placed just behind the cutting edge of the upper teeth. Make sure that air is forced out through the narrow opening between the tongue tip and the upper teeth in a steady stream over the tongue tip.

## 2. Producing /ð/

EXAMPLES: this, they, **bother**, **father**, **southern**, clothe

- This sound is produced the same way as /θ/, except that /ð/ is voiced.
- Lightly place your tongue tip between your upper and lower front teeth (not between your lips).
- Your upper teeth rest on your tongue, lightly.
- Produce the sound by forcing air out through the narrow opening between your teeth and tongue. Say /ð/ with less force than you use for /θ/.
- Your vocal cords should vibrate.
- Hold your hand in front of your lips to feel the flow of air as you hear it.



## 3. Contrast: /θ/ and /ð/

Students sometimes confuse the sound /θ/ as in "thin" with the sound /ð/ as in "the."



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel the stream of air. Listen and repeat.

1. /θ/            /θ . . . /    /θ/
2. /ð/            /ð . . . /    /ð/



- B. Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. thumb      /θəm/      thumb
2. **author**      /ɔθər/      **author**
3. path        /pæθ/      path
4. math        /mæθ/      math
5. **another**      /ənəðər/    **another**
6. smooth      /smuð/      smooth
7. bathe        /beyð/      bathe
8. clothe        /klowð/      clothe

## 4. Check Your Listening



- A. You will hear words with the sounds /θ/ and /ð/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which consonant sound do you hear? Write a check mark in the correct column.

	/θ/ as in "thin"	/ð/ as in "the"
--	---------------------	--------------------

<u>th</u> is	1. _____	_____
<u>th</u> en	2. _____	_____
<u>th</u> ink	3. _____	_____
ba <u>th</u>	4. _____	_____
bo <u>th</u>	5. _____	_____
ba <u>th</u> e	6. _____	_____
sou <u>th</u>	7. _____	_____
fi <u>th</u>	8. _____	_____
<u>th</u> ese	9. _____	_____
bre <u>th</u> e	10. _____	_____



- B. In the following pairs of words, one word ends with the sound /θ/. You will hear one word from each pair. Circle the word you hear.

- true      truth
- bow      both
- nine      ninth
- tea      teeth
- owe      oath
- ten      tenth



## 5. Most Common Words With /ð/

The /ð/ sound is found in the following words, which are very common in the English language. Practice these words; they are the most-used words that contain /ð/. Listen and repeat.

- |                 |                                  |                           |
|-----------------|----------------------------------|---------------------------|
| 1. <u>the</u>   | 6. <u>their</u> ( <u>there</u> ) | 11. <u>though</u>         |
| 2. <u>then</u>  | 7. <u>this</u>                   | 12. <b>f<u>ath</u>er</b>  |
| 3. <u>them</u>  | 8. <u>than</u>                   | 13. <b>mo<u>th</u>er</b>  |
| 4. <u>they</u>  | 9. <u>that</u>                   | 14. <b>bro<u>th</u>er</b> |
| 5. <u>these</u> | 10. <u>those</u>                 | 15. <b>o<u>th</u>er</b>   |

Reminder:

- Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants.
- *Final voiceless* consonants are held longer than *final voiced* consonant sounds, with the exception of stop-plosives. (See Unit 4.)

## 6. Practice the Contrast: /θ/ as in "thin" with /t/ as in "ten"

Some students confuse /θ/ as in "thin" with /t/ as in "ten." When you pronounce /θ/, air flows out without stopping. When you pronounce /t/, the air stops, then escapes with a puff.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/t/	/θ/	/t/	/θ/
1. <u>taught</u>	<u>th</u> ought	5. <u>ten</u> t	<u>th</u> ent
2. <u>team</u>	<u>th</u> eme	6. <u>debt</u>	de <u>th</u>
3. <u>tin</u>	<u>th</u> in	7. <u>boot</u>	boo <u>th</u>
4. <u>tank</u>	<u>th</u> ank	8. <u>mat</u>	ma <u>th</u>



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /t/, and the second has the sound /θ/. Listen and repeat.

1a. taught He taught a lot last night.

b. thought He thought a lot last night.

2a. team I need a team for my school.

b. theme I need a theme for my school.

3a. tin Do you like it when it's tin?

b. thin Do you like it when it's thin?

4a. tank She said "tank."

b. thank She said "thank."

5a. tent It's my tent.

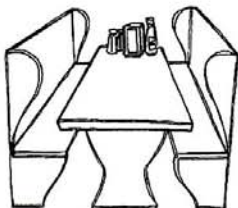
b. thent It's my thent.

6a. tent It's his tent I'm **worried about.**

b. thent It's his thent I'm **worried about.**

7a. tent She has my tent.

b. thent She has my thent.



8a. tent He said his tent is hard.

b. thent He said his thent is hard.

## 7. Practice the Contrast: /ð/ as in "the" with /d/ as in "day"

Some students confuse /ð/ as in "the" with /d/ as in "day." When you pronounce /ð/, the air flows out without stopping. When you pronounce /d/, the air stops, then escapes with a puff.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/d/	/ð/	/d/	/ð/
1. <u>d</u> ay	<u>th</u> ey	5. <b>ladder</b>	<b>lather</b> <sup>1</sup>
2. <u>d</u> oze	<u>th</u> ose	6. <b>load</b> ing	<b>loath</b> ing <sup>2</sup>
3. <u>d</u> ough	<u>th</u> ough	7. <u>wor</u> d	<u>wor</u> th
4. <u>d</u> are	<u>th</u> ere	8. <u>sue</u> d	<u>soothe</u> <sup>3</sup>



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /d/, and the second has the sound /ð/. Listen and repeat.

- 1a. day                      Will day **ever** come?  
 b. they                      Will they **ever** come?



- 2a. doze                      It's not fair to doze in class.

- b. those                      It's not fair to those in class.

<sup>1</sup> *lather*: bubbles formed by soap when mixed with water

<sup>2</sup> *loathing*: hating

<sup>3</sup> *soothe*: ease mental or physical pain



- 3a. dough                      Can you spell “dough”?  
 b. though                      Can you spell “though”?
- 4a. **l**adder                      Look at the **l**adder.  
 b. **l**ather                      Look at the **l**ather.
- 5a. **l**oading                      He was **l**oading it.  
 b. **l**oathing                      He was **l**oathing it.
- 6a. word                      Who said “word”?  
 b. worth                      Who said “worth”?
- 7a. sued                      We sued him.  
 b. soothe                      We soothe him.



## 8. Consonant Clusters With /θ/ as in “thin”

When one consonant is combined with one or more other consonants, it is called a cluster. When /θ/ appears in a cluster, the force of air is *weak*. However, make sure the air is forced through the narrow opening in a steady stream. Listen and repeat.

INITIAL /θr/	MEDIAL /θr/; /rθ/	FINAL /rθ/
1. <u>th</u> rough	1. <b>bath</b> room	1. ear <u>th</u>
2. <u>th</u> ree	2. <b>bath</b> robe	2. four <u>th</u>
3. <u>th</u> row	3. <b>birth</b> day	3. <u>birth</u>
4. <u>th</u> roat	4. <b>worth</b> less	4. <u>girth</u> <sup>4</sup>

<sup>4</sup> *girth*: the measurement around the body of something (luggage or package, etc.)

## 9. Practice the Contrast: /θ/ as in “thin” with /f/ as in “food”

Some students confuse /θ/ as in “thin” with /f/ as in “food.” When you pronounce /θ/, place your tongue tip between your teeth. When you say /f/, touch your upper teeth with the inner part of your lower lip.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/f/	/θ/	/f/	/θ/
1. <u>f</u> irst	<u>t</u> hirst	6. <u>d</u> eaf	de <u>ath</u>
2. <u>f</u> ought	<u>t</u> hought	7. <u>o</u> a <u>f</u>	o <u>ath</u>
3. <u>F</u> red	<u>t</u> hread	8. <u>r</u> oo <u>f</u>	R <u>uth</u>
4. <u>f</u> ri <u>ll</u> <sup>5</sup>	<u>t</u> hrill <sup>6</sup>	9. <u>m</u> iff <sup>7</sup>	my <u>th</u>
5. <u>f</u> ree	<u>t</u> hree	10. <u>r</u> ee <u>f</u>	wre <u>ath</u>



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /f/, and the second has the sound /θ/. When /t/ or /d/ comes before or after the /θ/ sound, /t/ and /d/ are made with the tongue tip against the teeth (one sounds anticipates the other). Listen and repeat.

- |                    |   |
|--------------------|---|
| 1a. <u>f</u> irst  | It's not the <u>f</u> irst.               |
| b. <u>t</u> hirst  | It's not the <u>t</u> hirst.              |
| 2a. <u>f</u> ought | He <u>f</u> ought all the time.           |
| b. <u>t</u> hought | He <u>t</u> hought all the time.          |
| 3a. <u>F</u> red   | Was it <u>F</u> red you <b>wanted</b> ?   |
| b. <u>t</u> hread  | Was it <u>t</u> hread you <b>wanted</b> ? |

<sup>5</sup> *frill*: any unnecessary decoration

<sup>6</sup> *thrill*: a feeling of strong excitement

<sup>7</sup> *miff*: put in a bad mood

- 4a. frill  
 b. thrill

She **doesn't** need a frill.  
 She **doesn't** need a thrill.

- 5a. free  
 b. three

Is it free for all of us?  
 Is it three for all of us?

- 6a. oaf<sup>8</sup>  
 b. oath

The word "oaf" is in the book.  
 The word "oath" is in the book.

- 7a. deaf  
 b. death

Did you say "deaf"?  
 Did you say "death"?

- 8a. roof  
 b. Ruth

My roof does a lot of good.  
 My Ruth does a lot of good.

- 9a. miff  
 b. myth

He said it was "miff."  
 He said it was "myth."



- 10a. reef

We saw a **lovely** reef.



- b. wreath

We saw a **lovely** wreath.

<sup>8</sup> *oaf*: a stupid person

## 10. Practice the Contrast: /ð/ as in “the” with /v/ as in “voice”

Some students confuse /ð/ as in “the” with /v/ as in “voice.” When you pronounce /ð/, place your tongue tip between your teeth. When you pronounce /v/, touch your upper teeth with the *inner* part of your lower lip.

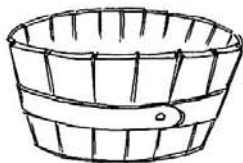


A. Listen and repeat these contrasting sounds.

/v/	/ð/	/v/	/ð/
1. “ <u>v</u> ”	<u>thee</u>	4. <u>v</u> eil	<u>the</u> y’ll
2. <u>v</u> an	<u>th</u> an	5. <u>v</u> ine	<u>th</u> ine <sup>9</sup>
3. <u>v</u> at	<u>th</u> at	6. <b>l<u>v</u>er</b> <sup>10</sup>	<b>l<u>th</u>er</b>



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /v/, and the second has the sound /ð/. Listen and repeat.



1a. vat

It’s one vat I want.

b. that

It’s one that I want.

2a. veil

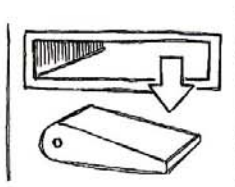
It’s not “veil.”

b. they’ll

It’s not “they’ll.”

<sup>9</sup> *thine*: old English word meaning “yours” (usually found in the Bible and in songs)

<sup>10</sup> *lever*: a flat piece of metal or wood that you press to move something heavy

3a. vineCan you spell "vine"?b. thineCan you spell "thine"?4a. **l**everHe held the **l**ever for me.b. **l**eatherHe held the **l**eather for me.

## 11. Stress and Intonation

1. Before you listen to and repeat the following sentences, place a single line under the letters representing the voiceless /θ/ sound and a double line under the letters representing the voiced /ð/.
2. As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ).
3. Pay attention to the "th" words, the phrasing, and the intonation that is already marked.

EXAMPLE:      ˈRuth thought her **bro**ther's throat hurt.

1. Did your **mo**ther give him three **le**ather belts?
2. Thanks for **th**inking of him.
3. She'd like to throw a **bir**thday **pa**rt<sup>ˈ</sup>y for her **fa**ther.
4. He wants **ev**erything or **no**thing; that's a **th**reat!
5. Is this the third house that **Ar**thur's built?

6. Can you breathe in and then breathe out?
7. Both **brothers** are **healthy**, **wealthy**, and wise.
8. We went there and thought **nothing** of it.
9. I thought I saw my **mother** go through the door.
10. **Although** the **weather** is bad, they'll go through it.

## 12. Further Practice

A. Read the following poem (author unknown) aloud. Use a dictionary to help you with the pronunciation and meaning of new words.

1. Place /θ/ over the letters representing voiceless "th" and /ð/ over the letters representing voiced "th."
2. Mark the poem for stress and intonation.
3. Record the poem, and when you listen to the playback monitor the articulation, function words, and intonation.

EXAMPLE:           θ           θ  
In **thirty**-three days  
                                  ð           θ  
Will come the **holidays**.

1.                   **Thirty Thousand Thoughtless** Boys
2.                   **Thirty thousand thoughtless** boys
3.                   Thought they'd make a **thundering** noise;
4.                   So with **thirty thousand** thumbs,
5.                   They thumped on **thirty thousand** drums.

B. Make a list of "th" words you may have difficulty with. Put them in sentences that you usually use. Bring the sentences to class for discussion. It's a good bet<sup>11</sup> that others will have the same difficulty.

C. Brain Teaser: Mr. North says his grandfather is only three years older than his father. Is that possible?

<sup>11</sup> *it's a good bet*: there's a good chance

## Unit 28

S

Z

θ

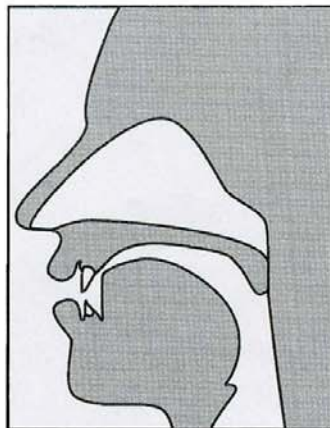
/s/ **as in see**

/z/ **as in zoo**

### 1. Producing /s/

EXAMPLES: so, cent, scene, **miss**ing, **dec**ide, race, kiss, cease

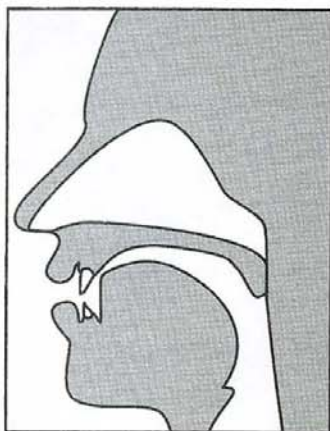
- Raise the front part of your tongue toward the front part of the hard palate, but do not touch it.
- Point the tongue tip toward the upper gum ridge, but do not touch it.
- Press the sides of your tongue against the upper teeth.
- Produce the sound by forcing air out over the tongue and through the narrow opening between your tongue and upper teeth. The air escapes with a hiss.
- Your vocal cords do not vibrate.



## 2. Producing /z/

EXAMPLES: **z**ero, **craz**y, **dizz**y, **nois**y, buzz, these, cries

- This sound is produced the same way as /s/ except that /z/ is voiced.
- Raise the front part of your tongue toward the front part of the hard palate, but do not touch it.
- Point the tongue tip toward the upper gum ridge, but do not touch it.
- Press the sides of your tongue against the upper teeth.
- Produce the sound by forcing air out over the tongue and through the narrow opening between your tongue and upper teeth. The air escapes with a buzzing sound.
- Your vocal cords should vibrate.



## 3. Contrast: /s/ and /z/

Some students confuse the sound /s/ as in “see” with the sound /z/ as in “zoo.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Place your hand in front of your lips to feel the stream of air. Listen and repeat.

1. /s/            /s . . . /        /s/
2. /z/            /z . . . /        /z/



- B. Now practice the sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. sad            /səd/            sad
2. safe            /seɪf/            safe
3. **ess**ay        /ɛsey/            **ess**ay
4. ice            /ays/            ice
5. “z”            /ziy/            “z”
6. **freez**er        /friyzer/        **freez**er
7. pause        /pəz/            pause
8. zip            /zɪp/            zip



## 4. Check Your Listening



A. The following pairs of words contain the sounds /s/ as in “see” and /z/ as in “zoo.” You will hear one word from each pair. Circle the word that you hear.

- |                 |               |                    |                 |
|-----------------|---------------|--------------------|-----------------|
| 1. <u>s</u> ue  | zoo           | 6. ri <u>c</u> e   | ri <u>s</u> e   |
| 2. <u>s</u> ip  | z <u>i</u> p  | 7. adv <u>i</u> ce | adv <u>i</u> se |
| 3. <u>s</u> ink | z <u>i</u> nc | 8. di <u>c</u> e   | di <u>s</u> e   |
| 4. <u>s</u> ewn | z <u>o</u> ne | 9. ra <u>c</u> e   | ra <u>y</u> s   |
| 5. <u>s</u> ing | z <u>i</u> ng | 10. lo <u>s</u> s  | law <u>s</u>    |



B. In the following pairs of words, one word ends with the sound /s/ or /z/. You will hear one word from each pair. Circle the word that you hear.

- |        |                |           |                 |
|--------|----------------|-----------|-----------------|
| 1. den | den <u>s</u> e | 6. who    | who <u>s</u> e  |
| 2. sin | sin <u>c</u> e | 7. go     | go <u>s</u> e   |
| 3. for | for <u>c</u> e | 8. though | tho <u>s</u> e  |
| 4. saw | sau <u>c</u> e | 9. no     | no <u>s</u> e   |
| 5. see | cea <u>s</u> e | 10. pray  | prai <u>s</u> e |

Reminder:

- Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants.
- Final *voiceless* consonants are held longer than final *voiced* consonant sounds, with the exception of stop-plosives. (See Unit 4.)

## 5. Practice the Contrast: /s/ as in “see” with /z/ as in “zoo”

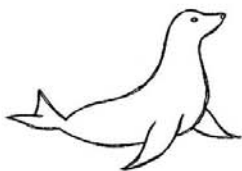


A. Practice these contrasting sounds. Listen and repeat each word pair.

/s/	/z/	/s/	/z/
1. <u>s</u> eal	ze <u>al</u>	6. ni <u>c</u> e	kn <u>ee</u> s
2. <u>s</u> ink	z <u>i</u> nc	7. i <u>c</u> e	ey <u>e</u> s
3. <u>s</u> ip	z <u>i</u> p	8. pla <u>c</u> e	pl <u>a</u> y
4. de <u>c</u> eased	di <u>s</u> eased	9. pri <u>c</u> e	pr <u>i</u> ze
5. ra <u>c</u> ing	rai <u>s</u> ing	10. sp <u>i</u> c	sp <u>i</u> es



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /s/, and the second has the sound /z/. Listen and repeat.



1a. seal

He said it was "seal."

b. zeal<sup>1</sup>

He said it was "zeal."

2a. sink

Take the sink back to the store.

b. zinc<sup>2</sup>

Take the zinc back to the store.



3a. sip

He'll sip it **slowly**.

b. zip<sup>3</sup>

He'll zip it **slowly**.

4a. deseased

We all thought he was deseased.

b. dizeased

We all thought he was dizeased.

<sup>1</sup> *zeal*: eagerness

<sup>2</sup> *zinc*: a bluish-white metallic chemical

<sup>3</sup> *zip*: open, close, or fasten with a zipper

- 5a. **racing**                      He's **racing** his dog.  
 b. **raising**                      He's **raising** his dog.
- 6a. niece                      Did you see her niece?  
 b. knees                      Did you see her knees?
- 7a. ice                      I see the ice from here.  
 b. eyes                      I see the eyes from here.
- 8a. place                      Which place do you like best?  
 b. plays                      Which plays do you like best?
- 9a. price                      What's the price you have  
    in mind?  
 b. prize                      What's the prize you have  
    in mind?
- 10a. spice                      We want the spice now.  
 b. spies                      We want the spies now.

## 6. Practice the Contrast: /s/ as in "see" with /θ/ as in "thin"

Some speakers may confuse /θ/ as in "thin" with /s/ as in "see." When you pronounce /θ/, place your tongue tip between your teeth. When you pronounce /s/, point your tongue tip toward your upper gum ridge (but do not touch it).

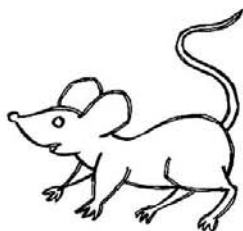


A. Practice these contrasting sounds. Listen and repeat each word pair.

/s/	/θ/	/s/	/θ/
1. <u>s</u> ick	<u>th</u> ick	5. <u>f</u> ace	<u>fa</u> ith
2. <u>s</u> igh	<u>th</u> igh	6. <u>t</u> ense	<u>te</u> nth
3. <u>s</u> eam	<u>th</u> eme	7. <u>m</u> ouse	<u>mou</u> th
4. <u>s</u> ank	<u>th</u> ank	8. <u>u</u> se	<u>y</u> outh



- 6a. tense Were you tense **waiting** in line?  
 b. tenth Were you tenth **waiting** in line?



- 7a. mouse It's my mouse I'm **thinking** of.  
 b. mouth It's my mouth I'm **thinking** of.

- 8a. use It's for your use.  
 b. youth It's for your youth.

## 7. Practice the Contrast: /z/ as in "zoo" with /ð/ as in "the"

Some speakers may confuse /ð/ as in "the" with /z/ as in "zoo." When you pronounce /ð/, place your tongue tip between your teeth. When you pronounce /z/, point your tongue tip toward your upper gum ridge (but do not touch it).



A. Practice these contrasting sounds. Listen and repeat each word pair.

- |            |                       |            |          |
|------------|-----------------------|------------|----------|
| 1. "z"     | thee                  | 4. closing | clothing |
| 2. Zen     | then                  | 5. tease   | teethe   |
| 3. teasing | teething <sup>4</sup> | 6. close   | clothe   |

<sup>4</sup> teething: when babies grow teeth



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /z/, and the second has the sound /ð/. Listen and repeat.

- |                     |                                       |
|---------------------|---------------------------------------|
| 1a. "z"             | Is it "z"?                            |
| b. <u>thee</u>      | Is it <u>thee</u> ?                   |
| 2a. <u>Z</u> en     | I <b>believe</b> it was <u>Z</u> en.  |
| b. <u>th</u> en     | I <b>believe</b> it was <u>th</u> en. |
| 3a. <b>teas</b> ing | The <b>ba</b> by is <b>teas</b> ing.  |
| b. <b>teeth</b> ing | The <b>ba</b> by is <b>teeth</b> ing. |
| 4a. tease           | <b>Ba</b> bies will <u>teas</u> e.    |
| b. <u>teeth</u> e   | <b>Ba</b> bies will <u>teeth</u> e.   |
| 5a. <b>clos</b> ing | It's not <b>clos</b> ing.             |
| b. <b>cloth</b> ing | It's not <b>cloth</b> ing.            |
| 6a. close           | Can you <u>close</u> it?              |
| b. <u>clothe</u>    | Can you <u>clothe</u> it?             |

## 8. Consonant Clusters With /s/

When one consonant sound is combined with one or more other consonants, it is called a *cluster*. Many English words begin with the sound /s/ followed by one or more consonants (for example, "school," "stop"). Some students have difficulty pronouncing these clusters. They may say the sound /ε/ as in "mεt" before /s/. "School" then sounds like /εskwɪl/. To correct this problem, try to hold the /s/ sound longer than usual.



- A. Consonant Clusters /sk/, /sl/, /sm/, and /sn/**  
Listen and repeat.

/sk/	/sl/	/sm/	/sn/
1. <u>s</u> ki	1. <u>s</u> low	1. <u>s</u> mack	1. <u>s</u> now
2. <u>s</u> ky	2. <u>s</u> lap	2. <u>s</u> mall	2. <u>s</u> nap
3. <u>s</u> kirt	3. <u>s</u> leep	3. <u>s</u> mart	3. <u>s</u> nob
4. <u>s</u> kin	4. <u>s</u> lip	4. <u>s</u> moke	4. <u>s</u> neeze



- B. Consonant Clusters /sp/, /st/, /sw/, and /str/**  
Listen and repeat.

/sp/	/st/	/sw/	/str/
1. <u>s</u> peak	1. <u>s</u> top	1. <u>s</u> wim	1. <u>s</u> treet
2. <u>s</u> poon	2. <u>s</u> tay	2. <u>s</u> well	2. <u>s</u> tring
3. <u>s</u> pell	3. <b>s</b> tudy	3. <u>s</u> weet	3. <u>s</u> trike
4. <b>s</b> pecial	4. <b>s</b> tudent	4. <u>s</u> wear	4. <u>s</u> tress

## 9. Consonant Clusters /sks/, /sps/, and /sts/

Students may have difficulty with the consonant clusters /sks/, /sps/, and /sts/.



- A. Consonant Clusters /sks/**  
Practice the following words and sentences with /sks/. Listen and repeat.

1. asks She **always** asks **students** to **visit** her home.
2. masks The **children** wear masks for the **costume party**.
3. basks<sup>5</sup> The cat basks in the sun for hours.
4. tasks A **mother** has **many** tasks to do at home.
5. desks How **many** desks are there?



- B. Consonant Clusters /sps/**  
Practice the following words and sentences with /sps/. Listen and repeat.

1. lisps A **person** who lisps says "thit" for "sit."

<sup>5</sup> *bask*: sit and enjoy heat, sun, or something pleasurable

2. gasps A man with a heart **attack** gasps for air.
3. wasps Wasps are **flying** insects that sting.
4. clasps When **someone** clasps your hand, it is held **tightly**.
5. grasps When a **person** understands what you're **saying**, he/she grasps your **meaning**.



### C. Consonant Clusters /sts/

Practice the following words and sentences with /sts/. Listen and repeat.

1. costs That car costs a lot of **money**.
2. tests That **instructor** gives **many** tests.
3. tastes He tastes all the food on the **table**.
4. lists All the lists are on the board.

*Note:* In the above /sts/ clusters, /t/ can be omitted. Say "s-s" with a slight hesitation: "cos-s," "tes-s," etc.

## 10. Pronunciation of the "-s" Ending

You can form many plurals, possessives, and contractions by adding "-s" to a noun. Form the "s form" of a verb by adding "-s" to the base form. This ending has three different pronunciations. The pronunciation of "-s" depends on which sound, voiced or voiceless, comes before it.



### A. Nouns Ending in Voiceless Consonants

When a noun ends in the voiceless consonant /p/, /t/, /f/, /k/, or /θ/, pronounce "-s" as /s/, as in "see." Listen and repeat.

SINGULAR	PLURAL	POSSESSIVE	CONTRACTION
1. one shop	two shops	the shop's <b>window</b>	The shop's closed.
2. one boat	two boats	the boat's <b>captain</b>	The boat's in the <b>water</b> .
3. one chief	two chiefs	the chief's son	The chief's in his <b>office</b> .
4. one bike	two bikes	the bike's tire	The bike's in the house.
5. one month	two months	in a month's time	The month's June.





### B. Nouns Ending in Voiced Consonants

When a noun ends in the voiced consonants /b/, /d/, /g/, /v/, /m/, /n/, /ŋ/, /l/, or /r/, pronounce “-s” as /z/, as in “zoo.” Listen and repeat.

SINGULAR	PLURAL	POSSESSIVE	CONTRACTION
1. one cab	two cabs	the cab's lights	The cab's late.
2. one bed	two beds	the bed's frame	The bed's <b>broken.</b>
3. one bag	two bags	the bag's <b>color</b>	The bag's torn.
4. one glove	two gloves	the glove's <b>color</b>	The glove's torn.
5. one farm	two farms	the farm's crop	The farm's in New York.



### C. Nouns Ending in Vowels

Remember that all vowels are voiced. Thus, when a noun ends in a vowel sound, “-s” is pronounced /z/. Listen and repeat.

SINGULAR	PLURAL	POSSESSIVE	CONTRACTION
1. one day	two days	a day's <b>journey</b>	The day's <b>over.</b>
2. one bee	two bees	the bee's hive <sup>6</sup>	The bee's on the <b>flower.</b>
3. one boy	two boys	the boy's toy	The boy's <b>coming.</b>
4. one city	two cities	the city's stores	The city's near.
5. one fly	two flies	the fly's wings	The fly's here.

*Note:* Possessives and contractions have the same pronunciation.

<sup>6</sup> *hive*: a place where bees live



#### D. "-s" or "-es" Pronounced as /ɪz/

When a noun ends in /s/, /z/, /ʃ/ as in "brush," /ʒ/ as in "garage,"<sup>7</sup> /tʃ/ as in "beach," or /dʒ/ as in "bridge," pronounce "-s" or "-es" as /ɪz/. Pronounce /ɪz/ as a separate syllable. Listen and repeat.

SINGULAR	PLURAL	SINGULAR POSSESSIVE	PLURAL POSSESSIVE
1. one boss	two <b>bosses</b>	the <b>boss's</b> store	the <b>bosses'</b> <b>meeting</b>
2. one cheese	<b>many cheeses</b>	the <b>cheese's</b> odor	the <b>cheeses'</b> odor
3. one brush	two <b>brushes</b>	the brush's <b>handle</b>	the <b>brushes'</b> <b>handles</b>
4. one garage	two <b>garages</b>	the <b>garage's</b> door	the <b>garages'</b> doors
5. one bench	two <b>benches</b>	the <b>bench's</b> paint	the <b>benches'</b> paint
6. one bridge	two <b>bridges</b>	the <b>bridge's</b> ropes	the <b>bridges'</b> ropes

*Note:* Singular possessives and plural possessives have the same pronunciation.

#### Reminder: Noun Endings

- When a noun ends with /s/, /z/, /ʃ/, /ʒ/, /tʃ/, or /dʒ/, the plural ending is pronounced as an *extra syllable*.
- When a noun ends in a *voiceless consonant* sound (except for /s/, /ʃ/, and /tʃ/), the plural is pronounced as *voiceless /s/*.
- When a noun ends in a *voiced consonant* or *vowel* sound (except for /z/, /ʒ/, and /dʒ/), the plural is pronounced as *voiced /z/*.

<sup>7</sup> American speakers may pronounce this word /gəʀɑːʒ/ or /gəʀɑːdʒ/.

**E. Verbs Ending in Voiceless Consonants**

When a verb ends in the voiceless consonant /p/, /t/, /k/, or /f/, pronounce “-s” as /s/, as in “see.” Listen and repeat.

- |            |           |             |             |
|------------|-----------|-------------|-------------|
| 1. I jump. | He jumps. | 3. I speak. | She speaks. |
| 2. I sit.  | She sits. | 4. I laugh. | He laughs.  |

**F. Verbs Ending in Voiced Consonants**

When a verb ends in the voiced consonant /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/, /l/, or /r/, pronounce “-s” as /z/, as in “zoo.” Listen and repeat.

- |               |              |             |            |
|---------------|--------------|-------------|------------|
| 1. I rub.     | He rubs.     | 6. I swim.  | He swims.  |
| 2. I need.    | She needs.   | 7. I win.   | She wins.  |
| 3. I beg.     | He begs.     | 8. I sing.  | He sings.  |
| 4. I save.    | She saves.   | 9. I feel.  | She feels. |
| 5. I breathe. | He breathes. | 10. I hear. | He hears.  |

**G. Verbs Ending in Vowels**

Remember that all vowels are voiced. Thus, when a verb ends in a vowel sound, “-s” or “-es” is pronounced /z/. Listen and repeat.

- |           |           |             |            |
|-----------|-----------|-------------|------------|
| 1. I say. | He says.  | 3. I weigh. | He weighs. |
| 2. I see. | She sees. | 4. I fly.   | She flies. |

**H. “-s” or “-es” Pronounced /ɪz/**

When a verb ends in /s/, /z/, /ʃ/ as in “wish,” /ʒ/ as in “massage,” /ʃ/ as in “teach,” or /dʒ/, as in “pledge,” pronounce “-es” /ɪz/. Pronounce /ɪz/ as a separate syllable. Listen and repeat.

- |             |                     |                       |                       |
|-------------|---------------------|-----------------------|-----------------------|
| 1. I miss.  | He <b>misses</b> .  | 4. I <b>massage</b> . | She <b>massages</b> . |
| 2. I pause. | She <b>pauses</b> . | 5. I teach.           | He <b>teaches</b> .   |
| 3. I wish.  | She <b>wishes</b> . | 6. I pledge.          | She <b>pledges</b> .  |

**Reminder: Verb Endings**

- When a verb ends in /s/, /z/, /ʃ/, /ʒ/, /ʃ/, and /dʒ/, add /ɪz/ to the *third person singular*. This forms an *extra syllable*.
- When a verb ends in a *voiceless consonant* sound (except for /s/, /ʃ/, and /tʃ/), add (voiceless) /s/ to the *third person singular*.
- When a verb ends in a *voiced consonant or vowel* sound (except for /z/, /ʒ/, and /dʒ/), add (voiced) /z/ to the *third person singular*.

## 11. Stress and Intonation

Work with a partner.

1. Follow the instructions below for the plural, contraction, possessive, and third person singular endings.
2. Mark the stressed words you think are important.
3. Mark the intonation.
4. Read your sentences to each other. Check each other for meaning, correct "endings," and intonation.
5. Hand your papers in to your instructor.

A. Place /s/, /z/, or /ɪz/ over the appropriate plural endings.

- EXAMPLES:
- a. She **remembers** her **dreams**.
  - b. He **polishes** his car **every week**.

1. The **baby** **cries** all day long.
2. She **exercises** three times a week.
3. Did she say the **color matches** her suits?
4. She **believes** in fate.
5. Do you think it **adds** up to a lot?

B. Change the following to contractions.

- EXAMPLES:
- a. My **music** is in the book.  
My **music's** in the book.
  - b. Where is my **husband**?  
Where's my **husband**?

1. The sleeve is too short.
2. My **headache** is gone.
3. The math is **difficult**.
4. The **table** is in the room.
5. The **woman** is **crazy**.

C. Change the following to the possessives.

EXAMPLES:

a. The eyes of the doll were **open**.

The doll's eyes were **open**.

b. We heard the **voices** of the men.

We heard the men's **voices**.

1. The **decision** of the **judges** is final.
2. Did the **families** of the **diplomats** come?
3. The tires of the truck were flat.
4. Is the **library** of the **college** large?
5. Is it a **question** of the rights of the states?

D. Change the following to the third person singular.

EXAMPLES:

a. I work all day.

He works all day.

b. I go to school **every** day.

She goes to school **every** day.

1. I say it's good.
2. I wash **dishes** all the time.
3. I **purchase** food once a week.
4. I lease my **apartment**.
5. I grow **flowers** in my **garden**.

## 12. Further Practice

A. Form the plural endings of the following nouns as you say them aloud. Use the phonetic symbol /s/, /z/, or /ɪz/. You may use a dictionary to help you with any new words. Write the answers on a separate sheet of paper and hand it in to your instructor.

## EXAMPLES:

- |                    |                |        |
|--------------------|----------------|--------|
| a. lamp            | <i>lamps</i>   | /s/    |
| b. <b>flower</b>   | <i>flowers</i> | /z/    |
| c. prize           | <i>prizes</i>  | /ɪz/   |
| 1. bridge          | _____          | /____/ |
| 2. <b>traveler</b> | _____          | /____/ |
| 3. speed           | _____          | /____/ |
| 4. <b>bicycle</b>  | _____          | /____/ |
| 5. horse           | _____          | /____/ |
| 6. <b>hotel</b>    | _____          | /____/ |
| 7. <b>suitcase</b> | _____          | /____/ |
| 8. shop            | _____          | /____/ |
| 9. <b>market</b>   | _____          | /____/ |
| 10. <b>tourist</b> | _____          | /____/ |
| 11. <b>cabbage</b> | _____          | /____/ |
| 12. <b>olive</b>   | _____          | /____/ |
| 13. meat           | _____          | /____/ |
| 14. spice          | _____          | /____/ |
| 15. <b>banana</b>  | _____          | /____/ |
| 16. <b>coconut</b> | _____          | /____/ |
| 17. <b>mango</b>   | _____          | /____/ |
| 18. <b>cereal</b>  | _____          | /____/ |
| 19. <b>carrot</b>  | _____          | /____/ |
| 20. <b>orange</b>  | _____          | /____/ |

- B. Brain Teaser: There are ten black and ten white socks in a drawer. In the dark, what is the minimum number of socks you must take out before you are sure of having a pair that matches?

## Unit 29

ʒ

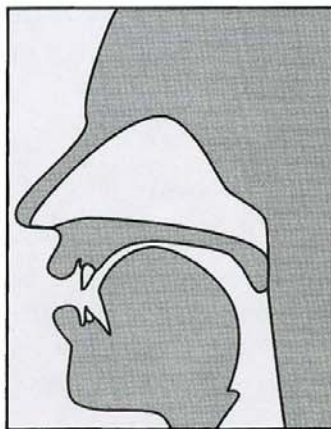
θ

/ʃ/ as in **she**  
/ʒ/ as in **pleasure**

### 1. Producing /ʃ/

EXAMPLES: shoe, sure, machine, ocean, nation, tension, precious,  
rush

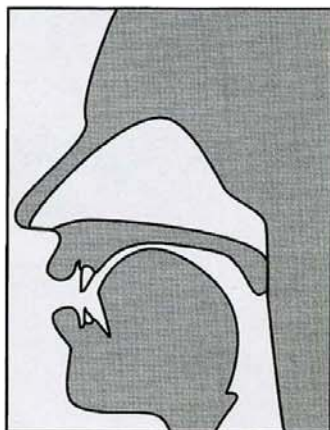
- First raise the front part of your tongue toward the front part of the hard palate, but do not touch it.
- Then press the sides of your tongue against the sides of your upper back teeth.
- Produce the sound by forcing air out over the tongue and through your teeth.
- Your lips are rounded and protruded (pushed out) slightly.
- Your vocal cords do not vibrate.
- This is the sound you make when you want someone to be quiet (Sh!).



## 2. Producing /ʒ/

EXAMPLES: **treasure**, **visi**on, **explosi**on, **mirage**

- This sound is produced the same way as /ʃ/, except that /ʒ/ is voiced.
- First raise the front part of your tongue toward the front part of the hard palate, but do not touch it.
- Then press the sides of your tongue against the sides of your upper back teeth.
- Produce the sound by forcing air out over the tongue and through your teeth.
- Your lips are rounded and protruded (pushed out) slightly.
- Your vocal cords should vibrate.



## 3. Contrast: /ʃ/ and /ʒ/

Some students confuse the sound /ʃ/ as in “she” with the sound /ʒ/ as in “pleasure.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ʃ/            /ʃ . . . /        /ʃ/
2. /ʒ/            /ʒ . . . /        /ʒ/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                              |             |                           |
|------------------------------|-------------|---------------------------|
| 1. <u>sh</u> ip              | /ʃɪp/       | <u>sh</u> ip              |
| 2. <b>ma</b> <u>ch</u> ine   | /məʃi:n/    | <b>ma</b> <u>ch</u> ine   |
| 3. <u>wi</u> sh              | /wɪʃ/       | <u>wi</u> sh              |
| 4. <b>vi</b> <u>s</u> ual    | /vɪʒuəl/    | <b>vi</b> <u>s</u> ual    |
| 5. <b>con</b> <u>f</u> usion | /kənfyuʒən/ | <b>con</b> <u>f</u> usion |
| 6. <b>es</b> <u>pi</u> onage | /ɛspiənəʒ/  | <b>es</b> <u>pi</u> onage |
| 7. <u>wa</u> sh              | /wɑʃ/       | <u>wa</u> sh              |
| 8. <b>tre</b> <u>a</u> sure  | /trɛʒər/    | <b>tre</b> <u>a</u> sure  |





#### 4. Check Your Listening

You will hear words with the sounds /θ/, /s/, /z/, /ʃ/, and /ʒ/. First, cover the words in the following list with a piece of paper. Then listen to each word. Concentrate on the sound, not the spelling. Which consonant do you hear? Write a check mark in the correct column.

	/θ/ as in "thin"	/s/ as in "see"	/z/ as in "zoo"	/ʃ/ as in "sure"	/ʒ/ as in "pleasure"
through	1. _____	_____	_____	_____	_____
sue	2. _____	_____	_____	_____	_____
<b>crazy</b>	3. _____	_____	_____	_____	_____
shoe	4. _____	_____	_____	_____	_____
truce	5. _____	_____	_____	_____	_____
truth	6. _____	_____	_____	_____	_____
days	7. _____	_____	_____	_____	_____
<b>mirage</b>	8. _____	_____	_____	_____	_____
brush	9. _____	_____	_____	_____	_____
<b>youthful</b>	10. _____	_____	_____	_____	_____
occupation	11. _____	_____	_____	_____	_____
<b>useful</b>	12. _____	_____	_____	_____	_____
<b>user</b>	13. _____	_____	_____	_____	_____
<b>usual</b>	14. _____	_____	_____	_____	_____

#### 5. Practice the Contrast: /ʃ/ as in "she" with /s/ as in "see"



A. Practice these contrasting sounds. Listen and repeat each word pair.

/s/	/ʃ/	/s/	/ʃ/
1. sip	ship	4. <b>class</b> es	<b>clash</b> es
2. sew	show	5. class	clash
3. leased	leashed	6. bass	bash



B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /s/, and the second has the sound /ʃ/. Listen and repeat.



1a. sip

Did you see him take a sip?

b. ship

Did you see him take a ship?

2a. sew

Don't sew it **until** I **return**.

b. show

Don't show it **until** I **return**.

3a. leased

It was leased for a week.

b. leashed<sup>1</sup>

It was leashed for a week.

4a. **cl**asses

They had **cl**asses for a long time.

b. **cl**ashes<sup>2</sup>

They had **cl**ashes for a long time.



5a. class

Was it a big class?

b. clash

Was it a big clash?

<sup>1</sup> *leash*: hold by a cord (usually refers to an animal)

<sup>2</sup> *clash*: violent disagreement

6a. bass<sup>3</sup>They had a big bass.b. bash<sup>4</sup>They had a big bash.

## 6. Stress and Intonation

1. Before you listen to and repeat the following sentences, place a single line under the letter(s) representing the sound /ʃ/ as in “she” and a double line under the letter(s) representing the sound /ʒ/ as in “pleasure.”
2. As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ), and the falling or rising intonation with an arrow (↘ ↗).
3. Pay attention to function words and phrasing.

**EXAMPLE:**      The chef measured the sugar for one of his dishes.

1. Did you wash the car in the **garage**?
2. Some of our **national treasures** are in the White House.
3. We ate the **delicious** food, and we **didn't** need a great deal of **persuasion**.
4. Do you know if the ship has **provisions** for a short cruise?
5. The **invitation** said to dress **formally**, not **casually**.
6. The **patient** asked for a **massage**.
7. The day we met was a **special occasion**.

<sup>3</sup> *bass*: a freshwater fish

<sup>4</sup> *bash*: a forceful blow

8. Did he hurt his **shou**lder in the **collis**ion?
9. When you **fin**ish, will you give me your **decis**ion?
10. **Shake**speare wrote the play **Meas**ure for **Meas**ure.

## 7. Further Practice

Read the following poem aloud.

Rich the **treas**ure,  
Sweet the **pleas**ure,  
Sweet is **pleas**ure after pain.

The above was written by John Dryden. He lived in the seventeenth century, wrote poetry and prose, and had an enormous influence on English literature.

Discuss the meaning of the poem in class.

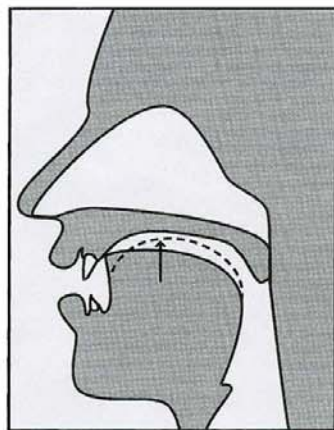
## Unit 30

/tʃ/ as in **child**  
/dʒ/ as in **job**

### 1. Producing /tʃ/

EXAMPLES: check, church, **teach**er, **nat**ural, lunch, match

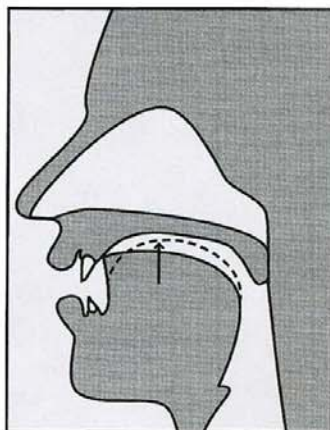
- This sound is a combination of /t/ (a stop-plosive) as in "ten" and /ʃ/ (a fricative) as in "she."
- First press the tip of your tongue against your upper gum ridge. This stops the flow of air.
- Then lower the tip of the tongue quickly, keeping the sides of your tongue pressed against the upper back teeth and forcing the explosion of air out over the tongue.
- Lips are rounded and protruded (pushed out) slightly.
- Your vocal cords do not vibrate. (This sound is similar to the sound of a sneeze, "achoo," or "choo-choo train.")



## 2. Producing /dʒ/

EXAMPLES: joy, germ, judge, **enjoy**, **danger**, wage, cage

- This sound is a combination of /d/ (a stop-plosive) as in “day” and /ʒ/ (a fricative) as in “pleasure.” It is produced the same way as /tʃ/, except that /dʒ/ is voiced.
- First press the tip of the tongue against your upper gum ridge. This stops the flow of air.
- Then lower the tip of tongue quickly, keeping the sides of your tongue pressed against the upper back teeth and forcing the explosion of air out over the tongue.
- Lips are rounded and protruded (pushed out) slightly.
- Your vocal cords should vibrate.



## 3. Contrast: /tʃ/ and /dʒ/

Some students confuse the sound /tʃ/ as in “child” with the sound /dʒ/ as in “job.”



- A. Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /tʃ/            /tʃ . . . /        /tʃ/
2. /dʒ/            /dʒ . . . /        /dʒ/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. chease        /tʃiːz/        chease
2. **k**itchen      /kɪtʃən/      **k**itchen
3. ch            /iːtʃ/        ch
4. jam            /dʒæm/        jam
5. **m**agic        /mædʒɪk/      **m**agic
6. page            /peɪdʒ/        page
7. choose        /tʃuːz/        choose
8. joke            /dʒoʊk/        joke

## 4. Check Your Listening



A. The following pairs of words contain the sounds /tʃ/ as in “child” and /dʒ/ as in “gob.” You will hear one word from each pair. Circle the word that you hear.

- |                          |       |                          |                |
|--------------------------|-------|--------------------------|----------------|
| 1. <u>ch</u> ea <u>p</u> | jeep  | 5. <b>rich</b> es        | <b>rid</b> ges |
| 2. <u>ch</u> oke         | joke  | 6. lun <u>ch</u>         | lun <u>g</u> e |
| 3. <u>ch</u> ew          | Jew   | 7. <u>ma</u> t <u>ch</u> | Ma <u>g</u> e  |
| 4. <u>ch</u> oice        | Joyce | 8. <u>et</u> ch          | ed <u>g</u> e  |



B. In the following pairs of words, one word ends with the sound /tʃ/ or /dʒ/. You will hear one word from each pair. Circle the word you hear.

- |         |              |         |                 |
|---------|--------------|---------|-----------------|
| 1. hat  | <u>hatch</u> | 5. bad  | bad <u>g</u> e  |
| 2. hit  | <u>hitch</u> | 6. aid  | aid <u>g</u> e  |
| 3. it   | <u>itch</u>  | 7. paid | paid <u>g</u> e |
| 4. beat | <u>beach</u> | 8. head | head <u>g</u> e |

## 5. Practice the Contrast: /tʃ/ as in “child” with /dʒ/ as in “gob”



A. Practice these contrasting sounds. Listen and repeat each word pair.

/tʃ/	/dʒ/	/tʃ/	/dʒ/
1. <u>ch</u> in	gin	6. <b>et</b> ching	<b>ed</b> ging
2. <u>ch</u> ain	Jane	7. ba <u>ch</u>	ba <u>g</u> e
3. <u>ch</u> est	jest	8. Ma <u>ch</u>	Ma <u>g</u> e
4. <u>ch</u> ills	Jill's	9. “h”	aid <u>g</u> e
5. <b>ch</b> oking	<b>j</b> oking	10. ri <u>ch</u>	ri <u>g</u> e



B. Now practice the contrasting sounds in sentence pairs. The first sentence has the sound /tʃ/, and the second has the sound /dʒ/. Listen and repeat.

- |                  |                                  |
|------------------|----------------------------------|
| 1a. <u>ch</u> in | I said I liked his <u>ch</u> in. |
| b. gin           | I said I liked his gin.          |

2a. chain That's my chain you're **looking** at.

b. Jane That's my Jane you're **looking** at.

3a. chest<sup>1</sup> I don't care for that chest.

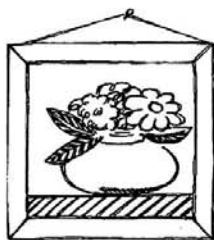
b. jest<sup>2</sup> I don't care for that jest.

4a. chills<sup>3</sup> The **doctor** asked, "Is it chills?"

b. Jill's The **doctor** asked, "Is it Jill's?"

5a. **choking** He's not **choking**.

b. **joking** He's not **joking**.



6a. **etching** That's a nice **etching**.



b. **edging** That's a nice **edging**.

<sup>1</sup> *chest*: a small cabinet

<sup>2</sup> *jest*: a funny remark, joke

<sup>3</sup> *chills*: a cold feeling



- 7a. batch I saw the batch **before** I left.  
 b. badge I saw the badge **before** I left.
- 8a. March Did you say that March is cold?  
 b. Marge Did you say that Marge is cold?
- 9a. "h" Do you think it's an "h"?  
 b. age Do you think it's an age?
- 10a. rich We **always** look at the rich.  
 b. ridge<sup>4</sup> We **always** look at the ridge.

## 6. Practice the Contrast: Final /tʃ/ with final /ts/

Some students confuse /tʃ/ as in "catch" with /ts/ as in "cats."



- A. Practice these contrasting sounds. Listen and repeat each word pair.

/ts/	/tʃ/	/ts/	/tʃ/
1. <u>mats</u>	<u>match</u>	4. <u>bats</u>	<u>batch</u>
2. <u>cats</u>	<u>catch</u>	5. <u>coats</u>	<u>coach</u>
3. <u>beets</u>	<u>beach</u>	6. <u>pits</u>	<u>pitch</u>



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sounds /ts/, and the second has the sound /tʃ/. Listen and repeat.



- 1a. mats How do you like the mats?
- b. match How do you like the match?

<sup>4</sup> ridge: a long, narrow, high piece of land

- 2a. cats He saw the cats.  
 b. catch He saw the catch.
- 3a. beets She likes the beets.  
 b. beach She likes the beach.
- 4a. bats Did you put **away** the bats?  
 b. batch Did you put **away** the batch?
- 5a. coats We **wanted** to see the coats.  
 b. coach We **wanted** to see the coach.
- 6a. pits We threw the pits **away**.  
 b. pitch We threw the pitch **away**.

## 7. Practice the Contrast: /tʃ/ as in “child” with /ʃ/ as in “she”

Some students confuse /tʃ/ as in “child” with /ʃ/ as in “she.” When you pronounce /tʃ/, be sure to press your tongue tip to the upper gum ridge. Then drop the tip quickly and let the air rush out.



A. Practice these contrasting sounds. Listen and repeat each word pair.

/ʃ/	/tʃ/	/ʃ/	/tʃ/
1. <u>share</u>	<u>chair</u>	4. <b>wash</b> ing	<b>watch</b> ing
2. <u>sheet</u>	<u>cheat</u>	5. <u>wash</u>	<u>watch</u>
3. <b>shopp</b> ing	<b>chopp</b> ing	6. <u>cash</u>	<u>catch</u>



B Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /ʃ/, and the second has the sound /tʃ/. Listen and repeat.

1a. share I said I want my share.

b. chair I said I want my chair.

2a. sheet Did you see the sheet?

b. cheet Did you see the cheet?

3a. **sh**opping He did the **sh**opping yesterday.

b. **ch**opping He did the **ch**opping yesterday.



4a. **wash**ing She did the **wash**ing on Monday.

b. **watch**ing She did the **watch**ing on Monday.

5a. wash Did he take out the wash?

b. watch Did he take out the watch?

6a. cash I'd like to cash it.

b. catch I'd like to catch it.



## 8. Stress and Intonation

1. Before you listen to and repeat the following sentences, place a single line under the letter(s) representing the sounds /t/ as in "child" and a double line under the letter(s) representing the sound /dʒ/ as in "job."
2. As you listen to the tape, mark the falling or rising intonation with an arrow (↘ ↗).
3. Pay attention to function words, stressing of words, and phrasing.

The first sentence is marked for you.

1. Did you watch them go to jail? ↗
2. The high **temperature** did a lot of **damage**.
3. Were you **chosen** to serve on the **jury**?
4. Which car can I rent with **unlimited** **mileage**?
5. The French **language** is **very** **musical**.
6. The child is **jealous** of his **sister**.
7. The **future** looks good for a **soldier**, **doesn't** it?
8. Don't you have **questions** to ask **about** **registration**?
9. Is speech a **required** course at your **college**?
10. **Chowder** is a thick soup that is **prepared** with fish, **vegetables**, and milk.

## 9. Further Practice

A. In the following words, the underlined letters represent these sounds.

/ʃ/ as in "she"

/tʃ/ as in "child"

/s/ as in "see"

/dʒ/ as in "job"

/z/ as in "zoo"

Say each word aloud; then write the correct phonetic symbol in the blank. (Your instructor may ask you to hand it in on a separate piece of paper.)

EXAMPLES: a. Chicago /ʃ/

b. children /tʃ/

c. job /dʒ/

d. eraser /s/

e. noise /z/

1. July /\_\_\_\_/

13. register /\_\_\_\_/

2. search /\_\_\_\_/

14. raise /\_\_\_\_/

3. large /\_\_\_\_/

15. bicycle /\_\_\_\_/

4. science /\_\_\_\_/

16. maior /\_\_\_\_/

5. reason /\_\_\_\_/

17. champagne /\_\_\_\_/

6. brush /\_\_\_\_/

18. jump /\_\_\_\_/

7. rich /\_\_\_\_/

19. beause /\_\_\_\_/

8. chart /\_\_\_\_/

20. bachelor /\_\_\_\_/

9. see /\_\_\_\_/

21. miss /\_\_\_\_/

10. please /\_\_\_\_/

22. infection /\_\_\_\_/

11. financial /\_\_\_\_/

23. package /\_\_\_\_/

12. chase /\_\_\_\_/

24. merchant /\_\_\_\_/

- B. Read the following poem aloud as you mark it for pauses and intonation. Pay attention to function words and linking words.

1. **Monday's** child is fair of face,
2. **Tuesday's** child is full of grace,
3. **Wednesday's** child is full of woe,
4. **Thursday's** child has far to go.
5. **Friday's** child is **loving** and **giving**,
6. **Saturday's** child has to work for its **living**.
7. But a child that's born on the **Sabbath** day
8. Is fair and wise and good and gay.

Discuss, in class, the meaning of the above poem.

## Unit 31

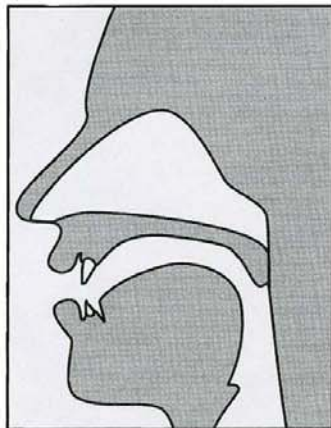
# h

/h/ **as in house**

### 1. Producing /h/

EXAMPLES:     he, how, who,<sup>1</sup> ahead, perhaps

- This sound is always followed by a vowel sound. As you say /h/, you breathe out, and your tongue and lips shape the vowel sound that follows.
- Lower your jaw slightly, and let your tongue rest in a relaxed position.
- Force air out of your throat, through open lips. (It sounds like a whisper of air.)
- Your vocal cords do not vibrate.



### 2. Practice the Sound



- A. Practice the sound /h/, first normally, then with exaggeration, then normally. Listen and repeat.

/h/     /h . . . /     /h/

<sup>1</sup>The “w” is not pronounced in some words that begin with “wh.” See page 300.



B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. whom      /huwm/      whom
2. home      /howm/      home
3. hole      /howl/      hole
4. have      /hæv/      have
5. inhale      /ɪnhɛɪl/      inhale
6. rehearse      /rɪhərs/      rehearse



### 3. Check Your Listening

In the following pairs of words, one word begins with the sound /h/. You will hear one word from each pair. Circle the word that you hear.

- |                     |                     |
|---------------------|---------------------|
| 1. as <u>h</u> as   | 5. ear <u>h</u> ear |
| 2. old <u>h</u> old | 6. and <u>h</u> and |
| 3. I'd <u>h</u> ide | 7. am <u>h</u> am   |
| 4. all <u>h</u> all | 8. at <u>h</u> at   |

### 4. Practice the Contrast: Words with initial /h/ as in "house" and words without /h/

Some students leave out the sound /h/ when it appears at the beginning of a word.



A. Listen and repeat each word pair.

WITHOUT /h/	WITH /h/	WITHOUT /h/	WITH /h/
1. art	<u>h</u> ear	5. I	<u>h</u> igh
2. eat	<u>h</u> eat	6. arm	<u>h</u> arm
3. air	<u>h</u> air	7. it	<u>h</u> it
4. ate	<u>h</u> ate	8. owl	<u>h</u> owl <sup>2</sup>

<sup>2</sup> *howl*: cry loudly





B. The second sentence of each pair has the sound /h/. Listen and repeat.

- |                      |  |
|----------------------|--|
| 1a. art              | It's my art I'm <b>worried about.</b>          |
| b. <u>h</u> art      | It's my <u>h</u> art I'm <b>worried about.</b> |
| 2a. eat              | Did you eat it right <b>away?</b>              |
| b. <u>h</u> eat      | Did you <u>h</u> eat it right <b>away?</b>     |
| 3a. air              | I can tell it's in the air.                    |
| b. <u>h</u> air      | I can tell it's in the <u>h</u> air.           |
| 4a. I                | Who said it was I?                             |
| b. <u>h</u> igh      | Who said it was <u>h</u> igh?                  |
| 5a. arm <sup>3</sup> | Did you arm the man?                           |
| b. <u>h</u> arm      | Did you <u>h</u> arm the man?                  |
| 6a. it               | We <b>didn't</b> think it was it.              |
| b. <u>h</u> it       | We <b>didn't</b> think it was <u>h</u> it.     |

## 5. Practice the Contrast: /h/ as in "house" with /f/ as in "food"

Some students confuse /h/ as in "house" with /f/ as in "food." When you say /f/, touch your upper front teeth with the inner part of your lower lip. When you say /h/, let air flow out of your throat through open lips.



A. Practice these contrasting words. Listen and repeat each word pair.

- |                 |              |                   |               |
|-----------------|--------------|-------------------|---------------|
| 1. <u>h</u> all | <u>f</u> all | 4. <u>h</u> eight | <u>f</u> ight |
| 2. <u>h</u> at  | <u>f</u> at  | 5. <u>h</u> orse  | <u>f</u> orce |
| 3. <u>h</u> ate | <u>f</u> ate | 6. <u>h</u> eat   | <u>f</u> eat  |

<sup>3</sup> arm: provide with a weapon



- B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /h/, and the second has the sound /f/. Listen and repeat.

- |                    |   |
|--------------------|---|
| 1a. <u>h</u> all   | It <b>h</b> appened in the <u>h</u> all.        |
| b. <u>f</u> all    | It <b>h</b> appened in the <u>f</u> all.        |
| 2a. <u>h</u> at    | Take off the <u>h</u> at, will you?             |
| b. <u>f</u> at     | Take off the <u>f</u> at, will you?             |
| 3a. <u>h</u> ate   | It could be <u>h</u> ate, <b>couldn't</b> it?   |
| b. <u>f</u> ate    | It could be <u>f</u> ate, <b>couldn't</b> it?   |
| 4a. <u>h</u> eight | Was it the <u>h</u> eight you <b>wanted</b> ?   |
| b. <u>f</u> ight   | Was it the <u>f</u> ight you <b>wanted</b> ?    |
| 5a. <u>h</u> orse  | Is the <u>h</u> orse with you?                  |
| b. <u>f</u> orce   | Is the <u>f</u> orce with you?                  |
| 6a. <u>h</u> eat   | It was the <u>h</u> eat that <b>annoyed</b> me. |
| b. <u>f</u> eat    | It was the <u>f</u> eat that <b>annoyed</b> me. |

## 6. No Sound for "h" and "gh"



- A. The letter "h" is not pronounced in the following words. Listen and repeat these words and sentences.

- |                     |   |
|---------------------|---|
| 1. <del>h</del> our | An <del>h</del> our is <u>e</u> qual to <b>sixty</b> <b>minutes</b> . |
| 2. <b>honor</b>     | When you <b>honor</b> <b>someone</b> , you show your <b>respect</b> . |

- |                             |   |
|-----------------------------|---|
| 3. <b>honest</b>            | If you're <b>honest</b> , you tell the truth.   |
| 4. <b>heir</b>              | An <b>heir</b> is a <b>person</b> who is <b>legally</b> in line to <b>receive money, property, or a title</b> when <b>someone</b> dies. |
| 5. <b>herb</b> <sup>4</sup> | An <b>herb</b> is a plant that's used to give food <b>flavor</b> .  |
| 6. <b>rhythm</b>            | <b>Music</b> beats out a <b>rhythm</b> you can dance to.  |
| 7. <b>exhibition</b>        | An <b>exhibition</b> shows things in <b>public</b> .  |
| 8. <b>ghost</b>             | A <b>ghost</b> is the <b>spirit</b> of a dead <b>person</b> who <b>supposedly appears again</b> .                                       |
| 9. <b>John</b>              | <b>John</b> is the name of my friend.   |
| 10. <b>Thomas</b>           | <b>Thomas</b> is the name of John's friend.   |
| 11. <b>vehicle</b>          | A car is <b>referred</b> to as a <b>vehicle</b> .   |



B. The letters "gh" are not pronounced in the following words. Listen and repeat these words and sentences.

- |                    |   |
|--------------------|---|
| 1. <b>neighbor</b> | My <b>neighbor</b> lives next door to me.             |
| 2. <b>doughnut</b> | Did he eat a <b>doughnut</b> with his <b>coffee</b> ? |
| 3. thought         | I thought I saw him.                                  |
| 4. through         | Did you go through my drawer?                         |
| 5. <b>thorough</b> | I made a <b>thorough</b> search.                      |
| 6. <b>although</b> | I'll go, <b>although</b> I'm <b>afraid</b> .          |
| 7. caught          | I caught a cold last night.                           |
| 8. fought          | They fought like cats and dogs.                       |
| 9. taught          | Were you taught to do that?                           |
| 10. fight          | They fight <b>every</b> day.                          |
| 11. height         | His height is six feet.                               |
| 12. night          | The house is <b>quiet</b> at night.                   |

<sup>4</sup>This word may also be pronounced with /h/.



## 7. Stress and Intonation

1. Before you listen to and repeat the following sentences, underline the letter(s) representing /h/ as in "house."
2. As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ) and the falling or rising intonation with an arrow (↘ ↗).
3. Pay attention to function words and phrasing.

The first sentence is marked for you.

1. Whose old hat is that on the hook?
2. Don't **hesitate** to go to the **h**ospital.
3. **H**arry wants a hot dog, and I want a ham on rye.
4. **H**urry up! My **h**usband is **h**ungry and he wants a **h**amburger.
5. When did you hear Hal say **h**ello to **H**elen?
6. How **ab**out **t**aking half of it home?
7. Where did you hurt your head when you fell in the hall?
8. The **h**eavy smog in the air is bad for my **h**airdo.
9. It's **inh**uman to hold a **re**hearsal in such hot **w**eather.
10. Who had a **h**orrible **h**eadache **a**fter **inh**aling the **a**lcohol?

## 8. Further Practice

- A. Make up five sentences with the sound /h/ as in "house" in initial position and five with /h/ in medial position. Choose words from the lists below. Underline the word in each sentence. (*Remember:* The sound /h/ never occurs in final position in English.)

/h/ IN INITIAL POSITION		/h/ IN MEDIAL POSITION	
1. <u>h</u> im	5. <u>h</u> oliday	1. be <u>h</u> ave	5. fore <u>h</u> ead
2. <u>h</u> old	6. <u>h</u> urry	2. swee <u>h</u> heart	6. beh <u>h</u> avior
3. <u>wh</u> o	7. <u>wh</u> ose	3. beh <u>h</u> ind	7. inh <u>h</u> ale
4. <u>wh</u> ole	8. <u>h</u> istory	4. some <u>h</u> ow	8. reh <u>h</u> eat

- B. Work with a partner. Exchange papers and read each other's sentences. Check each other for correct pronunciation.
- C. The following are expressions that are of common use in American English. Make up sentences for each one. Be prepared to read and discuss them in class.
1. have one's hands full (be extremely busy with something that requires all your energy)
  2. have the **upper** hand (have the advantage over someone or something)
  3. do with a **heavy** hand (behave awkwardly or clumsily)
  4. fly off the **handle** (lose one's temper)
  5. have a heart (be sympathetic or merciful)
- D. What are some of the common expressions used in your native language? Translate them into English and bring them to the class discussion.

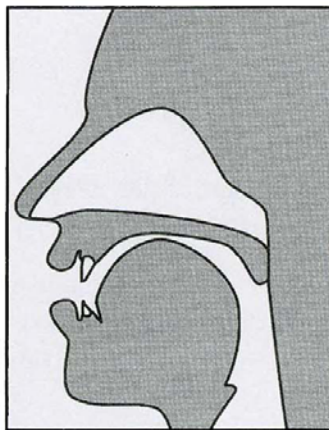
## Unit 32

/y/ **as in yes**

### 1. Producing /y/

EXAMPLES:     you, young, **y**esterday, **o**nion, **m**illion

- This sound is always followed by a vowel sound. As you say /y/, your tongue and lips glide from their original position. Then they shape the vowel sound.
- Raise the center part of your tongue toward the roof of your mouth, but do not touch it.
- Press the sides of your tongue against the upper back teeth. Produce the sound by letting air flow out over your tongue. Then pronounce the vowel.
- Your vocal cords should vibrate.



## 2. Practice the Sound

Remember to combine the sound /y/ with the vowel sound that follows it.



- A. Practice these sounds first normally, then with exaggeration, then normally. Listen and repeat.

/you/            /y . . . uw/            /you/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                             |            |                          |
|-----------------------------|------------|--------------------------|
| 1. <u>y</u> et              | /yɛt/      | y <u>e</u> t             |
| 2. <u>y</u> es              | /yɛs/      | y <u>e</u> s             |
| 3. <u>y</u> outh            | /yʊwθ/     | y <u>o</u> uth           |
| 4. <b>m</b> ill <u>i</u> on | /mɪlyən/   | <b>m</b> ill <u>i</u> on |
| 5. <b>o</b> n <u>i</u> on   | /ənɪən/    | <b>o</b> n <u>i</u> on   |
| 6. <b>j</b> un <u>i</u> or  | /dʒʊwnɪər/ | <b>j</b> un <u>i</u> or  |



## 3. Check Your Listening

In the following pairs of words, one word begins with the sound /y/. You will hear one word from each pair. Circle the word that you hear.

- |        |      |                   |                    |
|--------|------|-------------------|--------------------|
| 1. "s" | yes  | 5. oak            | yolk <sup>1</sup>  |
| 2. ear | year | 6. east           | yeast <sup>2</sup> |
| 3. ail | Yale | 7. am             | yam <sup>3</sup>   |
| 4. or  | your | 8. <b>a</b> wning | <b>y</b> awning    |

## 4. Practice the Contrast: /y/ as in "yes" with /dʒ/ as in "job"

Some students confuse /y/ as in "yes" with /dʒ/ as in "job." When you pronounce /y/, no part of your tongue touches the gum ridge. When you pronounce /dʒ/, the tongue tip touches the upper gum ridge, stopping the air flow for a moment.

<sup>1</sup> *yolk*: the yellow part of an egg

<sup>2</sup> *yeast*: a preparation that is used for making bread, wine, and cheese

<sup>3</sup> *yam*: a sweet potato



A. Practice these contrasting sounds. Listen and repeat each word pair.

/y/	/dʒ/	/y/	/dʒ/
1. <b>y</b> ellow	<b>J</b> ell-o	5. <b>y</b> ear	jeer <sup>4</sup>
2. <b>Y</b> ale	jail	6. <b>y</b> olk	joke
3. <b>y</b> et	jet	7. <b>y</b> am	jam
4. <b>y</b> es	Jess		

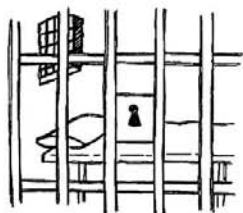


B. Now practice the contrasting sounds in sentence pairs. The first sentence of each pair has the sound /y/, and the second has the sound /dʒ/. Listen and repeat.

- 1a. **y**ellow                      I thought it was **y**ellow.  
 b. **J**ell-o                            I thought it was **J**ell-o.



- 2a. **Y**ale                            He's **g**oing to **Y**ale.



- b. jail                                He's **g**oing to jail.

<sup>4</sup> jeer: a rude remark



3a. yet

Did you say "yet"?

b. jet

Did you say "jet"?

4a. yes

She said "yes," **didn't** she?

b. Jess

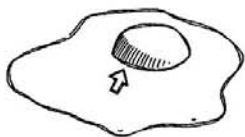
She said "Jess," **didn't** she?

5a. year

He was **thinking** of the year.

b. jeer

He was **thinking** of the jeer.

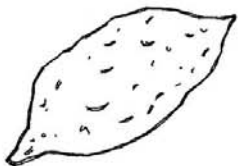


6a. yolk

We **didn't** like the yolk.

b. joke

We **didn't** like the joke.



7a. yam

Please pass the yam.

b. jam

Please pass the jam.



## 5. Consonant-Vowel Combination /yuw/

The combined sound /yuw/ is very common. Sometimes it is not represented by a letter but is heard as the first part of the vowel sound. Listen and repeat these words and sentences.

- |                       |  |
|-----------------------|--|
| 1. <b>u</b> nion      | He's a <b>m</b> ember of the <b>u</b> nion.                    |
| 2. <b>u</b> nit       | We are <b>a</b> lmost <b>f</b> inished with this <b>u</b> nit. |
| 3. <b>b</b> eauty     | Do you think <b>b</b> eauty is <b>o</b> nly skin deep?         |
| 4. <b>b</b> eautiful  | What a <b>b</b> eautiful <b>s</b> unset!                       |
| 5. <b>f</b> ew        | There are a <b>f</b> ew <b>s</b> andwiches left.               |
| 6. <b>r</b> efuse     | I <b>r</b> efuse to be part of this.                           |
| 7. <b>c</b> ute       | <b>I</b> sn't that <b>b</b> aby's face <b>c</b> ute?           |
| 8. <b>c</b> onfuse    | Don't <b>c</b> onfuse me.                                      |
| 9. <b>J</b> anuary    | My <b>b</b> irthday is in <b>J</b> anuary.                     |
| 10. <b>c</b> ucumbers | Some <b>p</b> eople don't like <b>c</b> ucumbers.              |



## 6. Stress and Intonation

- Before you listen to and repeat the following sentences, place a single line under the letter(s) representing the sound /y/ as in "yes" and a double line under the letter(s) representing the consonant-vowel combination /yuw/ as in "use."
- As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ).
- Pay attention to function words, phrasing, and the intonation that is already marked.

The first sentence is marked for you.

- A yacht<sup>5</sup> is a small ship used for **s**ailing.
- Yale is the name of a large **u**niversity.

<sup>5</sup>In this word, "ch" is not pronounced. The word is pronounced /yat/.

3. The **Yellow** **pages** are the **yellow-colored** **pages** in the **telephone** book that list you **according** to your **business**.
4. Did you know that “Yule” is **another** word you can use for **Christmas**?
5. A mute **person** is one who does not use his voice to speak.
6. A **brilliant** **person** is **usually** called a **genius**.
7. **California** is **larger** than New York.
8. New York is **larger** than Pennsylvania.
9. Pennsylvania is **larger** than Virginia.
10. Virginia is **larger** than West Virginia.

## 7. Further Practice

- A. Make up a sentence for each of the words listed below. Use a dictionary to look up new words. Say each sentence aloud. Place a single line under the sound for /y/ and place a double line under the sound for /yuw/. Mark the sentences for stress and intonation.

**EXAMPLES:**

- a. **museum**

The man in the museum called the **ambulance**.

- b. **excuse**

Do you need an excuse to call your **lawyer**?

- |                   |                       |
|-------------------|-----------------------|
| 1. <b>human</b>   | 6. <b>uniform</b>     |
| 2. <b>music</b>   | 7. <b>January</b>     |
| 3. <b>senior</b>  | 8. <b>popular</b>     |
| 4. <b>volume</b>  | 9. <b>particular</b>  |
| 5. <b>funeral</b> | 10. <b>reputation</b> |

- B.** Work with a partner. Read your partner's sentences aloud, using the indicated stress and intonation markings. Check each other for correct pronunciation, stress, and intonation. Do you both agree on the same pronunciation and markings?
- C.** Record yourself reading the following selection. Pay attention to rhythm and pauses.

1.                   The New Year
2.                   A year to be glad in,
3.                   And not to be sad in,
4.                   To gain in, to give in,
5.                   A **happy** new year.
6.                   A new year for **trying**
7.                   And **never** for **sighing**;
8.                   A new year to live in;
9.                   Oh, hold it most dear!

## Unit 33

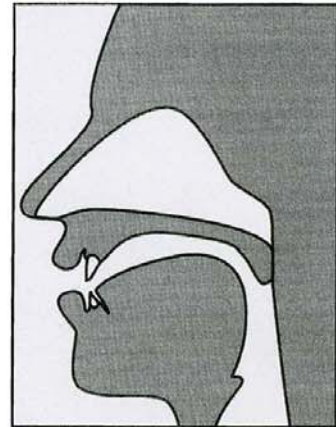
W

/w/ as in walk

### 1. Producing /w/

EXAMPLES: want, word, white,<sup>1</sup> awhile,<sup>1</sup> awake, sweet, highway, quart,<sup>2</sup> one,<sup>3</sup> once<sup>3</sup>

- This sound is always followed by a vowel sound. As you say /w/, your tongue and lips shape the vowel sound that follows.
- Raise the back of your tongue up toward the roof of your mouth (soft palate), but do not touch it.
- Round your lips, push them out, and relax them as you let air flow out through your lips.
- Your vocal cords should vibrate.



<sup>1</sup> Some American speakers pronounce “wh” with an initial /h/ sound: “white” /hwaɪt/, “awhile” /əhwaɪl/. In this text no distinction is made between voiceless /hw/ and voiced /w/ as in “walk.”

<sup>2</sup> See Unit 25, page 223, for words that begin with /kw/.

<sup>3</sup> /w/ is the first sound in “one” /wən/ and “once” /wəns/.

## 2. Practice the Sound



- A. Practice the sound /w/, first normally, then with exaggeration, then normally. Listen and repeat.

/wiy/                  /w . . . iy/    /wiy/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. wife            /wayf/        wife
2. wait            /weyt/        wait
3. week            /wiyk/        week
4. well            /wɛl /        well
5. when            /wɛn/        when
6. **a**way            /əwey/        **a**way
7. **n**etwork        /netwɜrk/     **n**etwork
8. **h**ardware        /hɑrdwɛr/     **h**ardware



## 3. Check Your Listening

Cover the list of words below with a piece of paper. Listen and put a check mark under /w/ or /v/ for the sound that you hear.

	/w/	/v/
<u>y</u> erse	1. _____	_____
<u>w</u> hile	2. _____	_____
<u>w</u> et	3. _____	_____
<u>y</u> est	4. _____	_____
<u>w</u> heel	5. _____	_____
<u>w</u> ord	6. _____	_____
<u>y</u> eal	7. _____	_____
"v"	8. _____	_____

#### 4. Practice the Contrast: /w/ as in “walk” with /v/ as in “voice”

Some students confuse /w/ as in “walk” with /v/ as in “voice.” When you pronounce /v/, touch your upper teeth with the inner part of your lower lip. Do not touch your teeth with your lip when you say /w/.



A. Listen and repeat each word pair.

/w/	/v/	/w/	/v/
1. <u>w</u> est	<u>v</u> est	5. <u>w</u> e	“ <u>v</u> ”
2. <u>w</u> ine	<u>v</u> ine	6. <u>w</u> et	<u>v</u> et
3. <u>w</u> orse	<u>v</u> erse	7. <u>w</u> heel	<u>v</u> eal
4. <u>w</u> ail <sup>4</sup>	<u>v</u> eil	8. <u>w</u> hile	<u>v</u> ile <sup>5</sup>



B. The first sentence of each pair has the sound /w/. The second sentence has the sound /v/. Listen and repeat.



1a. west

I like the West, don't you?

b. vest

I like the vest, don't you?

2a. wine

She thinks it's a nice wine.

b. vine

She thinks it's a nice vine.

3a. worse

Is it worse?

b. verse

Is it verse?

4a. wail

It was a long wail.

b. veil

It was a long veil.

<sup>4</sup> *wail*: sad cry

<sup>5</sup> *vile*: evil, wicked







- B. The letter “w” is not pronounced in the following words that begin with “wh.” (Not all words that begin with “wh” have a “w” that represents no sound.) Listen and repeat these words and sentences.

- |                            |  |
|----------------------------|--|
| 1. <b>w</b> ho             | The man <b>w</b> ho saw us is here.          |
| 2. <b>w</b> hom            | The man <b>w</b> hom I spoke to is here.     |
| 3. <b>w</b> hose           | I don't know <b>w</b> hose it is.            |
| 4. <b>w</b> hole           | Did you eat the <b>w</b> hole pie?           |
| 5. <b>w</b> ho <b>ever</b> | I don't care, <b>w</b> ho <b>ever</b> it is. |



- C. The letter “w” is also not pronounced in the following words. Listen and repeat.

- |  |   |
|--|---|
| 1. <b>t</b> w <b>o</b>                     | Did you buy <b>t</b> w <b>o</b> of them?  |
| 2. <b>t</b> ow <b>ar</b> d <sup>7</sup>    | The car came <b>t</b> ow <b>ar</b> d us at a high speed.                                  |
| 3. <b>a</b> n <b>s</b> w <b>e</b> r        | Did you <b>a</b> n <b>s</b> w <b>e</b> r the <b>q</b> u <b>e</b> s <b>t</b> i <b>o</b> n? |
| 4. <b>s</b> w <b>o</b> r <b>d</b>          | <b>F</b> encing is the art of <b>f</b> ighting with a <b>s</b> w <b>o</b> r <b>d</b> .    |
| 5. <b>k</b> no <b>w</b> ledge <sup>8</sup> | A <b>l</b> ittle <b>k</b> no <b>w</b> ledge is a <b>d</b> angerous thing.                 |



## 6. Stress and Intonation

- Before you listen to and repeat the following sentences, underline all the letter(s) representing the sound of /w/ as in “walk.”
- As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ) and the falling and rising intonation with an arrow (↘ ↗).
- Pay attention to function words and phrasing.

The first sentence is marked for you.

- I always eat sandwiches for lunch.
- There was **only** one **warning** **signal** on the wet road.
- It was once a good wool **sweater**, **wasn't** it?
- There were two world wars.
- Everyone** who is **anyone** was there.

<sup>7</sup> This word may also be pronounced with /w/.

<sup>8</sup> The “k” in “knowledge” is not pronounced.

6. Is "Where or When" the name of an old song?
7. The White House is in **Washington**, D.C.
8. He takes the **subway** to work, **doesn't** he?
9. I don't know **whether** I'll walk in this **weather**.
10. Do you know if the **waiter** opens the **window** when it gets warm?

## 7. Further Practice

- A. Read the following paragraph aloud as you underline all the words that have the sound /w/ as in "walk." (Hint: There are 22 words.) Use a dictionary to help you with any new words.

1. Mark the paragraph for stress and intonation. Pay attention to function words and linking of words.
2. Record yourself on tape.
3. Listen for the correct pronunciation of /w/ and for the stress and intonation as you marked it.

1. My **Daily Routine**
2. **During** the week I usually wake up at a **quarter** to **seven**.
3. **After** I wash up I get dressed **quickly**. For **breakfast**, I have two
4. **slices** of whole wheat toast and wash it down with a cup of **cof-**
5. **fee**. I leave for school at eight o'**clock**. I usually walk, but when
6. the **weather** is bad, I take the **subway**. **After** school, I go to work
7. as a **waiter**. When I come home from work, I have just **enough**
8. time to do my **homework**, write some **letters** home, and watch
9. TV. I go to sleep at twelve **midnight**. Oh, by the way, I **also** work
10. on **weekends**.

- B. Describe your daily routine to the class.

# Unit 34

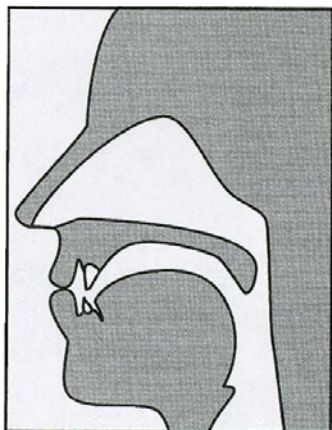
# m

/m/ **as in me**

## 1. Producing /m/

EXAMPLES: my, make, **dam**age, **fam**ous, **swimm**er, aim, come, ham

- Close your lips, lightly but firmly. This stops the air from flowing out of your mouth.
- Produce the sound by letting air flow out through your nose. As you say the sound, you can feel your lips vibrate.
- Your vocal cords also vibrate.



## 2. Practice the Sound



- A. Practice the sound /m/, first normally, then with exaggeration, then normally. Listen and repeat.

/m/      /m . . . /      /m/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. me      /miy/      me
2. mad      /mæd/      mad
3. **cam**era      /kæmərə/      **cam**era
4. **com**ic      /kɒmɪk/      **com**ic
5. time      /taym/      time
6. home      /howm/      home



### 3. Check Your Listening

In the following pairs of words, one word ends with the sound /m/. You will hear one word from each pair. Circle the word that you hear.

- |        |       |         |       |
|--------|-------|---------|-------|
| 1. say | same  | 5. blue | bloom |
| 2. see | seem  | 6. nay  | name  |
| 3. gay | game  | 7. "a"  | aim   |
| 4. cry | crime | 8. glue | gloom |

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

### 4. Practice the Contrast: Words with final /m/ as in "come" and words without final /m/

Some students leave out the sound /m/ when it occurs at the end of a word.



A. Listen and repeat each word pair.

WITHOUT /m/	WITH /m/	WITHOUT /m/	WITH /m/
1. rye <sup>1</sup>	rhyme	6. Ma	Mom
2. due <sup>2</sup>	doom <sup>3</sup>	7. tie	time
3. dough <sup>4</sup>	dome	8. who	whom
4. dye	dime	9. tea	team
5. day	dame <sup>5</sup>	10. row	roam <sup>6</sup>

<sup>1</sup> *rye*: a cereal grain used to make bread

<sup>2</sup> *due*: what someone deserves

<sup>3</sup> *doom*: a terrible fate

<sup>4</sup> *dough*: a mixture of flour with other ingredients that are baked. (Also a slang expression for "money.")

<sup>5</sup> *dame*: In England, a title given to a woman. In American English, a slang expression for a woman.

<sup>6</sup> *roam*: go freely over a large area; wander

B. The second sentence of each pair has the final /m/ sound. Listen and repeat.



1a. rye

That rye was very good.

b. rhyme

That rhyme was very good.

2a. due

I'll give him his due.

b. doom

I'll give him his doom.



3a. dough

We all like that dough.

b. dome

We all like that dome.

4a. dye

Did you see the dye?

b. dime

Did you see the dime?

5a. day

What a day!

b. dame

What a dame!

6a. Ma

**Shouldn't** you call Ma?

b. Mom

**Shouldn't** you call Mom?

- 7a. tie                                    It's not the tie, is it?  
 b. time                                It's not the time, is it?
- 8a. who                                    Did you say "who"?  
 b. whom                                Did you say "whom"?
- 9a. tea                                     Let's look at the tea, shall we?  
 b. team                                 Let's look at the team, shall we?



- 10a. row                                 You row there, don't you?  
 b. roam                                You roam there, don't you?

## 5. Contraction "I'm"

The function word "am" is usually not stressed. In conversation, native speakers use the contraction "I'm."



- A. Listen and repeat the following pairs of sentences. The first sentence has the stressed form of "am." The second sentence has the contraction.

STRESSED FORM	CONTRACTION
1. I <u>am</u> <b>going</b> to school.	I'm <b>going</b> to school.
2. I <u>am</u> <b>busy</b> right now.	I'm <b>busy</b> right now.
3. I <u>am</u> sure I did it.	I'm sure I did it.
4. I <u>am</u> <b>sorry</b> I did it.	I'm <b>sorry</b> I did it.
5. I <u>am</u> <b>reading</b> the book.	I'm <b>reading</b> the book.

- B. Work with a partner or with a small group. Discuss the change in meaning of the stressed form with the contraction.

## 6. Stress and Intonation

A. Work with a partner or with a group of three or four.

1. Underline once all the letters that represent the sound /m/ as in "me." Use a dictionary to help you with the pronunciation and meaning of new words.
2. Underline twice the stressed syllable in words of two or more syllables.
3. Take turns reading each line aloud while you mark for phrasing, stress, and intonation.
4. Pay attention to function words.

The first sentence is marked for you.

1. To everything there is a season, / and a time to
2. every purpose / under the heaven: /
3. A time to be born, and a time to die;
4. A time to kill, and a time to heal;
5. A time to break down, and a time to build up;
6. A time to weep, and a time to laugh;
7. A time to get, and a time to lose;
8. A time to keep, and a time to cast away;
9. A time to rend, and a time to sew;
10. A time to keep silence, and a time to speak;
11. A time to love, and a time to hate;
12. A time of war, and a time of peace.

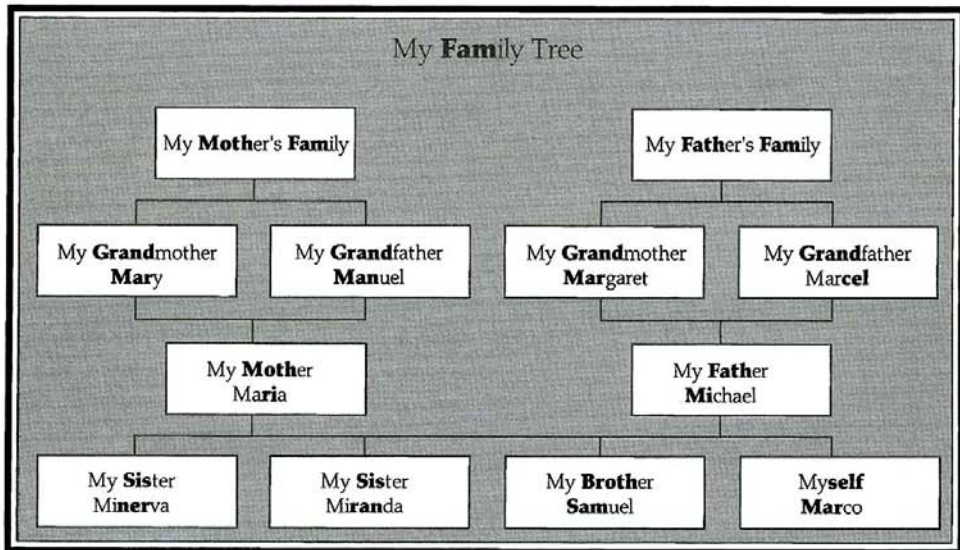
(Lines from Ecclesiastics 3:1–8)

B. Record yourself reading the above passage. Check to see if you follow the markings you and your partner or group decided upon.

## 7. Further Practice

A. Read the “family tree” aloud, and fill in the blanks in the sentences that follow.

1. Underline all words in the sentences that have the sound /m/.
2. Read the sentences aloud as you mark them for stress and intonation.
3. Read the sentences aloud once more.



1. My **g**randmothers' names are \_\_\_\_\_ and \_\_\_\_\_.
2. My **g**randfathers' names are \_\_\_\_\_ and \_\_\_\_\_.
3. My **m**other's name is \_\_\_\_\_.
4. My **f**ather's name is \_\_\_\_\_.
5. My **s**isters' names are \_\_\_\_\_ and \_\_\_\_\_.
6. My **b**rother's name is \_\_\_\_\_.
7. My name is \_\_\_\_\_.

B. Make a diagram of your own family tree. Bring it to class for discussion.



## Unit 35

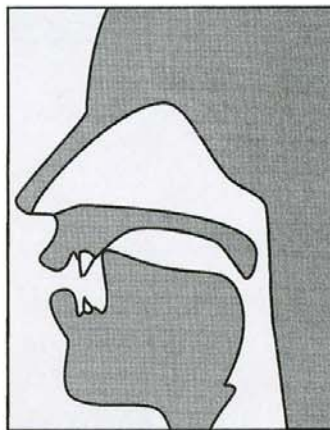
n

/n/ as in **no**

### 1. Producing /n/

EXAMPLES: nice, nose, invite, announce, can, nine, man

- Place the tip of your tongue on your upper gum ridge, lightly but firmly. The back part of the tongue closes off the passage of air through the mouth.
- Produce the sound by letting air flow out through your nose.
- Your vocal cords should vibrate.



### 2. Practice the Sound



- A. Practice the sound /n/, first normally, then with exaggeration, then normally. Listen and repeat.

/n/      /n . . . /      /n/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                          |         |                       |
|--------------------------|---------|-----------------------|
| 1. <u>n</u> o            | /now/   | <u>n</u> o            |
| 2. <u>n</u> ot           | /nat/   | <u>n</u> ot           |
| 3. <b><u>d</u></b> inner | /dɪnər/ | <b><u>d</u></b> inner |
| 4. <b><u>f</u></b> unny  | /fəniy/ | <b><u>f</u></b> unny  |
| 5. bra <u>n</u>          | /breyn/ | bra <u>n</u>          |
| 6. lea <u>n</u>          | /lərn/  | lea <u>n</u>          |

### 3. Check Your Listening



- A. In the following pairs of words, one word ends with the sound /n/. You will hear one word from each pair. Circle the word that you hear.

- |        |      |         |      |
|--------|------|---------|------|
| 1. gay | gain | 5. sue  | soon |
| 2. bee | bean | 6. low  | loan |
| 3. lie | line | 7. sigh | sign |
| 4. bow | bone | 8. pay  | pain |



- B. In the following pairs of words, one word has a final /n/. The other word has a final /l/. You will hear one word from each pair. Circle the word that you hear.

- |                  |                   |                   |                |
|------------------|-------------------|-------------------|----------------|
| 1. di <u>n</u> e | <b>di<u>a</u></b> | 5. sa <u>n</u> e  | sa <u>l</u> e  |
| 2. ma <u>n</u>   | ma <u>l</u>       | 6. see <u>n</u>   | sea <u>l</u>   |
| 3. mea <u>n</u>  | mea <u>l</u>      | 7. sto <u>n</u> e | sto <u>l</u> e |
| 4. mi <u>n</u> e | mi <u>l</u> e     | 8. te <u>n</u>    | te <u>l</u>    |



- C. In the following pairs of words, one word has a final /n/. The other word has a final /m/. You will hear one word from each pair. Circle the word that you hear.

- |                  |                            |                  |               |
|------------------|----------------------------|------------------|---------------|
| 1. bu <u>n</u>   | bu <u>m</u>                | 5. ra <u>n</u>   | ra <u>m</u>   |
| 2. co <u>n</u> e | co <u>m</u> b <sup>1</sup> | 6. sa <u>n</u> e | sa <u>m</u> e |
| 3. di <u>n</u> e | di <u>m</u> e              | 7. see <u>n</u>  | see <u>m</u>  |
| 4. ga <u>n</u>   | ga <u>m</u> e              | 8. wa <u>n</u>   | wa <u>m</u>   |

<sup>1</sup>Note that the "b" in "comb" is silent.

Reminder: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

#### 4. Practice the Contrast: Words with final /n/ as in “soon” and words without final /n/

Some students leave out the sound /n/ when it occurs at the end of a word.



A. Listen and repeat each word pair.

- |         |       |        |      |
|---------|-------|--------|------|
| 1. me   | mean  | 4. Joe | Joan |
| 2. play | plane | 5. ray | rain |
| 3. law  | law   | 6. war | worn |



B. The second sentence of each pair has the final /n/ sound. Listen and repeat.

- |          |  |
|----------|--|
| 1a. me   | Is it me?                                  |
| b. mean  | Is it mean?                                |
| 2a. play | Did you like the play?                     |
| b. plane | Did you like the plane?                    |
| 3a. law  | It's the law that's bad.                   |
| b. law   | It's the law that's bad.                   |
| 4a. Joe  | Was that Joe at the door?                  |
| b. Joan  | Was that Joan at the door?                 |
| 5a. ray  | I could feel the ray on my face.           |
| b. rain  | I could feel the rain on my face.          |
| 6a. war  | They said it was war, <b>didn't</b> they?  |
| b. worn  | They said it was worn, <b>didn't</b> they? |

## 5. Practice the Contrast: Final /n/ as in "soon" with final /l/ as in "well"

Some students may confuse the final /n/ sound with the final /l/ sound.



A. Listen and repeat each word pair.

- |         |      |         |       |
|---------|------|---------|-------|
| 1. bone | bowl | 4. in   | ill   |
| 2. done | dull | 5. pain | pail  |
| 3. fine | file | 6. spin | spill |

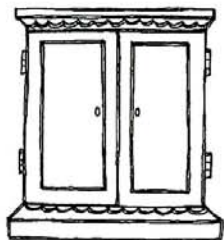


B. The first sentence of each pair has a final /n/. The second sentence has a final /l/. Listen and repeat.

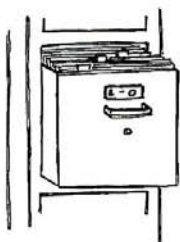
- |          |                         |
|----------|-------------------------|
| 1a. bone | Where's the dog's bone? |
| b. bowl  | Where's the dog's bowl? |



- |          |                           |
|----------|---------------------------|
| 2a. done | Is it <b>really</b> done? |
| b. dull  | Is it <b>really</b> dull? |



- |          |                               |
|----------|-------------------------------|
| 3a. fine | That's a <b>fine</b> cabinet. |
|----------|-------------------------------|



- |         |                               |
|---------|-------------------------------|
| b. file | That's a <b>file</b> cabinet. |
|---------|-------------------------------|

4a. in Is the cat in?

b. ill Is the cat ill?

5a. pain He got the pain today, **didn't** he?b. pail He got the pail today, **didn't** he?

6a. spin Don't spin it now.

b. spill Don't spill it now.

## 6. Practice the Contrast: Final /n/ as in "soon" with final /m/ as in "come"

Some students may confuse the final /n/ sound with the final /m/ sound. When you pronounce /m/, press your lips firmly together.



A. Listen and repeat each word pair.

/n/	/m/	/n/	/m/
1. an	am	5. phone	foam
2. cane	came	6. pan	Pam
3. gun	gum	7. run	rum
4. turn	term	8. tin	Tim



B. Each of these sentences has words with a final /m/ and a final /n/. Listen and repeat.

1. I'm **eating** an **apple**.
2. She **came** with her **cane**.
3. The **gumi** is on the **guni**.
4. **Foami** is on the **phone**.
5. **Pami** fried eggs in the **pani**.
6. Do you drink **rumi** after you **runi**?
7. This **termi** it will be our **turni**.
8. **Timi** wrapped the meat in **tini** foil.<sup>2</sup>

## 7. Syllabic /n/

A. When /n/ is in an unstressed syllable following /t/ or /d/, no vowel sound is produced. This occurs even when a vowel letter appears between /t/ and /n/ or /d/ and /n/. For example,

1. **rotten** /ratn/ The food was **rotten** when we bought it.
2. **sudden** /sɒdn/ All of a **sudden** he ran out of the house.
3. **wouldn't** /wudnt/ I **wouldn't** see him if I were you.

This syllabic /n/ is similar to the syllabic /l/ (practiced in Unit 24). It is indicated by the symbol /ŋ/.

Reminder: /t/, /d/, /l/, and /n/ are all made with the tongue tip touching the upper gum ridge.

- To produce /t/ or /d/, press your tongue tip lightly against the upper gum ridge. This action stops the flow of air.
- Instead of releasing the tongue tip, keep it in place and produce the /n/ sound by letting air escape through your nose.



B. Listen and repeat these words and sentences.

1. **eaten** /iytn/ I've **already** **eaten**.
2. **written** /ritn/ Have you **written** to your friend?

<sup>2</sup> *tin foil*: a thin sheet of aluminum used as a covering, especially for food

3. **kittens** /kɪtnz/ The cat had six **kittens**.
4. **bitten** /bɪtn/ He was **bitten** by a mad dog.
5. **fatten** /fætn/ The **farmer** will **fatten** up his **turkeys** before **selling** them.
6. **gotten** /gɑtn/ I **would**'ve **gotten** it for you.
7. **straighten** /streɪtn/ Let's **straighten** up the house before my **mother** comes home.
8. **cotton** /kɑtn/ I bought a **cotton** blouse, not a silk one.
9. **button** /bʌtn/ I lost the **button** from my coat.
10. **hidden** /hɪdn/ The toys were **hidden** in the **closet**.
11. **garden** /gɑdn/ She grows **vegetables** in her **garden**.
12. **widen** /weɪdn/ The **city** wants to **widen** the street.
13. **pardon** /pɑdn/ Be **polite**; say "**Pardon** me."
14. **deaden** /dedn/ Can you give me **something** to **deaden** the pain?
15. **didn't**<sup>3</sup> /dɪdn't/ **Didn't** you want to see the play?
16. **couldn't**<sup>3</sup> /kudn't/ He **couldn't** go home **again**.
17. **hadn't**<sup>3</sup> /hædn't/ We **hadn't** thought of it.
18. **wouldn't**<sup>3</sup> /wudn't/ Why **wouldn't** he tell us the truth?



## 8. Stress and Intonation

1. Read the following sentences before you listen to and repeat them. Use a dictionary to help you with the pronunciation and meaning of new words.
2. Mark the stressed words you hear with a stress mark (ˈ).
3. Pay attention to the underlined letter(s) representing the sound /n/, pausing, and the intonation patterns that are already marked.

<sup>3</sup> Be sure to place your tongue tip on your upper gum ridge when you say /d/ before /n/. Do not release your tongue tip; keep it in place and then produce /n/ and /t/, releasing the air on /t/.

The first sentence is marked for you.

1. New York State is in the north**e**ast**e**rn part of the Un**i**te**d States.**
2. The popu**l**ation of New York State is **o**ver se**v**en**t**ee**n** mill**i**on **pe**o**pl**e.
3. The popu**l**ation of New York **C**it**y** is **o**ver se**v**en mill**i**on **pe**o**pl**e.
4. The **cap**it**al** of New York State is called **Al**ba**ny**.
5. New York **C**it**y** is the **lar**ge**st** **ci**ty in New York State.
6. There are five **bor**oughs in New York **C**it**y**: The Bron**x**,<sup>4</sup> **Bro**ok**l**yn, **Ma**nh**att**an, Que**e**ns, and **Rich**mond (or **Sta**te**n** **I**sl**an**d).
7. New York **C**it**y** has two **air**po**rt**s, John F. **Ken**ne**d**dy and La **Gu**ardia; both are in Que**e**ns.
8. Grand **Cent**ra**l** and Penn**sy**lva**nia** are the two mai**n** trai**n** sta**ti**ons in Ma**nh**att**an**.
9. **Pass**en**ge**r ships leave from the piers **al**ong<sup>4</sup> the **Hud**so**n** **R**iv**e**r.
10. The New York **Pub**lic **Lib**ra**ry** is at Fifth **A**ve**nu**e and **Fort**y-**se**co**nd** **St**re**e**t.

## 9. Further Practice

Write a short paragraph describing the town or city you come from. You may want to include the following information:

where the city or town is in your country

how large it is

what the available transportation is

where the vacation areas are, etc.

Be prepared to share your story with the class.

<sup>4</sup>The "n" in "Bronx" and the "n" in "along" are pronounced /ŋ/: /brɒŋks/, /ə'lɒŋ/. See Unit 36.



## Unit 36

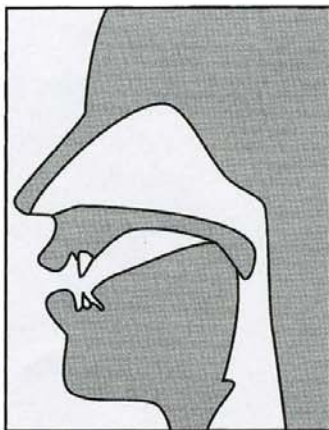
ŋ

/ŋ/ **as in *king***

### 1. Producing /ŋ/

EXAMPLES: **anger**, **single**, **ink**, **banker**, **singing**, sing, ring

- Note that in English, this sound does not occur at the beginning of words.
- Raise the back of your tongue so that it touches and presses against the roof of your mouth (soft palate). This stops the air from flowing out of the mouth.
- Produce the sound by letting air flow out through your nose.
- Your vocal cords should vibrate.



## 2. Practice the Sound



- A. Practice the sound /ŋ/, first normally, then with exaggeration, then normally. Listen and repeat.

/ŋ/      /ŋ. . . /      /ŋ/



- B. Now practice the sound in words. Notice the phonetic spelling. Listen and repeat each word twice.

- |                   |         |                |
|-------------------|---------|----------------|
| 1. <u>in</u> k    | /ɪŋk/   | <u>in</u> k    |
| 2. than <u>kn</u> | /θæŋk/  | than <u>kn</u> |
| 3. <b>sin</b> gle | /sɪŋɡl/ | <b>sin</b> gle |
| 4. <b>sin</b> ger | /sɪŋəd/ | <b>sin</b> ger |
| 5. sin <u>gn</u>  | /sɪŋ/   | sin <u>gn</u>  |
| 6. kin <u>gn</u>  | /kɪŋ/   | kin <u>gn</u>  |

## 3. Check Your Listening



- A. In the following pairs of words, one word has the sound /m/ and the other word has the sound /ŋ/. You will hear one word from each pair. Circle the word that you hear.

- |        |      |            |        |
|--------|------|------------|--------|
| 1. ham | hang | 6. swim    | swing  |
| 2. ram | rang | 7. Sam     | sang   |
| 3. rum | rung | 8. slim    | sling  |
| 4. rim | ring | 9. clam    | clang  |
| 5. hum | hung | 10. bombed | bonged |



- B. In the following pairs of words, one has a final /n/ and the other word has a final /ŋ/. You will hear one word from each pair. Circle the word that you hear.

- |        |      |         |        |
|--------|------|---------|--------|
| 1. sin | sing | 6. thin | thing  |
| 2. tan | tang | 7. ban  | bang   |
| 3. win | wing | 8. lawn | long   |
| 4. ran | rang | 9. gone | gong   |
| 5. sun | sung | 10. ton | tongue |



- C. In the following pairs of words, one word ends in the sound /ŋk/ and the other word ends in the sound /ŋ/. You will hear one word from each pair. Circle the word that you hear.

- |                  |               |                  |               |
|------------------|---------------|------------------|---------------|
| 1. <u>cl</u> ink | cl <u>ing</u> | 6. <u>sun</u> k  | sun <u>g</u>  |
| 2. <u>thi</u> nk | thi <u>ng</u> | 7. <u>brin</u> k | br <u>ing</u> |
| 3. <u>ban</u> k  | ban <u>g</u>  | 8. <u>rin</u> k  | ri <u>ng</u>  |
| 4. <u>s</u> ink  | s <u>ing</u>  | 9. <u>wi</u> nk  | wi <u>ng</u>  |
| 5. <u>ran</u> k  | ran <u>g</u>  | 10. <u>zin</u> c | zi <u>ng</u>  |

Remember: Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

#### 4. Practice the Contrast : /ŋ/ as in "king," /n/ as in "no," and /ŋk/ as in "bank"

Some students may confuse the sounds /n/, /ŋk/, and /ŋ/ when they occur in the final position.



- A. Listen and repeat each group of words.

/n/	/ŋk/	/ŋ/
1. <u>ban</u>	ban <u>k</u>	ban <u>g</u>
2. <u>sin</u>	sin <u>k</u>	sin <u>g</u>
3. <u>Min</u>	Min <u>k</u>	Min <u>g</u> <sup>1</sup>
4. <u>tan</u>	tan <u>k</u>	tan <u>g</u> <sup>2</sup>
5. <u>win</u>	wi <u>nk</u>	wi <u>ng</u>
6. <u>ran</u>	ran <u>k</u>	ran <u>g</u>

<sup>1</sup> *Ming*: a Chinese dynasty noted for artistic works

<sup>2</sup> *tang*: a distinct strong taste or odor



B. The first sentence of each group has a final /n/ sound. The second sentence has a final /ŋk/, and the third has a final /ŋ/. Listen and repeat.



1a. ban

I heard **about** the ban.

b. bank

I heard **about** the bank.



c. bang

I heard **about** the bang.

2a. Min

We all thought it was Min.

b. mink

We all thought it was mink.

c. Ming

We all thought it was Ming.



3a. tan

He likes that tan.

b. tank

He likes that tank.

c. tang

He likes that tang.

- |         |                       |
|---------|-----------------------|
| 4a. win | She said it's a win.  |
| b. wink | She said it's a wink. |
| c. wing | She said it's a wing. |
|         |                       |
| 5a. ran | Did you say we ran?   |
| b. rank | Did you say we rank?  |
| c. rang | Did you say we rang?  |

## 5. "ng" Rules

There may be some confusion about the sound the letters "ng" represent. The following rules may help to make it clear.



### A. Rule No. 1

When a word ends in the spelling "ng" or "ngue," the sound represented is always *one* sound, /ŋ/, as in "king." Listen and repeat.

1. strong /strɒŋ/
2. sing /sɪŋ/
3. bring /brɪŋ/
4. tongue /tʌŋ/



### B. Rule No. 2

When a suffix (for example, -s, -er, -ly, -ed, -ing, -ster, -ish) is added to a word ending in the sound /ŋ/ as in "king," the letters "ng" are pronounced /ŋ/, with a few exceptions. Listen and repeat.

1. sings /sɪŋz/
2. **sing**ing /sɪŋɪŋ/
3. **sing**er /sɪŋər/
4. **young**ster /jʌŋstər/
5. **king**ly /kɪŋli/
6. **young**ish /jʌŋɪʃ/
7. banged /bænd/

Exceptions to this rule: In comparative and superlative forms of the following adjectives, “ng” represents two sounds, /ŋ/ + /g/ = /ŋg/.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
long	<b>longer</b>	<b>longest</b>
young	<b>younger</b>	<b>youngest</b>
strong	<b>stronger</b>	<b>strongest</b>



### C. Rule No. 3

When the spelling “ng” occurs in the middle of the stem or root of a word, it is represented by *two* sounds, /ŋg/, with a few exceptions. Listen and repeat.

1. **fing**er /fɪŋgər/
2. **ming**le /mɪŋgəl/
3. **sing**le /sɪŋgəl/
4. **ang**er /æŋgər/

Exceptions to this rule:

Proper Names:	<b>Washing</b> ton	/wɑʃɪŋtən/
	<b>Farming</b> dale	/fɑrmɪŋdeɪl/
	<b>Spring</b> field	/sprɪŋfi:ld/
Words:	<b>ging</b> ham <sup>3</sup>	/gɪŋəm/
	strength	/streŋkθ/ or /streŋθ/ (alternate pronunciation)
	length	/leŋkθ/ or /leŋθ/ (alternate pronunciation)



### D. Rule No. 4

When “n” is immediately followed by “c,” “x,” or “k,” it is usually pronounced /ŋk/, *two* sounds. Listen and repeat.

1. **an**chor /æŋkər/
2. **an**xious /æŋkjəs/
3. **lin**k /lɪŋk/
4. **than**k /θæŋk/

<sup>3</sup> *gingham*: a cotton material that has a pattern of squares



## E. Rule No. 5

The spelling "nge" in medial or final position usually represents two sounds, /n/ + /d/ = /ndʒ/. Listen and repeat.

1. strange /streɪndʒ/
2. change /tʃeɪndʒ/
3. arrange /ə'reɪndʒ/
4. orange /ɔ:rɪndʒ/



## 6. Stress and Intonation

1. Before you listen to and repeat the following sentences, underline the letter(s) representing the sound /ŋ/.
2. As you listen to the tape, mark the stressed words you hear with a stress mark (ˈ).
3. Pay attention to function words, phrasing, and the intonation that is already marked.

- EXAMPLES:
- a. He's coming along with his driving.
  - b. Will you fill your gas tank in England?

1. She was walking home, singing a song.
2. Were they talking about falling in love?
3. Are you going surfing or jogging?
4. The girls were jumping rope, and the boys were playing ball.
5. Are you coming up or staying down?
6. Are you wrapping gifts and answering the phone at the same time?
7. "Laughing on the outside, crying on the inside" is a line from a song.
8. Cooking and cleaning are two things I hate to do.
9. My neighbor's moving to Washington, but I'm moving to Long Island.
10. I'm finding new words and looking them up in the dictionary.

## 7. Further Practice

- A. Work with a partner. In the following words, the underlined letters represent the sounds /m/, /n/, /ŋ/, /ŋg/, /ŋk/, or /ndʒ/. Say the word aloud; then write the correct phonetic symbol or symbols in the blank. Refer to the rules in Section 5. Your instructor may ask you to hand in your work on a separate piece of paper.

- EXAMPLES:
- a. time /m/
  - b. sun /n/
  - c. ring /ŋ/
  - d. **an**gry /ŋg/
  - e. **an**kle /ŋk/
  - f. sponge /ndʒ/

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. <b>ju</b> n <u>gl</u> e /____/   | 9. range /____/                     |
| 2. <b>si</b> n <u>g</u> er /____/   | 10. you <u>ng</u> /____/            |
| 3. <b>in</b> st <u>in</u> ct /____/ | 11. <b>En</b> g <u>l</u> and /____/ |
| 4. <b>al</b> bu <u>m</u> /____/     | 12. <b>ha</b> mm <u>er</u> /____/   |
| 5. <b>du</b> r <u>in</u> g /____/   | 13. zi <u>nc</u> /____/             |
| 6. <b>Lin</b> col <u>n</u> /____/   | 14. law <u>n</u> /____/             |
| 7. <b>sa</b> v <u>in</u> g /____/   | 15. <b>wed</b> d <u>in</u> g /____/ |
| 8. <b>lon</b> g <u>er</u> /____/    |                                     |

- B. Write six sentences with words containing the sounds /m/, /n/, /ŋ/, /ŋg/, /ŋk/, and /ndʒ/. Read your partner's sentences. Check each other for the correct production of the above sounds.



# Appendix

# Homophones

Homophones are words that sound the same but have different spellings and meanings.

1a. ate	/eyt/	We <i>ate</i> all the food.
b. eight		Wake up. It's <i>eight</i> o'clock.
2a. be	/biy/	Will you <i>be</i> there?
b. bee		A <i>bee</i> is an insect that makes honey.
3a. bare (adj)	/ber/	The sign said, "No <i>bare</i> feet allowed in this store."
b. bear (n)		A <i>bear</i> is an animal that lives in the forest.
c. bear (v)		I dislike him; I can't <i>bear</i> to be with him in the same room.
4a. beat	/biyt/	He <i>beat</i> out the rhythm on the drum.
b. beet		A <i>beet</i> is a dark red vegetable.
5a. brake	/breyk/	Put your foot on the <i>brake</i> of the car.
b. break		The dish will <i>break</i> if you drop it.
6a. blue	/bluw/	<i>Blue</i> is a nice color, but I like red. <i>Blue</i> is also the way I feel, unhappy.
b. blew		The wind <i>blew</i> the paper away.
7a. board	/bord/	A <i>board</i> is a piece of wood.
b. bored		To be <i>bored</i> is to be uninterested.
8a. <b>berry</b>	/beriy/	A <b>berry</b> is a small fruit.
b. <b>bury</b>		When people die, we <b>bury</b> them.
9a. been	/bin/	I've <i>been</i> to the movies.
b. bin		A <i>bin</i> is a container that holds things.

10a. by	/bay/	We went <i>by</i> the house and looked at the door.
b. buy		We would like to <i>buy</i> the house.
c. bye		The baby waved <i>bye-bye</i> as we left the house.
11a. cell	/sɛl/	The prisoner is in the jail <i>cell</i> .
b. sell		Does the man in the store <i>sell</i> pens?
12a. <b>cellar</b>	/sɛlər/	A <b>cellar</b> is a space underneath a building, like a basement.
b. <b>seller</b>		A <b>seller</b> is someone who sells something.
13a. cent	/sɛnt/	A <i>cent</i> is 1/100 of a dollar, or a penny.
b. sent		I couldn't go, so I <i>sent</i> my sister to get it for me.
c. scent		The sweet <i>scent</i> of the flowers filled the room.
14a. chord	/kɔrd/	He played a <i>chord</i> on the piano.
b. cord		Before you send the package, tie it with a <i>cord</i> .
15a. <b>capital</b>	/kæpətəl/	The <b>capital</b> of the United States is Washington, D.C. <b>Capital</b> is money you invest in a business.
b. <b>capitol</b>		The <b>capitol</b> is a building in which the Congress of the United States meets.
16a. <b>cereal</b>	/sɪrɪəl/	<b>Cereal</b> is a grain used as a food, usually eaten for breakfast.
b. <b>serial</b>		A <b>serial</b> is a story that is told in several parts, not all at one time.
17a. <b>carats</b>	/kærəts/	Diamonds are measured in <b>carats</b> .
b. <b>carrots</b>		<b>Carrots</b> are long orange-red pointed vegetables.

18a. chews	/tʃuwz/	He <i>chews</i> his food before swallowing it.
b. choose		Please <i>choose</i> the movie you want to see.
19a. coarse	/kɔrs/	<i>Coarse</i> is not smooth; it is rough, like sandpaper.
b. course		I took a psychology <i>course</i> in college. The golf <i>course</i> is not too far away.
20a. cite	/sayt/	To <i>cite</i> is to mention something. (The Mayor <i>cited</i> the recent crime figures.)
b. sight		He's blind; he lost his <i>sight</i> ; he can't see.
c. site		A <i>site</i> can be a place. (The <i>site</i> of the new building will be on Main Street.)
21a. chute	/ʃuwt/	A <i>chute</i> is a passage through which various things can slide, such as a mail <i>chute</i> or a laundry <i>chute</i> .
b. shoot		The man with the gun will <i>shoot</i> you.
22a. close	/klowz/	The door is open; please <i>close</i> it.
b. clothes		Pack your <i>clothes</i> in a suitcase.
23a. dear	/dɪr/	<i>Dear</i> is the opposite of cheap.
b. deer		A <i>deer</i> is an animal.
24a. die	/day/	He's very sick; we expect him to <i>die</i> .
b. dye		In order to change the color of her hair, she'll <i>dye</i> it.
25a. do	/duw/	I want to go. <i>Do</i> you?
b. due		My rent is <i>due</i> the beginning of the month.
c. dew		The morning <i>dew</i> on the grass wet our feet.
26a. draws	/drɔz/	A horse <i>draws</i> a wagon.
		I like to <i>draw</i> pictures.
b. drawers <sup>1</sup>		The desk <i>drawers</i> are hard to open.

<sup>1</sup>In many dialects, these are not homophones and "drawers" is pronounced /drɔrz/.

27a. eye	/ay/	He couldn't read because his <i>eye</i> hurt.
b. I		Do you believe that? <i>I</i> do.
c. aye		When you say <i>aye</i> , you're saying "yes."
28a. fair (adj)	/fer/	The movie was only <i>fair</i> , not good.
b. fair (n)		The " <i>fair sex</i> " refers to the female sex.
c. fair (adv)		We went on lots of rides at the <i>fair</i> .
d. fare (n)		Play <i>fair</i> ; don't cheat.
		We pay a <i>fare</i> when we go on the bus.
29a. flew	/fluw/	The bird <i>flew</i> from tree to tree.
b. flu		I was very sick; I had the <i>flu</i> .
c. flue		Smoke goes up through a chimney <i>flue</i> .
30a. for	/for/	Jim will get it <i>for</i> you.
b. four		The book costs <i>four</i> dollars.
31a. fourth	/forθ/	That was the <i>fourth</i> time he called.
b. forth		She walked back and <i>forth</i> , waiting impatiently.
32a. heal	/hiyl/	To <i>heal</i> is to make someone well after being sick.
b. heel		The <i>heel</i> is the back part of the foot, under the ankle.
c. he'll		<i>He'll</i> is a contraction for "he will."
33a. hear	/hir/	If you listen closely, you will <i>hear</i> me.
b. here		You said, "Come <i>here</i> ," so I came.
34a. hair	/her/	I cut my <i>hair</i> ; it was very long.
b. hare		A <i>hare</i> is a rabbit with long ears and a short tail.
35a. him	/him/	Don't give it to her; give it to <i>him</i> .
b. hymn		We sang a <i>hymn</i> in church.
36a. horse	/hors/	A <i>horse</i> is a four-legged animal.
b. hoarse		When I have a cold, it's hard for me to speak because of my <i>hoarse</i> voice.

37a. hole	/howl/	There's a <i>hole</i> in my sock.
b. whole		We ate the <i>whole</i> pie; nothing was left.
38a. hour	/awər/	The <i>hour</i> is late; we have to go now.
b. our		That's <i>our</i> house, not yours.
39a. I'll	/ayl/	<i>I'll</i> is a contraction of "I will."
b. aisle		In a theater you walk down the <i>aisle</i> to get to your seat.
c. isle		An <i>isle</i> is a small island.
40a. in	/ɪn/	You put sugar <i>in</i> your coffee.
b. inn		An <i>inn</i> is a small hotel.
41a. knew	/nuw/	<i>Knew</i> is the past tense of "to know."
b. new		I bought a pair of <i>new</i> shoes.
42a. know	/now/	I think I <i>know</i> you.
b. no		I said " <i>no</i> ," not "yes."
43a. knot	/nat/	A <i>knot</i> was tied at the end of the rope.
b. not		She said she would <i>not</i> go.
44a. led	/led/	<i>Led</i> is the past tense of "to lead."
b. lead		<i>Lead</i> is a metal; it is found in a pencil.
45a. leased	/liyst/	We <i>leased</i> the apartment for one year.
b. least		The smallest amount is the <i>least</i> .
46a. made	/meyd/	<i>Made</i> is the past tense of "to make."
b. maid		The <i>maid</i> in a hotel cleans the rooms.
47a. male	/meyl/	He is of the <i>male</i> sex.
b. mail		The letter was sent by express <i>mail</i> .
48a. meat (n)	/miyt/	We buy <i>meat</i> in the butcher shop.
b. meet (v)		I'll <i>meet</i> you for lunch at one o'clock.
c. meet (n)		Our college had a track <i>meet</i> with another college.

49a. <b>medal</b>	/mɛdl/	The winner of the race received a <b>medal</b> .
b. <b>meddle</b>		Leave us alone; don't <b>meddle</b> in our business.
50a. <b>miner</b>	/maɪnər/	A <b>miner</b> is someone who works in a mine.
b. <b>minor</b> (n)		A <b>minor</b> is a person below the age of 18.
c. <b>minor</b> (adj)		<b>Minor</b> also means something is less important: He played a <b>minor</b> role in the school play.
51a. Mrs.	/mɪsɪz/	She's married; her name is Mrs. Smith.
b. <b>misses</b>		He's never on time; he always <b>misses</b> his plane.
52a. night	/naɪt/	We think of him day and <b>night</b> .
b. knight		A <b>knight</b> was a noble soldier. A <b>knight</b> is also a chess piece.
53a. nose	/noʊz/	The <b>nose</b> is the organ for smelling.
b. knows		Who <b>knows</b> the answer to the question?
54a. pail	/peɪl/	A <b>pail</b> is a container for liquids: Get a <b>pail</b> of water and we'll wash the car.
b. pale		To look <b>pale</b> is to have little color in your face.
55a. pain	/peɪn/	After I got hurt, I was in <b>pain</b> .
b. pane		The window <b>pane</b> broke; there was glass all over the floor.
56a. paws	/pɔz/	The feet of four-legged animals are called <b>paws</b> .
b. pause		To <b>pause</b> is to stop for a short time.
57a. peace	/piys/	After the war there was <b>peace</b> .
b. piece		Cut the cake and give me a <b>piece</b> .

58a. pear	/per/	A <i>pear</i> is a fruit.
b. pair		A <i>pair</i> is two things that are the same or that are joined together: a <i>pair</i> of shoes, scissors, pants.
c. pare		You <i>pare</i> an apple by peeling off its skin with a knife.
59a. plain	/pleyn/	When something is <i>plain</i> , it's ordinary.
b. plane		A <i>plane</i> can be an airplane or a carpenter's tool that makes wood smooth.
60a. <b>principal</b>	/prɪnsəpl/	The <b><i>principal</i></b> is the head of a school.
b. <b>principle</b>		To act on <b><i>principle</i></b> is to act on a rule or standard of behavior.
61a. <b>prophet</b>	/prəfɪt/	A <b><i>prophet</i></b> is a person who tells you what the future can bring.
b. <b>profit</b>		I made a <b><i>profit</i></b> on the sale of my house. (I got more money than I paid for it.)
62a. <b>palate</b>	/pæɪt/	The <b><i>palate</i></b> is the roof of your mouth.
b. <b>palette</b>		A <b><i>palette</i></b> is a piece of wood on which an artist mixes paints.
63a. rain	/reɪn/	It's very cloudy; it looks like <i>rain</i> .
b. reign		A <i>reign</i> refers to the period of time that a king or queen rules.
c. rein		A <i>rein</i> is a long piece of narrow leather used by a rider to control a horse.
64a. rays	/reɪz/	The <i>rays</i> of the sun are very strong.
b. raise		<i>Raise</i> your head and look at me.
c. raze		A bomb will <i>raze</i> the building to the ground.
65a. red	/red/	<i>Red</i> is the name of a color.
b. read		<i>Read</i> is the past tense of "to read."



66a. real	/riyl/	It's a <i>real</i> diamond, not a fake.
b. reel		A <i>reel</i> is a round object on which recording tape, film, wire, or a fishing line is stored.
67a. right	/rayt/	It's not wrong; it's <i>right</i> .
b. write		Don't call; <i>write</i> a letter.
68a. road	/rowd/	The <i>road</i> was crowded with autos.
b. rode		<i>Rode</i> is the past tense of "to ride."
c. rowed		We <i>rowed</i> the boat on a small lake.
69a. roll	/rowl/	May I have a <i>roll</i> with butter?
b. role		He played the <i>role</i> of a thief in a play.
70a. route	/ruwt/	Look at the map and see which <i>route</i> to take.
b. root		A <i>root</i> is part of a plant that grows beneath the soil or ground. The square <i>root</i> of 9 is 3.
71a. sail	/seyl/	The boat was due to <i>sail</i> at noon.
b. sale		We bought the chair for less money because it was on <i>sale</i> .
72a. see	/siy/	We went to <i>see</i> the play.
b. sea		They went sailing on the <i>sea</i> .
73a. seam	/siym/	The tailor sewed the torn <i>seam</i> of my jacket.
b. seem		They <i>seem</i> to be enjoying themselves.
74a. seen	/siyn/	They were <i>seen</i> together yesterday.
b. scene		The play has three acts, and each act has two <i>scenes</i> .

- 75a. sees /siyz/ He *sees* me every day.  
 b. seas *Seas* are large bodies of salt water enclosed by land.  
 c. seize To *seize* is to take and hold on to something. (He will *seize* the opportunity when it comes.)
- 76a. son /sən/ His wife gave birth to a *son*.  
 b. sun The *sun* shines in the sky.
- 77a. so /sow/ I like it, *so* I'll buy it.  
 b. sew I like to *sew* my own clothes.  
 c. sow To *sow* is to plant seeds for growing.
- 78a. sole (adj) /sowl/ He is the *sole* owner of the store. He has no partners.  
 b. sole (n) *Sole* is a kind of fish; a *sole* is also the bottom of a foot.  
 c. soul (n) The *soul* is the part of the person that is believed to live on after death.
- 79a. **stationary** /steɪʃənəri/ To be **stationary** is not to move.  
 b. **stationery** To buy **stationery** is to buy writing paper.
- 80a. steal /stiyl/ The thief tried to *steal* my money.  
 b. steel *Steel* is a metal. Some pipes are made of *steel*.
- 81a. sum /səm/ Five plus five equals the *sum* of ten.  
 b. some Would you like to have *some* cake?
- 82a. tail /teyl/ A dog wags his *tail* when he's happy.  
 b. tale A *tale* is the same as a story.
- 83a. threw /θruw/ He *threw* the ball to me.  
 b. through She walked *through* the door.

84a. their	/ðeɪ/	<i>Their</i> books are on the table.
b. there		I looked, but they weren't <i>there</i> .
c. they're		<i>They're</i> is a contraction for "they are."
85a. throne	/θroʊn/	The king sits on his <i>throne</i> .
b. thrown		<i>Thrown</i> is past tense of "to throw."
86a. to	/tuw/	I'm going <i>to</i> the store.
b. too		We spend <i>too</i> much money on books.
c. two		I ate <i>two</i> pieces of pie.
87a. toe	/toʊ/	The ballet dancer stood on one <i>toe</i> .
b. tow		My car broke down; <i>tow</i> it to the garage.
88a. waist	/weɪst/	You wear a belt around your <i>waist</i> .
b. waste		Save the paper; don't <i>waste</i> it.
89a. wait	/weɪt/	I'll be right there; <i>wait</i> for me.
b. weight		His <i>weight</i> is 165 pounds.
90a. way	/weɪ/	Show me which <i>way</i> to go.
b. weigh		When I eat more, I <i>weigh</i> more.
91a. wore	/wɔr/	<i>Wore</i> is the past tense of "to wear."
b. war		World <i>War</i> II, for the United States, began on December 7, 1941.
92a. warn	/wɔrn/	Don't <i>warn</i> her that I'm here; I want to surprise her.
b. worn		My clothes are old and <i>worn</i> .
93a. weak	/wiyk/	After my illness I felt very <i>weak</i> .
b. week		There are seven days in one <i>week</i> .
94a. <b>weather</b>	/weðər/	The <b><i>weather</i></b> is bad; it rained all week.
b. <b>whether</b>		I can't decide <b><i>whether</i></b> to go with John or with you.

- |            |        |  |
|------------|--------|--|
| 95a. we'll | /wiyl/ | <i>We'll</i> is a contraction of "we will."                        |
| b. wheel   |        | The <i>wheel</i> on my bicycle is broken.                          |
| 96a. witch | /wɪtʃ/ | A <i>witch</i> is a woman who is believed to have powers of magic. |
| b. which   |        | <i>Which</i> tie did you get, the red or the green?                |
| 97a. who's | /huwz/ | <i>Who's</i> is a contraction of "who is."                         |
| b. whose   |        | In <i>whose</i> house is the party?                                |
| 98a. won   | /wɒn/  | I <i>won</i> the lottery.  |
| b. one     |        | I bought <i>one</i> ticket.  |
| 99a. would | /wʊd/  | <i>Would</i> you like to come with us?                             |
| b. wood    |        | Furniture is usually made from <i>wood</i> .                       |
| 100a. your | /jɔːr/ | <i>Your</i> brother is waiting for you.                            |
| b. you're  |        | <i>You're</i> is a contraction of "you are."                       |

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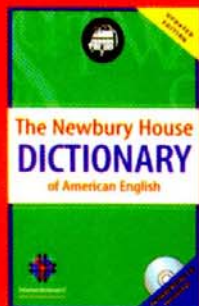
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