Pronouncing American English

Sounds, Stress, and Intonation

Third Edition

Gertrude F. Orion

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Pronouncing American English: Sounds, Stress, and Intonation, 3rd edition
Gertrude F. Orion

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Cover and Text Design: The Muse Group

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ISBN 13: 978-1-111-35210-3

ISBN 10: 1-111-35210-0

Heinle
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Boston, MA 02210
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Printed in the United States of America
4 5 6 7 8 9 15

To the Memory of My Parents

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Acknowledgments

A very special thank you goes to my students, who helped to develop and refine the material in this book and without whom it would not have been written.

The author and publisher would like to thank the following reviewers for their feedback that helped guide this revision:

Cindy Greenberg, Kingsborough Community College, NY
Anita Jepson-Gilbert, Community College of Denver, CO
Eleanor Forfang-Brockman, Tarrant County College, TX.

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Introduction

Pronouncing American English, Sounds, Stress, and Intonation, is a pronunciation text for students learning English. Because the organization of this text affords flexibility and versatility to the instructor and student alike, it is suitable for high-beginning-level learners who are developing this skill, as well as for intermediate and advanced students who wish to improve their overall pronunciation. Beginning students can learn "correct" pronunciation in the very early stages of speaking, and intermediate and advanced learners can improve their overall oral proficiency.

The first edition of this book was written to fill a void. At that time, there were very few texts on pronunciation and hardly any that I could readily adapt to my classes. As a speech-language pathologist, I was interested in how I could apply my training and knowledge to students learning English pronunciation.

Although the format is the same, this third edition augments the comprehensive approach used in the second edition; it updates the material to meet the special needs of English learners today. It expands and enhances upon an array of activities offered in the second edition. The text is still as complete and appropriate for individual use as it is for class use. This third edition introduces subjects and exercises that have not been included or fully developed in the earlier editions. The new sections, exercises, and activities include more pair work, more group work, new dialogs, and opportunities for student discussions.

Theoretical explanations have been kept to a minimum throughout the text. The illustrations and descriptions of how vowel and consonant sounds are produced are suggestions and are not set in stone. Various acceptable pronunciations (especially vowel sounds) can be heard throughout the United States and Canada that are perfectly acceptable and understandable. As long as students come close to approximating the sounds, and are understood within the context of the conversation, that is also acceptable.

The emphasis in this text is on considerable oral practice; most units will direct students to do some writing, linked to an exercise. This activity may be assigned as homework, which can give the instructor some idea of how students are progressing.

Listening and speaking are coordinated in each unit, and students are encouraged to listen discriminately. A great deal of practice and repetition is included, for it is important for students to get a feel for the rhythm and flow of American English. Research has shown that with more practice, students achieve more.

Included are discussions about various subjects that cover proverbs and humorous expressions, which may be universal. Since some students are hesitant to practice speaking English outside the environment of their learning situation,

these discussions give them an opportunity and encourage them to use English in spontaneous speech without discomfort. It also gives the multi-cultural class of students opportunity to include and compare aspects of their customs and culture into the conversation. In addition, these discussions give instructors a chance to listen to students speaking extemporaneously.

The symbols of the International Phonetic Alphabet (IPA) are used with modification. They were made for the purpose of simplification, especially for the vowel sounds; both vowels and diphthongs are classified as vowels. Boldfaced letters indicate the stressed syllable in words of two or more syllables.

Text Organization

Pronouncing American English is divided into four parts consisting of thirty-six units and an Appendix. These units are sequential. However, they are arranged so that the instructor may choose whichever unit meets the needs of the students at a particular time.

Part l, Units l and 2, introduce students to the sounds of American English and their production.

Part 2, Units 3 through 7, concentrate on pronunciation features, such as syllable stress, word stress, and intonation. Unit 8 explores the use of a dictionary.

Part 3, Units 9 through 20, concentrate on vowel production.

Part 4, Units 21 through 36, focus on consonants.

The Appendix contains a long list of homophones, their pronunciation, and their use in sentences.

The audio icon indicates that the exercises have been recorded on CDs, which are indexed.

Organization within the Units

Part 1—An Overview: Sounds of American English

Unit 1, "English Spelling and English Sounds" covers the relationship of English spelling with the sounds of English. It includes the problems students encounter with English spelling as opposed to sounds. The International Phonetic Alphabet, with a minimum of theory, is discussed and is used as a tool to understand English pronunciation and spelling better.

Unit 2, "The Speech Mechanism" introduces the organs of speech (the articulators), and how the manner of articulation, place of articulation, and voice quality help produce the vowel and consonant sounds with our voice.

Part 2—Stress and Intonation

Unit 3, "Syllable Stress" refers to the syllable that has primary stress in a word. Focus is on stressing the appropriate syllable in two-syllable as well as polysyllabic words. Word stress refers to words that are stressed 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 (syllable stress), and which word or words (word stress), are prominent in a phrase or sentence.

Contrasts are presented between primary and weak stresses of syllables in words, and between the stressing and unstressing of words in phrases or sentences. The rationale is that if students learn this from the very beginning, and if they succeed in changing old habits by concentrating on the rhythm of stressing and unstressing, then stress patterns will fall into place more easily. Concentration is on reducing vowels in unstressed syllables, and shifting of stress in words and sentences that include various features of the parts of speech.

Unit 4, "Vowel and Consonant Length" is concerned with duration—the lengthening and shortening of vowel and consonant sounds in particular environments. Knowing when to shorten or lengthen these sounds in a word lends intelligibility to discourse.

Unit 5, "Content Words, Function Words, and Contractions" emphasizes how function words and contractions are ubiquitous in our everyday speech. How the rhythm of spoken English encompasses these reductions are explained and practiced.

Unit 6, "Word Stress and Phrasing" incorporates the features from the previous units and continues on to stress the rhythm and melody of English.

Unit 7, "Intonation." This unit not only serves as a review of the previous units but continues, in more detail, to expound on rhythm and melody, and how the change in either one can change meaning.

Unit 8, "Using a Dictionary" helps to familiarize students with pronunciation markings found in various dictionaries. Syllabification marking indicating primary stress, in some instances, may not follow established practice. For example, in dictionaries, the words *apple* and *sunny* are syllabized "ap-ple" and "sun-ny," although the doubled letters *p* and *n*, respectively, 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 in boldface letters, as in ***app**le* and ***sunn**y*.

Parts 3 and 4—Vowel Sounds and Consonant Sounds

Parts 3 and Part 4 contain *Vowel Sounds* and *Consonant Sounds*, respectively. These units need not be taken in order but may be assigned according to individual or group need.

Each unit in Parts 3 and 4 introduces either one or two sounds, and their common and sometimes less common spelling in initial, medial, and final positions, wherever applicable. A key word, for a given sound, is included in each unit. The production of each particular sound is illustrated in detail. These new color illustrations together

with descriptions are teaching aids; they are not scientifically exact diagrams or descriptions. They may be referred to when students cannot produce the sound in a satisfactory manner through auditory stimulation.

In the "Contrast" sections of each unit students listen to the target sound in isolation, and then are asked to repeat it after the instructor or the recording. During this practice, students are asked to produce the sound "normally," then in an exaggerated manner, then "normally" once again. It is important to impress upon students that we do not normally make sounds in an exaggerated manner but that this is merely a training exercise. Exaggerating the sound allows students to "hear" it and to "feel" both the placement and the movements of the articulators. Contrasts are practiced between paired words, containing the target sound.

The "Check Your Listening" exercise in each unit calls for identification of the target sound.

In each unit, students have to work in pairs or in groups and to monitor each other. This gives students an opportunity to engage in a communicative activity, which affords them another form of repetition and practice.

At least one activity in each unit is devoted specifically to stress and intonation that take the form of short and long dialogs, poems, and other readings. These activities emphasize affective emotional meanings, such as happiness, curiosity, surprise, and so on. Some of these activities may be assigned as homework.

This text addresses the problems shared by speakers from various countries of the world who have large categories of speech difficulties in common. It may be used in a classroom with the instructor modeling the material for students, with CD recordings, by students working alone, in pairs, or in groups.

New Features of the Third Edition

- New vocabulary ranging from formal to informal language.
- New instructions to students on how to practice paired exercises with partners to encourage them to independent self-monitoring.
- New color illustrations of the articulators of speech, improving the clarity of the articulators.
- New photographs relating to words that may not be familiar to students.
- New dialogs of different length, relating to students' everyday life.
- New class discussions to encourage students to speak extemporaneously. These discussions cover everyday topics, and afford students the opportunity to compare their customs and cultures, and to share their life experiences.

Please go online to download instructor resources, such as the Answer Key and Instructor's Manual.

To the Student

You may understand, read, and write English much better than you are able to speak it. Aquiring good pronunciation is the most difficult part of learning a new language. This text will help you.

You will begin to use your voice in a different manner. You will be asked to produce unfamiliar movements with your organs of articulation, and movements for those sounds with which you are familiar. You will be developing a new skill.

We know that certain movements are important to the production of any given sound. For example, everyone's handwriting is not the same, yet we know that letters must have a certain form, otherwise we will not be able to recognize them. So it is with pronunciation. If you don't shape the sound with the necessary movements of the articulators, 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 most of the sounds by listening and imitating. For other sounds, you may need to refer to the illustrations given at the beginning of each vowel and consonant unit. The descriptions of how to make each sound is just a guide. If you can make the given sound "your way," and it is recognizable within the context of a sentence, then it is acceptable. 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 listen to yourself.

We can 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 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. Therefore, losing your foreign accent or trying to sound like a speaker of American English is not necessarily the goal you should try to reach. Remember, that 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. An opera singer may work just as long on an operatic role. The same holds true for a person trying to improve his or her spoken English. As with any activity you wish to do well, you have to practice, practice, practice, and then practice some more.

But, while you are practicing, how do you know you are hitting the right notes?

When you begin to learn to play the piano, you learn first the names of the notes and which ones correspond to which keys. As you being to play, you look at the music and then at the keyboard to make sure your fingers are "hitting" the correct keys. Then, you attempt to get the rhythm and melody of the music. You judge whether or not you are on target. If not, you compare the notes to the keys and make the correction. Once you have the rhythm and melody, you practice.

The same can be compared to speaking a new language. First, you must learn the "correct" pronunciation, stress, 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 say to a model (your instructor or recording). You judge whether or not you are on target. If not, you adjust and try again.

When you become familiar with your target sound, you learn to recognize it. You do this through ear training (recognizing your target sound and hearing the difference between it and a different sound). If you are not on target, then you do some adjusting until you are.

You may be reluctant, for a variety of reasons, to speak outside of the classroom. Some of my students have said that "it feels funny." Well, if "it feels funny" you are probably doing it correctly. A useful way of getting used to hearing yourself speak English is to read passages from a book aloud.

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

An Overview: Sounds of American English

PART 1

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.*[1])

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

[1] *bough* /baw/: 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*[2] 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,*[3] 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.

[2] *weird* /wɪrd/: someone or something that is strange or unusual
[3] *beau* /bow/: the sweetheart of a woman or girl

As you can see from the 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 English Spelling and English Sounds

1. The Spelling System

The English spelling system is not easy to learn. It is confusing for both nonnative 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.

Track 1-2

A. Same Letter, Different Sounds

The following words have different sounds for the underlined letter "a." Listen and repeat.

1. h<u>a</u>t	3. <u>a</u>wful	5. <u>a</u>rt	7. **or<u>a</u>**nge
2. <u>a</u>im	4. <u>a</u>ny	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. **bu<u>s</u>**y	11. **A<u>s</u>**ia

Track 1-3

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<u>a</u>**by	3. st<u>ea</u>k	5. r<u>ai</u>n
2. th<u>ey</u>	4. v<u>ei</u>l	6. m<u>ay</u>

The following words have a different spelling for the underlined consonant sound /f/. Listen and repeat.

7. <u>f</u>ell	8. stu<u>ff</u>	9. **<u>pho</u>**to	10. tou<u>gh</u>

Track 1-4

C. Letters Representing No Sound

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

1. ri~~gh~~t
2. de**sig**n
3. **is**land
4. ~~h~~our
5. bom~~b~~
6. ~~w~~rong

2. Check Your Listening

Sometimes a word has more letters than it has sounds. At 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 word and write down the number. 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. **off**ice _____ letters _____ sounds
5. though _____ letters _____ sounds
6. **Wednes**day _____ 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. **ex**tra _____ letters _____ sounds
3. **taxi** _____ letters _____ sounds
4. **ex**it _____ letters _____ sounds
5. **ax**is _____ letters _____ sounds
6. ex**pel** _____ 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 symbols used in this book are similar to most of the letters in the English alphabet. Some new symbols are also used. 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" is written /kæt/.

Some students may be familiar with the International Phonetic Alphabet (IPA). As an aid in transition to the system used in this book, the IPA symbol is noted next to its equivalent sound on the consonant and vowel charts, when the IPA symbol is different. The phonetic alphabet used in this book is on pages 7 and 8.

Reminder • One phonetic symbol represents only one sound.

Consonants are either voiced (Vd) or voiceless (Vl). All vowels are voiced. A voiced sound is produced by vibration of the vocal cords. A voiceless sound is produced with no vibration of the vocal cords.

Example: **As you say the voiced consonant sound /m/ as in "my," place two fingers on the side of your throat and feel the vibration. Now say the voiceless sound /ʃ/ as in "show." You should feel no vibration. See Unit 2 for further explanation.**

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.

Track 1-5

A. Consonant Sounds

Some of the letters below may look similar to those found in other languages, but in English they may not be pronounced in the same way. Listen and repeat.

Phonetic symbol	Initial	Medial	Final	Vl[1]/Vd[2]	IPA (when different)
/p/	pen	**op**era	top	Vl	
/b/	boy	a**b**out	rob	Vd	
/t/	ten	**af**ter	sat	Vl	
/d/	day	**can**dy	mad	Vd	
/k/	cat	**se**cond	neck	Vl	
/g/	go	a**g**ain	egg	Vd	
/f/	food	be**f**ore	knife	Vl	
/v/	voice	**ne**ver	be**lie**ve	Vd	
/s/	see	**les**son	bus	Vl	
/z/	zoo	**eas**y	choose	Vd	
/m/	me	a**m**ount	come	Vd	
/n/	no	**an**imal	soon	Vd	
/l/	like	a**l**ive	well	Vd	
/r/	red	**ve**ry	door	Vd	
/w/	walk	a**w**ay	[3]	Vd	
/y/	yes	**can**yon	[3]	Vd	/ɹ/
/h/	house	be**h**ind	[3]	Vl	

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	Vl/Vd	IPA (when different)
/θ/	thin	**an**ything	bath	Vl	
/ð/	the	**fa**ther	bathe	Vd	
/ʃ/	she	ma**ch**ine	fish	Vl	
/ʒ/	[4]	**plea**sure	**sab**otage	Vd	
/tʃ/	child	**teac**her	speech	Vl	
/ʤ/	job	**a**gent	strange	Vd	
/ŋ/	[4]	thi**n**k	ki**ng**	Vd	

[1] *Vd*: Voiced
[2] *Vl*: Voiceless
[3] This sound does not occur in final position.
[4] This sound does not occur in initial position.

Track 1-6

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	IPA (when different)
/iy/	each	re**ce**ive	**key**[5]	/i/
/ɪ/	if	sit	**sunny**[5]	
/ey/	**a**ble	take	pay	/eɪ/
/ɛ/	egg	bread	[6]	
/æ/	**app**le	cat	[6]	
/uw/	ooze	**rul**er	do	/u/
/ʊ/	[7]	book	[6]	
/ow/	own	boat	no	/oʊ/
/ɔ/	all	ball	law	
/ɔy/	oil	noise	boy	/ɔɪ/
/ɑ/	**ar**my	not	Ma	
/ay/	ice	bite	tie	/aɪ/
/aw/	out	house	now	/aʊ/
/ə/	up	cut	**sod**a	/ʌ/[8] and /ə/[9]
/ər/	earn	girl	**sis**ter	/ɝ/[10] and /ɚ/[11]

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.

[5] When in final position, /iy/ and /ɪ/ are heard in standard American English.
[6] This sound does not occur in final position.
[7] This sound does not occur in initial position.
[8] /ʌ/ In the IPA this symbol is used in stressed syllables.
[9] /ə/ In the IPA this symbol is used in syllables that are not stressed.
[10] /ɝ/ In the IPA this symbol is used in stressed syllables.
[11] /ɚ/ In the IPA 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.

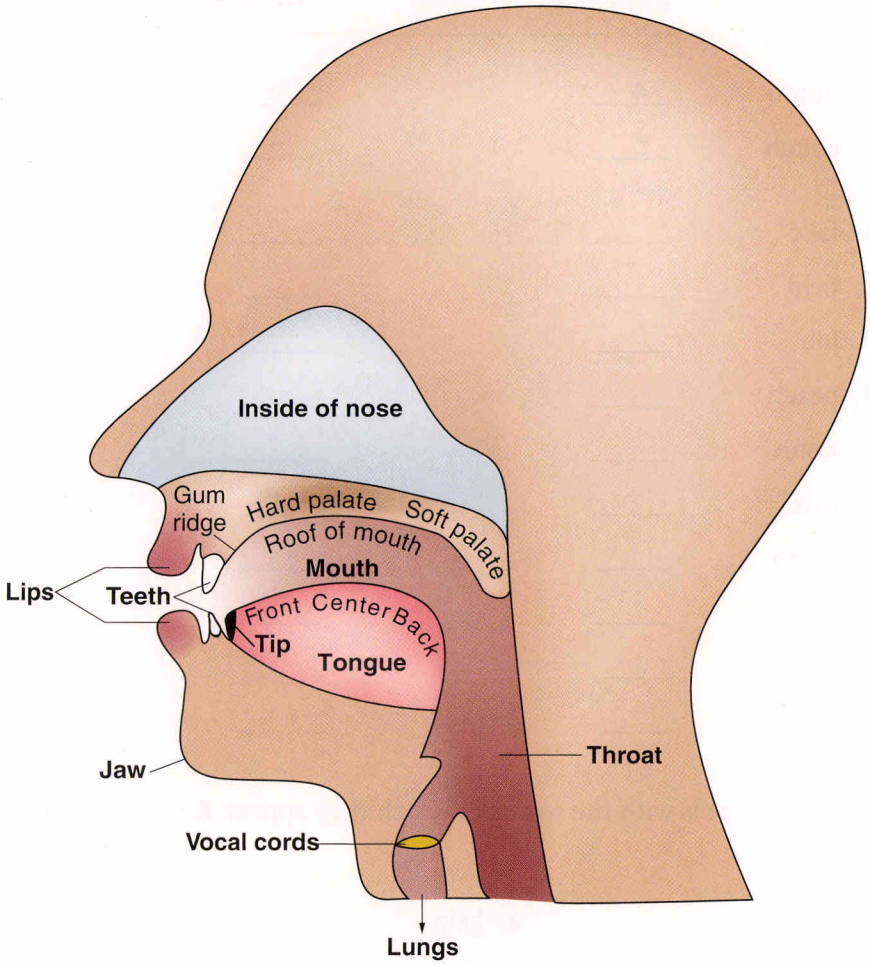
		Letters	Sounds
Examples:	a. dumb	4	3
	b. cough	5	3
	1. fake	_____	_____
	2. field	_____	_____
	3. job	_____	_____
	4. peach	_____	_____
	5. noun	_____	_____
	6. mix	_____	_____
	7. laugh	_____	_____
	8. worth	_____	_____
	9. thought	_____	_____
	10. buy	_____	_____

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

Example:	1. c /f/	a. help
	2. _____ /iy/	b. chew
	3. _____ /h/	c. graph
	4. _____ /ð/	d. most
	5. _____ /ɔ/	e. just
	6. _____ /tʃ/	f. soft
	7. _____ /m/	g. lung
	8. _____ /ŋ/	h. they
	9. _____ /ʤ/	i. voice
	10. _____ /ɔy/	j. tea

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

UNIT 2 The Speech Mechanism



1. Articulators

The figure above 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 (Vowel Sounds) and Part 4 (Consonant Sounds).

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: nie<u>c</u>e knee<u>s</u>

He saw my _____ (nie<u>c</u>e/knee<u>s</u>).

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: <u>f</u>an <u>v</u>an

I bought a _____ (<u>f</u>an/<u>v</u>an).

Which one did you buy? If you felt warm and 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

Track 1-7

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 (Vd)		Voiceless (Vl)		IPA (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/	**pleas**ure	/ʃ/	she	
	/ʤ/	job	/tʃ/	child	

	Voiced (Vd)		Voiceless (Vl)		IPA (when different)
Not Paired	/l/	like	/h/	house	
	/r/	red			
	/w/	walk			
	/y/	yes			/ɹ/
	/m/	me			
	/n/	no			
	/ŋ/	king			

Track 1-8

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

Vd	Vl	Vd	Vl
1. Ben	pen	5. thy[1]	thigh
2. do	too	6. zoo	Sue
3. gold	cold	7. jeep	cheap
4. vine[1]	fine		

[1] *thy* /ðay/: old form of the word "your"

5. Vowels

Track 1-9

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

/iy/[2]	see	/uw/[2]	do	/ə/[2]	up
/ɪ/	sit	/u/	book	/ər/[2]	sir
/ey/[2]	pay	/ow/[2]	no	/ay/[2]	buy
/ɛ/	met	/ɔ/	all	/aw/[2]	now
/æ/	cat	/ɑ/	not	/ɔy/[2]	boy

All vowels are voiced (unless they are whispered). The positions of the jaw, lips, and tongue are very important when you pronounce vowels.[3] Say the sound /iy/ as in "see." Then, say /ɑ/, as in "not." Repeat the sounds: /iy . . . . ɑ/, /ɑ . . . . 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?

Track 1-10

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	4. June	John
2. seat	sat	5. shoot	shot
3. least	last	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.

[2] See page 8 for the equivalent IPA symbols.
[3] 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? To check yourself, place two fingers on the side of your throat and say 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 next to each word.

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

1. big	_____	5. **mo**ney	_____	9. **c**arry	_____
2. **ve**ry	_____	6. dish	_____	10. tell	_____
3. pig	_____	7. this	_____	11. girl	_____
4. **h**ello	_____	8. **w**ater	_____	12. **su**gar	_____

Class Discussion

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

Stress and Intonation

PART 2

Every language has a system of sounds, stress, and intonation that gives it a rhythm and melody all its own. Nonnative 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 that 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, only without the accompanying music. 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.

UNIT 3 Syllable Stress

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 in that word.

You can think of syllables as the number of "beats" in a word. For example, say the word "write" while you tap your desk (or clap your hands or tap your foot) one time. "Write" is a one-syllable word: it has five letters, but just one vowel sound and two consonant sounds /r-ay-t/ (The letters "w" and "e" are silent letters, they are not pronounced. The phonetic symbol for the vowel sound is /ay/).

Now say "language" as you tap out the syllables twice, once for each syllable. "Language" has eight letters, but consists of seven sounds: /læŋ-wɪʤ/ two vowel sounds and five consonant sounds.

Count the syllables in the word "dictionary." How many did you count? "Dictionary" has four syllables. It has four vowel sounds and five consonant sounds, but ten letters: /dɪk-ʃən-ɛr-iy/.

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.)

Track 1-11

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

clear	point	mean	paid
cheese	boat	cry	march

2. Two Syllables

an-swer	**stu**-dent	a-**fraid**	de-**gree**
stead-y	**tick**-et	**mort**-gage	u-**nite**

3. Three or More Syllables

ra-di-o	po-**ta**-to	de-**part**-ment	**med**-i-cine
dis-**cov**-er-y	vo-**cab**-u-lar-y	aff-i-**da**-vit	**ster**-e-o

Track 1-12

B. Check Your Listening

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

1. **si**ster _____
2. intro**duc**tion _____
3. breathe _____
4. health _____
5. pro**fess**or _____
6. **home**work _____
7. **com**promise _____
8. **an**ybody _____
9. good-**bye** _____
10. phone _____
11. **tel**evision _____
12. **prac**tice _____

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.*[1] Other syllables (in a word of more than one syllable) are less stressed (not as prominent) or are weak (unstressed) syllables.[2]

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.

[1] All one-syllable words, when said in isolation, have primary (the most prominent) stress.

[2] 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.

Track 1-13

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.

ONE-SYLLABLE WORDS — Each word has __1__ beat.

1. am
2. make
3. have
4. likes
5. low
6. do
7. thought
8. drink

TWO-SYLLABLE WORDS — Each word has _____ beats.

a. Stress on first syllable

1. **ar**-my
2. **au**-to
3. **glob**-al
4. **den**-tist
5. **plas**-tic
6. **win**-dow

b. Stress on second syllable

1. cam-**paign**
2. gui-**tar**
3. de-**sign**
4. per-**haps**
5. in-**stead**
6. an-**tique**

THREE-SYLLABLE WORDS — Each word has _____ beats.

a. Stress on first syllable

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

b. Stress on second syllable

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

c. Stress on third syllable

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

FOUR-SYLLABLE WORDS

Each word has _____ beats.

a. Stress on first syllable

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

b. Stress on second syllable

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

c. Stress on third syllable

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

FIVE- AND SIX-SYLLABLE WORDS

Five-syllable words have _____ beats.

Six-syllable words have _____ beats.

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

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

Examples: a. Bob is a <u>den</u>tist in the <u>ar</u>my.

b. I asked the <u>sec</u>retary for <u>infor</u>mation.

3. Check Your Listening

Track 1-14

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

Example: (ba)-by

1. med-i-ca-tion
2. ma-chine
3. im-i-tate
4. de-lib-er-ate
5. con-sti-tu-tion
6. com-pu-ter
7. con-cen-trate
8. e-val-u-a-tion
9. reg-is-tra-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/[3] as in "up" or to /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.

Track 1-15

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

1. **chil**dren	Where are your **chil**dren?
baggage	They're **watch**ing my **bagg**age.
2. **car**pet	Did she pay to clean the **car**pet?
budget	No, it's not in her **budg**et.
3. **hus**band	I would like to see my **hus**band.
private	Does he have a **pri**vate room?

[3] The phonetic symbol /ə/, called the *schwa* /ʃwɑ/, is the most commonly used vowel sound in the English language.

Track 1-16

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

1. **asleep**	Go to sleep. I was **asleep**.
2. **aside**	It's on my side. I said, "Put it **aside**."
3. **away**	Your paper is in the way. Put it **away**.
4. **alike**	He's like you; you're both **alike**.
5. **adjust**	I'll **adjust** the clock **lat**er, just not right now.
6. **apart**	Take it **apart**, but don't part with it.

Track 1-17

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

1. pa**ja**mas	I like to wear pa**ja**mas at home.
2. con**ven**ient	That sounds con**ven**ient, **does**n't it?
3. **syll**ables	Did you mark the co**rrect syll**ables?
4. **ef**ficient	Yes, I was **ve**ry **ef**ficient.
5. **apart**ment	Did you rent the **apart**ment?
6. **for**tunate	Yeah, I was **for**tunate to get it.

Track 1-18

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

1. aids in the production and comprehension of English;
2. 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**og**raphy	autobi**og**raphy
2. dis-	opposite of	a**gree**	disa**gree**
3. inter-	among, between	**na**tional	inter**na**tional
4. re-	again	write	re**write**
5. un-	opposite of, not	**happ**y	un**happ**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	**Par**is	Par**i**sian
2. -ic	relating to	**dem**ocrat	demo**crat**ic
3. -ical	relating to	**al**phabet	alpha**bet**ical
4. -ious	quality of, state of	**my**stery	my**ster**ious
5. -ity	quality of, state of	**poss**ible	possi**bil**ity
6. -tion	quality of, state of	a**ccuse**	accu**sa**tion

C. Fill in the blanks with words from the lists in Exercises A and B that have the added prefixes and suffixes. Circle the stressed syllable as you say each word aloud. Then, working with a partner, take turns reading the sentences aloud. Check each other for correct pronunciation.

Example: We a**gree** to disagree.

1. When a **per**son's born in **Par**is, he's called a _____.
2. The **com**pany first went **na**tional and then _____.
3. I thought it was **poss**ible to do it, but the _____ never o**ccurred** to them.

4. This is the **En**glish **al**phabet; a**rrange** the words in _____ **or**der.
5. He was **accused** of **steal**ing, but he de**nied** the _____ .
6. A bi**og**raphy is the **story** of a **per**son's life. An _____ is the **story** of a **per**son's life **writ**ten by that **per**son.
7. He says he's a **Dem**ocrat, 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.

Track 1-19

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

Verb	Noun	Example
1. con**duct**	**con**duct	Con**duct** yourself properly so that your **con**duct will not be questioned.
2. con**flict**	**con**flict	The meeting may con**flict** with my schedule. If it does, I will have a **con**flict.
3. con**vert**	**con**vert	When you con**vert** from one religion to another, you are known as a **con**vert.
4. con**victs**	**con**victs	When the judge con**victs** him, he will join the **con**victs in jail.
5. de**sert**[4]	**de**sert	Don't de**sert** me when we go into the **de**sert.
6. ob**ject**	**ob**ject	I ob**ject** to that ugly **ob**ject in the room.
7. pre**sent**	**pre**sent	She will pre**sent** you with a **pre**sent on your birthday.
8. pro**duce**	**pro**duce	The farm will pro**duce** food that we will sell in the **pro**duce section of the market.
9. re**cord**	**re**cord	Re**cord** your speech on video so that we have a **re**cord of your opinion.
10. sub**ject**	**sub**ject	Don't sub**ject** us to that **sub**ject again because I know all about it.

[4] *de**sert*** /dɪzərt/: to leave forever; ***de**sert* (dɛzərt): dry region, Sahara **De**sert in Africa; ***de**ssert* /dɪzərt/: last course in a meal, such as cake, fruit

Track 1-20

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

VERBS	SOME NOUNS PRONOUNCED AS VERBS
1. She will a**ddress** the United Nations next month.	Her website a**ddress**[5] (**add**ress) is on the back of her book.
2. Will your parents per**mit** you to drive?	Only if I get a driving per**mit** (**per**mit).[6]
3. Does he su**pport** his senator?	Yes, he gives him a lot of su**pport**.
4. Let's sur**prise** him!	He would love a sur**prise**.
5. He wanted to de**fect** from his country.	He bought that CD; it has a de**fect** (**de**fect).[7]

C. Work with a partner. Follow the steps.

- 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.
- Each student takes a turn reading a sentence to the class.

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.

	VERB	NOUN
Examples:	increase	increase
	program	program

a. To increase the company's profit, a big increase in sales is needed.

b. Did you program the computer? I already have a program in my computer.

[5] 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 a**ddress**." (An inaugural a**ddress** is a speech that is made by a newly elected president.)

[6] "Per**mit**" used as a verb always has the stress on the second syllable. "**Per**mit" is a noun. However, both pronunciations may be used as a noun when it refers to an official document.

[7] "De**fect**," when used as a noun, can also be pronounced with the stress on the first syllable, "**de**fect." It implies a lack of something; an imperfection. When used as a verb, it means "to leave;" "to de**sert**."

VERB	NOUN	VERB	NOUN
1. discharge	discharge	6. escort	escort
2. rebel	rebel	7. estimate	estimate
3. project	project	8. progress	progress
4. digest	digest	9. entrance	entrance
5. insert	insert	10. export	export

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.

Track 1-21

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. **spy**ware
2. **sales**man
3. **pass**word
4. **seat** belt
5. sports car
6. **lan**guage lab
7. **coff**ee shop
8. **Face**book
9. **pass**port

Track 1-22

B. Compound Proper Nouns

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

1. Mount **Ev**erest
2. San Fran**cis**co Bay
3. Pa**cif**ic **O**cean
4. U**nit**ed States
5. New York
6. New **Mex**ico

Track 1-23

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. New Year's Day
2. Election Day
3. **La**bor Day
4. **Christ**mas Day
5. Thanks**giv**ing Day
6. **Ve**teran's Day

Track 1-24

D. Adjective + Noun Compounds

- Primary stress is usually placed on the adjective. Listen and repeat.

1. **black**bird
2. White House
3. **gen**tleman
4. **short**stop[8]
5. hot plate
6. **short**cut[9]

- Certain adjective + noun compounds may not function as compounds. It depends on what the speaker means to say. Listen and repeat.

1a. I saw a **black**bird on the tree. (Type of bird)

b. I saw a black bird on the tree. (Color of bird)

2a. The **pre**sident lives in the White House. (Official residence of the president)

b. He lives in the white house. (Color of house)

3a. My **bro**ther is a **gen**tleman; he **al**ways **o**pens a door for a **la**dy. (A man who is polite)

b. My **bro**ther is a **gen**tle man. (A man who is kind and loving)

4a. He plays **short**stop on his team. (A position on field when playing baseball)

b. She made a short stop at the **traff**ic light. (Foot on the brake)

5a. She cooks meals on a hot plate. (A small stove used for heating food)

b. She burned her hand on the hot plate. (A dish that was hot)

6a. He took a **short**cut to his house. (A shorter way than usual to get home)

b. My **sis**ter went to the hair **styl**ist for a new short cut. (Her hair was cut short.)

Track 1-25

E. Verb + Noun Compounds

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

1. **bath**ing suit
2. **hang**man
3. **wait**ing room
4. **swimm**ing pool
5. **cross**ing guard
6. **flash**light

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

Example: What do you call a **bott**le that is filled with hot **wa**ter?

a hot-**wa**ter bottle

[8] *shortstop:* in baseball, the player who is stationed between second and third base
[9] *shortcut:* a shorter way to a place than usual; a faster way to do something

1. What do you call a card that you use to get **cred**it?

   _____

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 sign that says "stop"?

   _____

6. What do you call a **pa**per that **pub**lishes news?

   _____

7. What do you call a light that guides **traff**ic?

   _____

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?

    _____

Track 1-26

G. Days of the Week

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

1. **Mon**day
2. **Tues**day
3. **Wednes**day
4. **Thurs**day
5. **Fri**day
6. **Sat**urday
7. **Sun**day

Track 1-27

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. **Jan**uary	4. **A**pril	7. **Ju**ly	10. **Oc**tober
2. **Feb**ruary	5. May	8. **Au**gust	11. **Nov**ember
3. March	6. June	9. **Sep**tember	12. **Dec**ember

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.

1. Sneeze on a Monday, in January, you sneeze for danger;
2. Sneeze on a Tuesday, in February, you'll kiss a stranger;
3. Sneeze on a Wednesday, in April, you'll sneeze for a letter;
4. Sneeze on a Thursday, in July, for something better.
5. Sneeze on a Friday, in August, you sneeze for sorrow;
6. Sneeze on a Saturday, in September, see your sweetheart tomorrow;
7. Sneeze on a Sunday, in October, your safety seek,
8. For you will have trouble, in November and December, the whole of the week.

9. Further Practice

A. Say each word *aloud* several times.

- Write the number of syllables on the line next to each word.
- Underline the stressed syllable in each word.
- Place the symbols /ə/ as in "up" or /ɪ/ as in "sit" over the unstressed syllable(s) in each word, wherever applicable.[10]

Examples: a. /ɪ//ə/ applicant 3 c. /ɪ/ /ə/ application 4

b. /ə/ /ə/ education 4 d. /ə/ polite 2

[10]*applicable:* wherever it belongs

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

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

- Compare your answers with a partner.
- Make up a sentence for each word. Take turns reading your sentences to the class.

Example: shoelace

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

1. barefoot
2. software
3. blueprint
4. pancake
5. streetcar
6. air conditioner
7. crosswalk
8. railroad
9. website
10. paycheck

C. The following sentences contain noun–verb pairs. Underline the stressed syllable in the noun once and in the verb twice.

- Check your answers with a dictionary.
- Audio-record the sentences. Listen to the recording. Are you stressing the correct syllables?

Example: When you addict yourself to video games, 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 and melody of English. (This may occur in other languages, but not in the same way as in American 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 American English, 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), American English is concerned with the shortening and lengthening of sounds: their *duration.* By duration we mean the actual length of *time* it takes to make a particular sound.[1] How long you hold a vowel sound or a consonant sound in a word helps to recognize and understand that word.

Vowel Length

The *same vowel sound* is held for a *shorter* or a *longer time,* depending on whether a *voiced* or a *voiceless* consonant sound follows that particular vowel sound.

Examples:

1. The words "sad" and "sat" have the same vowel sound, /æ/. The vowel sound /æ/ is held for a longer period of time in the word "sad" than it is held in the word "sat," because /æ/ in "sad" is followed by the voiced consonant /d/.
2. In the word "sat," the vowel sound /æ/ is held for a shorter period of time because it is followed by the voiceless consonant /t/.

A vowel sound is usually held longer when it is in a word that ends a sentence than when the same word is within a sentence.

Examples: I like the new TV show.

Did you like the new TV show last night?

[1] For in-depth descriptions, see the units on vowels in Part 3 and the units on consonants in Part 4.

Consonant Length

Voiceless consonant sounds in final position are usually held longer than final *voiced* consonant sounds. Voiceless /p/, /t/, and /k/ and voiced /b/, /d/, and /g/ are exceptions and cannot be held.

Examples: I have some loose change.

I won't lose my change.

1. Lengthening of Vowels Before Consonants

Track 1-28

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.

A VD[2]	B VL[3]	A VD[2]	B VL[3]
1. eyes	ice	7. rib	rip
2. said	set	8. side	sight
3. doze	dose	9. leave	leaf
4. save	safe	10. pig	pick
5. mob	mop	11. cub	cup
6. lied	light	12. log	lock

Reminder

- To tell the difference between voiced (Vd) and voiceless (Vl) sounds, place your fingers on the side of your throat. For the voiced sounds, there is vibration; for the voiceless, there is none.
- 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.

[2] *Vd:* Voiced
[3] *Vl:* Voiceless

B. Take turns working 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 rode **ev**ery day.
b. I wrote **ev**ery day.

2a. He needs a cab.
b. He needs a cap.

3a. Look at his bag.
b. Look at his back.

4a. I gave her a tab.
b. I gave her a tap.

5a. Her side is good.
b. Her sight is good.

6a. My bed is wide
b. My bed is white.

7a. We like to serve.
b. We like to surf.

8a. The mob is here.
b. The mop is here.

9a. Can you prove[4] it?
b. Can you proof[5] it?

10a. Did you buy a log?
b. Did you buy a lock?

2. Lengthening of Vowels at the End of Sentences

Track 1-29

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

1a. We know.
b. We'll know soon.

2a. It's the law.
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.

Track 1-30

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.
b. I'll go **la**ter.

2a. He wants to fly.
b. He wants to fly to **Tex**as.

3a. How well can you see?
b. I can see the sign.

4a. Please hand me a tray.
b. Here's a tray from the shelf.

[4] *prove* /pruwv/: test by experiment
[5] *proof* /pruwf/: make a test of

5a. I lost my shoe.

b. Where's my shoe with the black strap?

6a. Who likes to draw?

b. I like to draw **pic**tures.

7a. Can you do it now?

b. Now is not the time.

8a. He likes **app**le pie.

b. She likes **app**le pie a la mode.

9a. It's a toy.

b. It's a toy **sol**dier.

10a. Do you have any glue?

b. I have glue for all of us.

3. Lengthening of Consonants at the End of Sentences

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

I like the price.

I like the prize.

Track 1-31

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 /ʤ/) that are in the second sentence of each pair. This makes it easier for the listener to understand which word is being said. Listen and repeat.

1a. He likes the spice.

b. He likes the spies.

2a. Don't call her Miss.

b. Don't call her Ms.[6]

3a. That's a life.

b. That's a**live**.

4a. I saw him lunch.

b. I saw him lunge.[7]

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.

[6] *Ms.* /mɪz/: a title for a woman that does not indicate if she is single or married
[7] *lunge* /lənʤ/: move forward with sudden force

C. Work with a partner. Take turns. Student A reads aloud sentence *a* or *b* in the first column. Student B replies by making up a sentence with the appropriate answer from the second column and with the underlined word. If the answer is incorrect, the sentence may be repeated.

SENTENCE	ANSWER
Examples: Student A: Did you call Mitch?	(my **neigh**bor)
Student B: Did you call Madge?	(my **sis**ter)

(If you hear *Madge*, your answer could be, "Yes, Madge is my **sis**ter.")
(If you hear *Mitch*, your answer could be, "Mitch is my **neigh**bor.")

1a. I want my piece.	(**Piz**za)
b. I want my peas.	(**Veg**etable)
2a. I gave him a five.	(**Doll**ars)
b. I gave him a fife.[8]	(**Mu**sical **in**strument)
3a. Ma**ria** saw the place.	(A**part**ment)
b. Ma**ria** saw the plays.	(Stage)
4a. They say that's life.	(Who is "they"?)
b. They say that's live.	(**Lob**ster)
5a. I had a race.	(A **mar**athon)
b. I had a raise.	(**Sal**ary)
6a. How do you spell "rich"?	(r-i-c-h)
b. How do you spell "ridge"?[9]	(r-i-d-g-e)
7a. Did you hear the bus?	(No, it was **qui**et.)
b. Did you hear the buzz?	(A bee)
8a. He took my batch.[10]	(**Cook**ies)
b. He took my badge.	(ID)[11]
9a. I can spell "etch."[12]	(e-t-c-h)
b. I can spell "edge."	(e-d-g-e)
10a. How do you spell "thief"?	(t-h-i-e-f)
b. How do you spell "thieve"?[13]	(t-h-i-e-v-e)

[8] *fife* /fayf/: similar to a flute, usually played in military bands
[9] *ridge* /rɪdʒ/: long, narrow, high piece of land
[10] *batch* /bætʃ/: group of things or persons
[11] *ID* /aydiy/: a form of identification
[12] *etch* /ɛʧ/: create a picture by cutting lines in wood, metal, or stone
[13] *thieve* /θiyv/: to steal

Reminder To tell the difference between voiced and voiceless sounds, place your fingers on the side of your throat. For the voiced sounds, you feel the vibration. There is no vibration for the voiceless sounds.

Vowels

- A vowel sound is held longer before a *voiced* consonant than before a *voiceless* consonant.
- A vowel sound is held for a longer time 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. (Voiceless /p/, /t/, and /k/ and voiced /b/, /d/, and /g/ are exceptions; they cannot be held.)

4. Further Practice

Work with a partner. Take turns reading each sentence aloud. Discuss which of the 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 your reasons.

Examples: I want half of what you have.

"Half" ends in a voiceless consonant, so you hold the voiceless consonant longer. "Have" ends in a voiced consonant, so you hold the vowel sound longer.

1. Is it safe to save it?
2. The price of the prize is ex**pen**sive.
3. I heard the buzz on the bus.
4. I want to eat my peas in peace.
5. Don't leave with**out** 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.

UNIT 5 Content Words, Function Words, and Contractions

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:	book, **pen**cil, chair, floor, **tick**et, class, **cous**in
Verbs:	run, teach, speak, re**mind**, can, a**pol**ogize, dance
Adjectives:	sick, **sim**ple, green, hot, **happ**y, big, **ver**y, few
Adverbs:	**reall**y, **cer**tainly, **al**most, **slow**ly, to**day**, too, **oft**en

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

2. Content Words

During conversations, successful listeners interpret content words to figure out what someone is trying to communicate (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 example message below uses only content words. The function words are left out.

1. Read the words aloud, 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. Now, 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.

Chelsea went _____ _____ **par**ty last night. _____ _____

having _____ _____ good time. _____ _____ **re**alize _____ late

_____ _____. _____ next **morn**ing _____ **ov**erslept _____

missed _____ _____ _____ **class**es, _____ _____ de**cid**ed _____

stay home _____ day.

3. Contractions

In speaking, as well as in informal writing, we may use a shortened form of a word or words by omitting or combining some of the letters or sounds. An apostrophe (') is used for these contractions.

Below are contractions that are commonly used. Say the expressions and then the sentences aloud.

I am	I'm **go**ing.	do not	Don't do it.
I will	I'll come.	is not	It **is**n't great.
they will	They'll meet us there.	will not	It won't **o**pen.
that will	That'll do.	should not	**Should**n't it be closed?
you are	You're **wel**come.	could not	I **could**n't do it.
we are	We're **go**ing to**day**.	would not	I **would**n't do that.
who are	Who're you with?	are not	**Are**n't you **Da**vid?
he is	He's my **broth**er.	does not	**Does**n't look good.
it is	It's a joke.	was not	It **was**n't very good.
here is	Here's a book.	were not	They **were**n't there.
what is	What's that?	has not	**Has**n't the man come?
that is	That's that.	have not	I **have**n't seen him.
who is	Who's there?	had not	I **had**n't thought of it.
there is	There's a light out.	must not	You **must**n't do that.
one is	One's **enough**.	did not	He **did**n't do it.
let us	Let's go.	might not	**Might**n't he be right?
can not	I can't go.	need not	You **need**n't do that.

I would	I'd like to go.
you would	You'd best stay home.
we would	We'd like that.
they would	They'd **bett**er not.
it would	It'd be nice.
what did	What'd you say?
who did	Who'd you say was there?
I have	I've been here.
you have	You've been fired.
could have	I **could**'ve been there.
should have	I **should**'ve been with you.
who have	Who've you seen **late**ly?
there have	There've been **happ**y times.

4. 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/
pa**ja**mas a**sleep**

This same sound also occurs in function words, but only when they are *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.

Note: There are speakers who don't use some of these function words. However, it is important to recognize them when listening to those who do, so as not to be confused by the message. You will hear these function words on the radio, in movies, and on TV. When listening, you will know when the function words are said, and then you will be able to recognize and concentrate on the content words.

Track 2-1

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

1. ~~You~~ cán go ~~to the~~ párk. (“Can” is stressed; “you,” “to,” and “the” are unstressed.) = You are physically able or have permission to go to the park.

2. ~~You can~~ gó ~~to the~~ párk. (“Can” is now unstressed.) = The park is one place you can go.

Track 2-2

B. Listen and repeat. 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. a	/ey/		/ə/	Did you read ~~a~~ good book?
2. an	/æn/		/ən/ or /'n/	Have ~~an~~ **o**range.
3. and	/ænd/		/ənd/ or /'n/ or /'nd/	We saw Jack ~~and~~ Jill.
4. are	/ɑr/		/ər/	**Mar**y and June ~~are~~ **sis**ters.
5. as	/æz/		/əz/	You're ~~as~~ sweet ~~as~~ **sug**ar.
6. be**cause**	/bɪkɔz/		/bɪkəz/	I like it ~~because~~ it's nice.
7. can	/kæn/		/kən/	I ~~can~~ do it.
8. for	/fɔr/		/fər/	Is this ~~for~~ me?
9. from	/frɑm/		/frəm/	This is ~~from~~ my **broth**er.
10. had	/hæd/		/həd/	He ~~had~~ been there.
11. has	/hæz/		/həz/ or /əz/	He ~~has~~ nine **broth**ers.
12. have	/hæv/		/həv/ or /əv/	We should ~~have~~ **wait**ed **long**er.
13. of	/ɑv/		/əv/	I'm **think**ing ~~of~~ you.
14. or	/ɔr/		/ər/	I want three ~~or~~ four.
15. that	/ðæt/		/ðət/	It's the one ~~that~~ got **away**.
16. than	/ðæn/		/ðən/	It's **nic**er ~~than~~ yours.
17. to	/tuw/		/tə/	Go ~~to~~ school.
18. was	/wɑz/		/wəz/	It ~~was~~ good.

Track 2-3

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 ~~and~~ Jill	(We saw both Jack and Jill.)
b.	/ænd/	We saw Jack and Jill.	(Jill was there too, but we didn't expect to see her.)

2a. /ər/	**Moll**y ~~and~~ **Lin**da ~~are~~ **sis**ters.	(Simple information.)
b. /ɑr/	**Moll**y ~~and~~ **Lin**da are **sis**ters.	(They are sisters, but we thought they weren't.)
3a. /wəz/	The food ~~was~~ good.	(Simple statement of opinion.)
b. /wɑz/	The food was good.	(It was good, and I was rather surprised.)
4a. /kən/	I ~~can~~ do it.	(Simple statement of fact.)
b. /kæn/	I can do it	(Of course I can do it. Did you think I couldn't?)
5a. /həd/	He ~~had~~ been here.	(He was here at an earlier time.)
b. /hæd/	He had 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.

5. Check Your Listening

Track 2-4

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 **par**ty was fun.
3. You can pass the test.
4. I read the play to**day**.
5. I like him **ver**y much.
6. Do as I say, not as I do.
7. I think of you all the time.
8. **Reg**ister for the class.
9. He was a good **teach**er.
10. I eat it be**cause** it's **health**y.

6. Function Words in Phrases and Sentences

In the exercises that follow, 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. Listen and repeat the phrases and sentences.

Track 2-5

A. Articles: *a, an,* and *the*

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

a. ~~a~~ drink	Have ~~a~~ drink.
b. ~~a~~ **nu**mber	Take ~~a~~ **num**ber.
c. ~~a~~ **mo**vie	See ~~a~~ **mo**vie.

2. Pronounce the word "an" as /ən/ before words beginning with a vowel sound.

a. ~~an~~ **au**to	Buy ~~an~~ **au**to.
b. ~~an~~ egg	Boil ~~an~~ egg.
c. ~~an~~ **off**er	Make me ~~an~~ **off**er.

3. Pronounce the word "the" as /ðə/ before words beginning with consonants.

a. ~~the~~ map	Get ~~the~~ map.
b. ~~the~~ class	Take ~~the~~ class.
c. ~~the~~ boy	Meet ~~the~~ boy.

4. Pronounce the word "the" as /ðiy/ before words beginning with a vowel sound.

a. ~~the~~ **or**der	Take ~~the~~ **or**der.
b. ~~the~~ **en**trance	Near ~~the~~ **en**trance.
c. ~~the~~ ex**am**ple	Use ~~the~~ ex**am**ple.

Track 2-6

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.)

   a. Did ~~you~~ see Mike?

   b. I saw ~~you~~ **danc**ing.

   c. Was it **real**ly you?

   d. Hi, how are ~~you~~?

2. Reduce "your" to /yər/.[1]
   a. Here's ~~your~~ hat.
   b. He took ~~your~~ place.
   c. Tell ~~your~~ boss.
3. Reduce "he" to /iy/. "He" at the beginning of a sentence is usually not reduced.
   a. Where did ~~he~~ go?
   b. What does ~~he~~ want?
   c. He said ~~he~~ would.
4. Reduce "him" to /əm/ or /'m /.
   a. Give ~~him~~ a break.
   b. I saw ~~him~~ to**day**.
   c. Do you like ~~him~~?
5. Reduce "her" to /ər/.[1]
   a. It's ~~her~~ **broth**er.
   b. What's ~~her~~ name?
   c. Give it to ~~her~~.

Track 2-7

C. Prepositions: *of, to, at,* and *for*

1. Reduce "of" to /əv/ or /ə/.
   a. Tired ~~of~~ **work**ing?
   b. All ~~of~~ the time.
   c. It's a lot ~~of~~ **mon**ey.
   d. A cup ~~of~~ **coff**ee.
2. Reduce "to" to /tə/. Do not reduce it at the end of a sentence.
   a. He went ~~to~~ **coll**ege.
   b. Give it ~~to~~ me.
   c. Does he have to?
   d. He wants to.

[1] Some speakers do not pronounce the final /r/.

3. Reduce "at" to /ət/. Do not reduce it at the end of a sentence.

   a. I'm ~~at~~ school.

   b. Come ~~at~~ once.

   c. What's he **look**ing at?

4. Reduce "for" to /fər/.[2] Do not reduce it at the end of a sentence.

   a. Get it ~~for~~ me.

   b. Ask ~~for~~ change.

   c. What are you **look**ing for?

   d. What's the bill for?

Track 2-8

D. Auxiliary Verbs: *am, was,* and *can*

1. Reduce "am" to /əm/ or /'m /. Do not reduce it at the end of a sentence.

   a. Where ~~am~~ I **go**ing?

   b. ~~Am~~ I **fin**ished?

   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 **rain**ing?

   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.

[2] Some speakers do not pronounce the final /r/.

Track 2-9

E. Conjunctions: *and, as,* and *or*

1. Reduce "and" to /ən/ or /'n /.
   a. Come ~~and~~ see me.
   b. They're **sis**ter ~~and~~ **broth**er.
   c. I'd like **ba**con ~~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/.[3]
   a. Take it ~~or~~ leave it.
   b. I'll take one ~~or~~ two.
   c. It's now ~~or~~ **nev**er.

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.

7. 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 short 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.

[3] Some speakers do not pronounce the final /r/.

Track 2-10

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, divided into phrases. Each phrase, indicated by a slash mark (/), should take about the same time to say. Draw a line through the function words. Read the sentences aloud in class.

1. **U**sing the com**pu**ter / I can co**rrect** / all my **spell**ing **err**ors.
2. The **oth**er day / I saw my **cous**in / who is **ve**ry sick.

C. Saying nursery rhymes, poems, and ballads[4] 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 **qui**et.
It's soft and it's light.
It's free—you can't buy it.
It just comes in white.

It's **spinn**ing, it's **spinn**ing.
It makes quite a show.
What is it? . . . in **win**ter?
Does **an**yone know?

What is it?

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

8. More Reductions

We have seen how stressing content words and unstressing or reducing function words can change pronunciation and sometimes meaning. There are further reductions that speakers make in their everyday conversational *informal* speech. You may even hesitate to use some of these reductions which consist of contractions and idioms, along with function words that may be omitted. You may find it, at first, uncomfortable, and it may even feel "funny." However, it is important that you recognize these reductions when you hear them so that you can understand better what native speakers are saying. The written word, when spoken, is sometimes called *formal* speech.

Often, there are times when informal and formal speech are used together.

[4] *ballad* /bæləd/: a poem or song that tells a story with simple words

Track 2-11

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

INFORMAL	FORMAL / WRITTEN
Two friends meet	
A: Hi, how**ar**ya?	Hi, how are you?
B: Ahm starved.	I am **hun**gry.
A: **Din**cha eat lunch?	Did you not eat lunch?
B: No, did**ju**?	No, did you?
A: Yeah. I **hadd**a **pizz**a but I'm still **hun**gry.	Yes, I had a **pizz**a but I am still **hun**gry.
B: **Wann**a meet me at the **din**er in ten **min**utes? We'll have lunch.	Do you want to meet me at the **din**er in ten **min**utes? We will have lunch.
A: Great, I'll **mee**tcha there.	Great, I will meet you there.
(Later, at the diner)	
A: **Whut**cha **gonn**a eat?	What are you **go**ing to eat?
B: Ahd**unno**. I **haf**ta eat **som**ething.	I do not know. I have to eat something.
A: **Can**tcha find **an**ything on the **men**u?	Can you not find **an**ything on the **men**u?
B: Gee, that's the **prob**lem. **Lots**a food to choose from. I can't de**cide**.	Well, that is the **prob**lem. There is a lot of food to choose from. I cannot de**cide**.
A: Well, **would**ja like super**sal**ad?	Well, would you like soup or **sal**ad?
B: What's a super**sal**ad?	What is a super**sal**ad?
A: There's no super**sal**ad. I said soup or **sal**ad.	There is no super**sal**ad. I said soup or **sal**ad.
B: Oh, is that **wha**cha mean? I'll**ava** **sal**ad.	Oh, is that what you mean? I will have a **sal**ad.

B. As you say the following sentences aloud, write them down in English (formal) sentences on the lines provided. Then, follow these steps:

- Record the expressions and the corresponding sentences you wrote.
- Listen to the recording. Discuss your feelings in class about listening and perhaps speaking informal, conversational speech.

Example: **Did**ja eat **break**fast? Did you eat breakfast?

1. **Whad**ja **wann**a drink? _____
2. I du**nno**. **What**'ve ya got? _____

3. **So**da, **di**et **so**da, **coff**ee, tea . . . _____
4. OK. I'll ave **coff**ee with cream 'n **su**gar. _____
5. Sure, 'n **wha**'ll ya friend have? _____
6. Give 'im the check. _____

Class Discussion: A Saying

Discuss the following saying[5] using conversational speech. What does this saying mean? Do you eat bagels? What do you put on it?

If you eat a bagel,[6] only the hole remains in your pocket.

9. Further Practice

With a partner, take turns reading the following sentences aloud. As you read, follow these steps.

- Draw a line through the function words that you reduce, and place the symbol /ə/, /ər/ above the letter or letters that represent these sound. (You may want to use /'n/ for "and," where appropriate.)
- As you decide on the markings, discuss your reasons for your choice.
- Audio-record the sentences. Listen to the recording. Do you hear the function words reduced?

Examples: a. **Or**der bread ~~and~~ **butt**er ~~with~~ ~~the~~ ham ~~and~~ eggs.
/'n/ /ə/ /'n/

b. I ~~can~~ give ~~you~~ a map for ~~your~~ trip.
/ə/ /ə/ /ə/ /ə/ /ə/

1. He's an **hon**or **stu**dent.
2. Your **broth**er is as old as I am.
3. Was your **girl**friend at home?
4. I'm sick and tired of **clean**ing the house.
5. Ann is **stud**ying to be a com**put**er **pro**grammer.
6. My **sis**ter can read French, but not **ver**y well.
7. **Soon**er or **la**ter the work will have to be done.
8. She goes to school **dur**ing the day and works at night.
9. My friend and I ate lunch in the cafe**ter**ia.
10. He's **stud**ying to be an **elec**trical engi**neer**.

[5] *saying*: It can be a wise thought, a proverb (a saying rich in meaning, as "Man's best friend is his dog").
[6] *bagel* /beygəl/: a round piece of thick bread with a hole in the middle

UNIT 6 Word Stress and Phrasing

1. Word Stress in Sentences

In Unit 3, you have learned and practiced syllable stress in words. In this unit, you will practice which words are usually stressed 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.

Learners need to become aware of not only which syllable is stressed in a word but also which words in a phrase or sentence are stressed. This *stress* is also known as *pitch*, which means how high or low the sound of your voice is on certain syllables and words.

When speech is unintelligible, the listeners as well as the speakers feel frustrated, and conversation becomes difficult.

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

Track 2-12

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

a. I'm **stud**ying at the Univ**er**sity.

b. What's your **maj**or?

a. Econ**om**ics.

b. Sounds gre**at**.

a. See you a**round**.

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 **jogg**ing in the park.

1. He's **go**ing to the **off**ice.
2. He's **work**ing at his com**pu**ter.
3. He's on the **In**ternet.
4. Did you go to the **mov**ies?
5. What time did you go?
6. What **mov**ie did you see?
7. *Gone with the Wind.*
8. Where's my **suit**case?
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*.

Track 2-13

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. In this exercise, the words in each phrase or sentence 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:	con**fu**sing	I'm **u**sing. (Im**u**sing)	3
	1. ad**vi**ce	He's **nice**.	2
	2. **di**et	**Try** it.	2
	3. to**day**	It's **May**.	2
	4. **swee**ter	**Need** her.	2
	5. inse**cure**	It's for **sure**.	3
	6. volun**teer**	It's my **ear**.	3
	7. com**pu**ter	I'll **sue** her.	3
	8. reco**mmend**	It's the **end**.	3

Track 2-14

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 mark (/) signals the end of a phrase. Listen and repeat.

a. I have to go / to the **book**store.	(Ihaftago / tathe**book**store.)
b. What for?	(What**for**?)
a. Buy a book / for my ESL class.	(Buya**book** / formy**ESL**class.)
b. What's the name / of the book?	(Whatsthe**name** / ofthe**book**?)
a. **Di**ctionary / of **Ame**rican **En**glish.	(**Di**ctionary / of**Ame**ricanEnglish.)

Track 2-15

C. When a final consonant in a word is followed by a word that begins with the same consonant sound, the first sound of the second word takes over. That sound is held longer.[1] The words are not said separately; they are combined to form one long consonant sound. This is called *linking*. (Two sounds connect with each other to form one.) Listen and repeat.

Example: My boss sent me. (My bosent me.)
It's the past tense. (It's the pastense.)

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 **nev**er 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.

Track 2-16

D. When a final consonant sound of a word is made in the same place of articulation as the first consonant sound of the next word, one placement is made for both sounds. (For example, the sounds /m/ and /p/ are made with two lips in the same place. Your lips do not open when going from one sound to the other.) Listen and repeat.

Examples: a. some place	There must be some place we could go.
b. stand trial	He will stand trial for his crime.
1. great **driv**er	He's a great **driv**er.
2. save five	Save five **doll**ars.
3. dark gray	**Col**or it dark gray.
4. thank **good**ness	Thank **good**ness it's done!
5. one light	I saw one light.
6. drop be**hind**	Drop be**hind** the group.

[1] except the sounds /p/, /b/, /t/, /d/, /k/, and /g/, which cannot be held

7. have fun — Let's have fun.
8. safe **vis**it — Have a safe **vis**it.
9. well done — The steak is well done.
10. both things — Both things are here.

E. Say the following linked words aloud. Say each phrase as if it were one word. Write a sentence for each one. Be prepared to read them in class.

Examples: a. one night — I stayed at the motel only one night.

b. take care — I take care of my dog.

1. say yes
2. **Eng**lish ship
3. first time
4. bus stop
5. car ride
6. lab book
7. call long **dis**tance
8. both thought
9. at times
10. leave first

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.

In the exercise that follows, notice how the placement of pauses changes the meaning of the sentences. Follow these steps:

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

Examples: Which is more flattering to the waitress? b

a. A **pret**ty young **wait**ress | served us.

b. A **pret**ty, | young **wait**ress served us.

1. In which sentence is the re**cep**tionist late?
   a. The re**cep**tionist said, "The boss was late."
   b. "The re**cep**tionist," said the boss, "was late."

2. Both are slang greetings, but which is insulting?
   a. What's the **lat**est dope?[2]
   b. What's the **lat**est, dope?

3. In which sentence is the woman a beast? The man?
   a. **Wom**an, with**out** her man, is a beast.
   b. **Wom**an, with**out** her, man is a beast.

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

a. We're **go**ing to eat John.

b. We're **go**ing to eat, John.

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

5. Which one is the neurotic[3] personality?
   a. She too **ea**gerly a**waits** the spring.
   b. She, too, **ea**gerly a**waits** the spring.

6. Which is a warning to drivers?
   a. Go slow—**chil**dren.
   b. Go slow, **chil**dren.

7. Which is easier for children?
   a. In the pa**rade** will be **sev**eral **hun**dred **chil**dren **carr**ying flags, and **man**y im**por**tant o**ffici**als.
   b. In the pa**rade** will be **sev**eral **hun**dred **chil**dren, **carr**ying flags, and **man**y im**por**tant o**ffici**als.

8. In which sentence does the woman have a pool?
   a. She has a car, pool, and three **chil**dren.
   b. She has a **car**pool and three **chil**dren.

9. Who had the fruitcake, *a* or *b*?
   a. We bought fruit, cake, and ice cream.
   b. We bought **fruit**cake and ice cream.

10. Which one had the dishtowel in the kitchen?
    a. We saw a dish, towel, and sink in the **kitch**en.
    b. We saw a **dish**towel and sink in the **kitch**en.

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.

[3] *neurotic* /nʊrɑtɪc/: 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.

Track 2-17

A. Tens and Teens

Numbers from thirteen to nineteen are called the "teens," and those from twenty to ninety are called the "tens."[4] Listen and repeat the following examples.

1. Syllable Stress

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

twenty, **thir**ty, **for**ty, and so on.

The "teen" numbers may have syllable stress on *either* syllable:

thirteen/thir**teen**; **four**teen/four**teen**; **fif**teen/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**teen**	**thir**ty	5. seven**teen**	**se**venty
2. four**teen**	**for**ty	6. eight**teen**	**eigh**ty
3. fif**teen**	**fif**ty	7. nine**teen**	**nin**ety
4. six**teen**	**six**ty		

2. Word Stress

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

1. We've thir**teen dol**lars.	We've thir**teen**.
2. I've fif**teen** maga**zines**.	I've fif**teen**.
3. Di**ana** has **twen**ty **books**.	Di**ana** has **twen**ty.
4. This **book** has **thir**ty-six **units**.	This **book** has **thir**ty-**six**.

[4] Cardinal numbers (thirteen, fourteen, etc.) and ordinal numbers (thirteenth, fourteenth, etc.) are dealt with in the same manner.

Track 2-18

B. Dates

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

1. I was born on March the eight**teen**th, nine**teen** **nine**ty-five.

   _____

2. My **sis**ter was born on the fourth of Ju**ly**, two **thou**sand-one.

   _____

Track 2-19

C. Fractions

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

1. My **an**swer is thir**teen** and a **quar**ter. (Or thir**teen** and one-fourth.)

   _____

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

   _____

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

3. My **frac**tion is fif**teen** and six-tenths. (Or fif**teen** point six.)

   _____

4. My **frac**tion is fif**teen** and **twen**ty-six **hun**dredths. (Or fif**teen** point two six.)

   _____

Track 2-20

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 down the numbers as you listen and repeat the sentences.

1. My **num**ber is two one two, / five **se**ven eight, / three five, / nine four. (Or two one two, / five **se**ven eight, / three five nine four.)

   _____

2. Her phone **num**ber is **ar**ea code three **zero**[5] three, / nine two six, / one eight, / three four. (Or three **zer**o three, / nine two six, / one eight three four.)

   _____

[5] "O" may be used in place of "zero."

Track 2-21

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 down the numbers as you listen and repeat.

1. Native speakers use word stress on "**boul**evard," "**av**enue," "road."

   a. Mel Smith lives at **fif**ty-five dash **thir**ty-six Bell **Boul**evard, **Bay**side, New York, one one three, six **zer**o.

   _____

   b. The **Pres**ident lives at six**teen hun**dred Pennsyl**van**ia **Av**enue, **Wash**ington, D.C., two o five, o two.

   _____

   c. My friend lives at **eigh**ty-four **Up**land Road, **Clev**eland, O**hi**o, four four two, two eight.

   _____

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

   a. Brad lives at fif**teen twen**ty-three Park Street, **Boul**der, Colo**rad**o, eight O three, O two.

   _____

   b. Juan lives at twelve **thir**ty-nine **Se**cond Street, **Brook**lyn, New York, one one three, two nine.

   _____

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.

5. Further Practice

A. First, mark the stressed words and phrases in these questions. Then, ask a native speaker to answer them. Write down the answers after hearing them *only one time.* Read them aloud in class. (The native speaker may make up the answer.)

1. What's your zip code?
2. What's your **ar**ea code?
3. What are the last four **dig**its of your **tel**ephone **num**ber?
4. What month and day were you born?
5. What year is this?

B. Work with a partner. In the proverbs[6] below, place a stress mark (´) 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 proverbs in class.

Example: Hǽste | makes wǽste.

1. Look be**fore** you leap.
2. All's well that ends well.
3. **Bett**er late than **nev**er.
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. **Ab**sence makes the heart grow **fond**er.
10. **See**ing is be**lie**ving.

Class Discussion: Proverbs

Many proverbs are universal. Write down five proverbs you are familiar with in your native language, and translate them into English. Mark word stress and phrasing. Read the proverbs and explain them to your class.

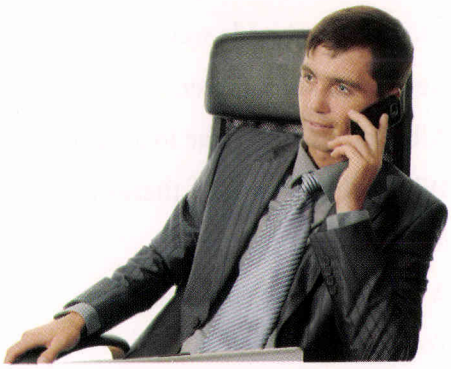
[6] *proverb* /prɑvərb/: a short, meaningful saying

UNIT 7 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.[1] 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.

"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.

[1] *utterance* /ətərəns/: an oral expression that may be a word, a phrase, or a sentence

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[2] down), it rises on the vowel sound of the most important word that is stressed.

Track 2-22

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 **stud**ying.
2. I'm **stud**ying **E**nglish.
3. Do it to**day**.
4. Do it **la**ter to**day**.
5. She's **go**ing home.
6. She's **go**ing home to**morr**ow.
7. I'll call the **doc**tor.
8. I'll call Dr. Chen.

Track 2-23

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

1. Who's **com**ing to **dinn**er?
2. Where is it **be**ing held?
3. Why are we **go**ing there?
4. When should we be **read**y?
5. How do we get to the place?
6. Where should we wait?
7. Who's **giv**ing 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.

[2] *glide* /glayd/: move easily and quickly over a surface

3. Rising Intonation

Track 2-24

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?
2. Do you like it?
3. Do I have to tell you?
4. Can I tell you **la**ter?
5. Is it **snow**ing?
6. Is it **snow**ing hard?
7. Do you go out in the snow?
8. Would you like to make a **snow**man?

Track 2-25

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.

1. He went to **En**gland, France, Spain, and **Rus**sia.
2. The **chil**dren want pens, **pen**cils, **pa**per, and glue.
3. Do you want **wa**ter or **so**da?
4. You can come with us, or you can stay home.
5. I'd like blue, red, brown, and **yel**low **cra**yons.
6. He spoke with John, **Ma**ry, Tom, and Steve.
7. I took out the **gar**bage and fed the cat.
8. I'm **stud**ying phi**los**ophy, bi**ol**ogy, **cal**culus, and **En**glish.

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

Track 2-26

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, **is**n't it?	Nice day, **is**n't it?
1. They're rich, **are**n't[3] they?	They're rich, **are**n't they?
2. He's **funny**, **is**n't he?	He's **funny**, **is**n't he?
3. You re**mem**ber her, don't you?	You re**mem**ber her, don't you?
4. The **mo**vie be**gins** at eight, **does**n't it?	The **mo**vie be**gins** at eight, **does**n't it?
5. She talks a lot, **does**n't she?	She talks a lot, **does**n't 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.
- Intonation changes according to meaning.

5. Check Your Listening

Track 2-27

Before you listen to the recording, take turns with your partner reading the dialog on the next page and decide where the rising and falling intonation arrows (↗ ↘) should be placed. (Remember to listen for tag questions and lists of items or choices offered.)

Examples: a. She went **shopp**ing.

b. What time is it?

c. Is she **com**ing home, or is she **go**ing to the **off**ice?

d. She's **com**ing home, **is**n't she?

[3] "Aren't" has two pronunciations: /ɑrnt/ and /ɑrənt/.

A: You're **com**ing to my **party**, aren't you?

B: Yeah, sure. What are you **cel**ebrating?

A: I moved to a new a**part**ment.

B: Oh, you're **hav**ing a **house**warming?[4]

A: Yeah. Do me a **fa**vor, will you?

B: Sure. No **prob**lem. I'd be glad to.

A: Please get some **app**les, **or**anges, ba**nan**as, and a de**ssert**.

B: Would you like **app**le pie or **choc**olate cake?

A: I'd like **app**le pie, **would**n't you?

B: Well, not **really**. I like **choc**olate cake.

Reminder • Stress and intonation work together to express meaning.

6. Speaker Attitude

Track 2-28

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

SENTENCE	MEANING

Examples:

a. Jóhn loves me. (John does, not Paul.)

[4] *housewarming* /hawswɔrmɪŋ/: a party given when someone moves into a new apartment or house

b. John loves me. (Me, not you.)

c. John loves me. (Is it really true?)

1a. I speak **En**glish. (I do, but he doesn't.)

b. I speak **En**glish. (But I don't read it.)

c. I speak **En**glish. (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. He**llo**

C. Work with a partner and follow these steps:

- 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 **go**ing.	_____
2. I told him I was **go**ing.	_____
3. I told him I was **go**ing.	_____
4. I told him I was **go**ing.	_____
5. I told him I was **go**ing.	_____
6. I told him I was **go**ing.	_____
7. I told him I was **go**ing?	_____

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 on the left have *falling* intonation; all the sentences on the right have *rising* intonation.
- Compare the sentences. Discuss how they differ in meaning.

FALLING INTONATION	RISING INTONATION
1. The man's **cra**zy.	The man's **cra**zy?
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 **coff**ee.	She'd like some **coff**ee?
5. When are they **com**ing?	When are they **com**ing?

7. Dialog

Track 2-29

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

Manuel: He**llo**, Ma**ri**a?

Ma**ri**a: Yes. **Man**uel? Is that you? We have a **terr**ible co**nnec**tion.

Manuel: Yeah. I can **hard**ly hear you.

Ma**ri**a: Where are you?

Manuel: Home.

Ma**ri**a: You're **call**ing on your cell phone, aren't you?

Manuel: Yeah. I'm out in the **back**yard. I don't want my **sis**ter to hear me.

Ma**ri**a: **Lis**ten, this is no good. You're **break**ing up.

Manuel: How a**bout** this? I walked **clos**er to the house.

Ma**ri**a: Not much **bett**er. **Lis**ten, I can't stand this co**nnec**tion. Next time, call me on your house phone when your **sis**ter **is**n't home.

8. Further Practice

A. 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 (´) 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. With a partner, take turns reading the sentences in Exercise A at random. Your partner has to guess which sentence you are saying.

C. Below is part of a famous old passage about a man named Esau Wood (pronounced /iysɔ wʊd/). To make sense out of this "play on words,"[5] correct stress must be used on certain words. In addition, sentences should be divided into pauses (thought groups). The first five sentences are marked for you. A stress mark (´) indicates stressed words; a slash mark (/) indicates short pauses between thought groups.

Esau W´ood /sawed[6] w´ood.[7] / **E**sau W´ood / w´ould saw[8] wood. /
All the w´ood / **E**sau Wood s´aw / **E**sau W´ood / would s´aw. / In **oth**er 2
w´ords, / all the w´ood / **E**sau saw to s´aw / **E**sau s´ought to s´aw. / Oh, the
w´ood / W´ood would s´aw! / And oh, the **wood**-saw[9] with which Wood 4
would saw wood. But one day Wood's **wood**-saw would saw no wood,
and thus the wood Wood sawed was not the wood Wood would saw 6
if Wood's **wood**-saw would saw wood. I **nev**er saw a **wood**-saw
that would saw as the **wood**-saw Wood saw would saw un**til** I saw 8
Esau saw wood. Now Wood saws wood with the **wood**-saw Wood
saw saw wood.

D. In speaking, we "punctuate" our words to deliver our message. In written English, we use punctuation marks. There are fourteen punctuation marks in English grammar. How many can you name?

1. _____ 6. _____ 11. _____
2. _____ 7. _____ 12. _____
3. _____ 8. _____ 13. _____
4. _____ 9. _____ 14. _____
5. _____ 10. _____

[5] *play on words:* words that sound alike but have different meanings
[6] *sawed* /sɔd/: past tense of the verb "to saw" (to cut)
[7] *wood* /wud/: refers to lumber; the word *would* has the same pronunciation
[8] *saw:* present tense of the verb "to saw"; past tense of the verb "to see"
[9] *wood-saw:* a cutting tool, with teeth, that cuts wood

UNIT 8

Using a Dictionary

You can get a great deal of information from consulting your dictionary. Most dictionaries, specifically for students learning English, use the IPA (International Phonetic Alphabet) symbols. You may be familiar with some of these symbols because they look like the ones you already know.

Standard dictionaries use diacritical symbols, which are different from dictionaries that are specifically geared to learners of English. At times, it becomes very confusing because not all dictionaries have the same symbols to indicate how a word is pronounced. Therefore, it is advisable to select a dictionary that suits your needs.

Dictionaries such as *The Newbury House Dictionary of American English* and the *Cobuild Dictionaries of American English* are specifically for learners of English. The Cobuild dictionaries not only give you the usual information you expect from a dictionary, but they are unique in that they go into more depth, explain how to link up with related words, and explain how a word may be used in various sentences with different meanings that encourages language exploration.

For the following exercises, refer to Unit 1, pages 7–8, in this text. There, you will find a comparison between the phonetic symbols (with some modifications) and the symbols of the IPA.

1. Recognizing Syllables

In Unit 3, we defined a syllable as part of a word that contains one vowel sound and that may contain one or more consonant sounds. In general, the number of vowel sounds in the word determines the number of syllables.

Dictionaries divide syllables in a word by marking them with dots, hyphens, or vertical lines.

Examples: a. ad•van•tage
b. ad-van-tage
c. ad|van|tage

Write the number of syllables in each word. Then, look in your dictionary and check your answers.

Example: ad•van•tage 3

Word	Number of Syllables	Word	Number of Syllables
1. meter	_____	6. microscope	_____
2. biology	_____	7. autobiography	_____
3. authentic	_____	8. microwave	_____
4. mezzanine	_____	9. people	_____
5. scene	_____	10. international	_____

2. Recognizing the Stressed Syllable

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

Example: ad•van•tage /ədˊvæntɪʤ/

In the word "advantage," the second syllable has the primary stress.

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

Example: metropolitan

1. meteor
2. unemployment
3. media
4. meter
5. economics
6. medicine
7. method
8. microphone
9. pronunciation

3. Recognizing Primary Stress

In each group, two words 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 (mechanic) melody

1. temper temptation temperature
2. authority auto authentic
3. interior interfere interrupt

4. Grouping by Parts of Speech

In dictionaries, parts of speech are given as abbreviations: *n.* for noun, *v.* for verb, *adj.* for adjective, and *adv.* for adverb.

Example: met•ro•pol•i•tan /ˌmɛtrəˈpɑlətən/ *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, adjective, and adverb. Then, underline the stressed syllable in each word.

analyze	approve	ambiguous	cloudy
enormous	quietly	compare	edition
promotion	yes	ecology	midday
biography	organize	finally	recent
custom	always	avoid	annoy
awful	frequently	adopt	organization
wonderful	area	away	anyway

Noun	Verb
cousin	educate

Adjective	Adverb
narrow	nicely

5. Further Practice

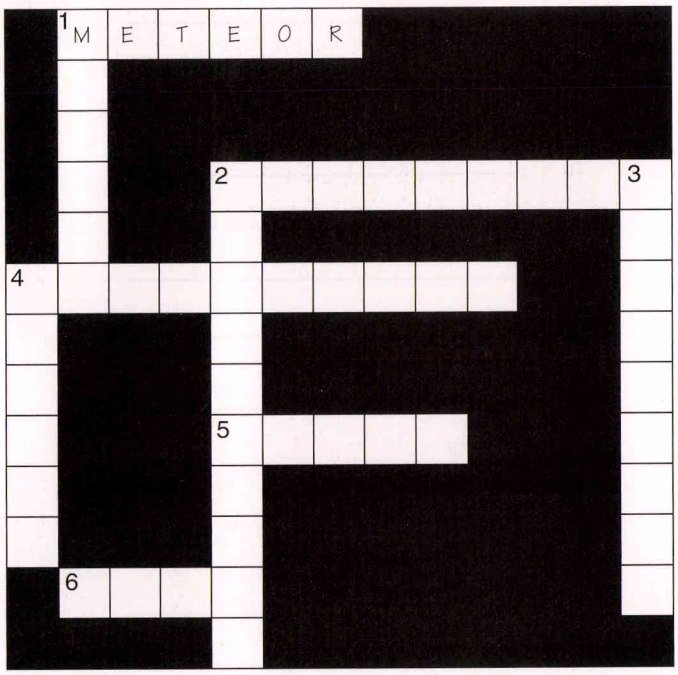
Decode the words written with the phonetic symbols. (*Hint:* Refer to pages 7–8 in this text if you have difficulty.) Then, write the words in the puzzle using English letters. The first word is filled in for you.

Across

1. /miytiyər/
2. /maykrowkɑzəm/
4. /mətıkyələs/
5. /mɛtrow/
6. /mays/

Down

1. /midḷ/
2. /maykrɑmətər/
3. /maykrowtʃıp/
4. /mɛθəd/



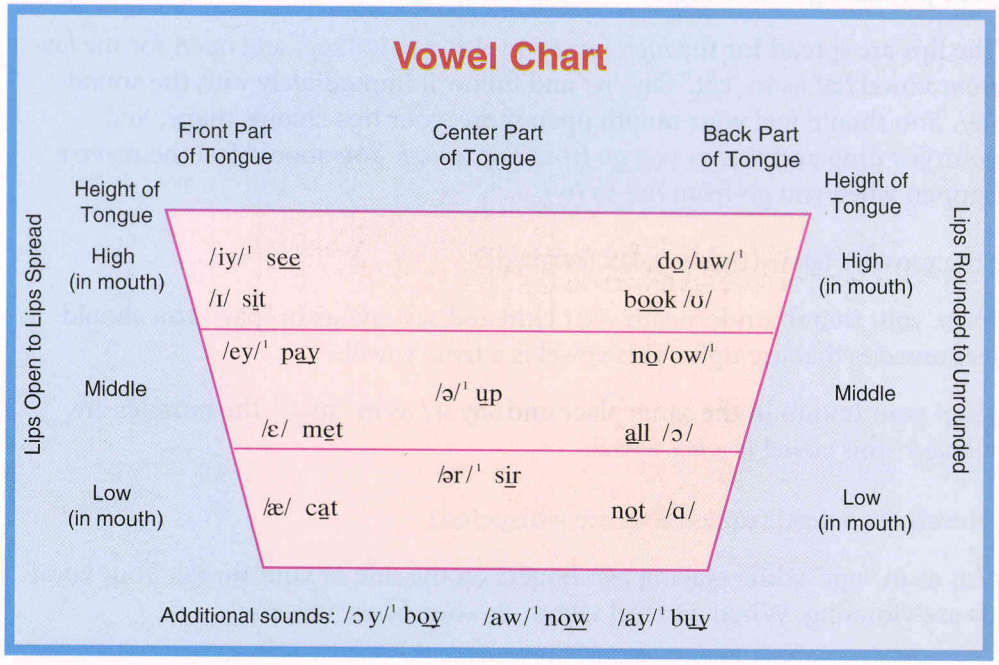
PART 3 Vowel Sounds

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 sounds are not exact. However, they do disagree on the number of distinct vowel sounds there are in the English language, as well as 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 is noted.

The vowel chart shows different positions suggested for the articulators. Their positions are described in general terms and how these positions relate to each other. However, there are certain boundaries you cannot cross if these sounds, in words, are to be recognized. You may be familiar with some of these sounds, but may pronounce them differently in the language(s) you speak.

You will notice that in the chart one sound is represented by one, as well as two, phonetic symbols. Where you see two phonetic symbols representing one sound, that indicates that the first sound is held for a short time as it glides into the second sound, which is held longer, as they become one.

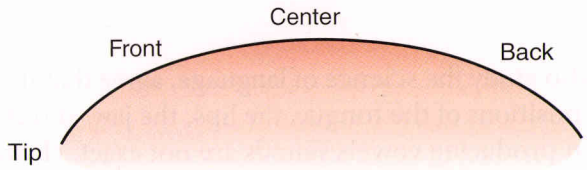


[1] See page 8 for the equivalent IPA symbols. (The letter *y* sometimes acts as a vowel sound; for example: *gym*, *my*, *sky*.)

The following describes how articulators work to produce 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 that 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 you are asked to make when the doctor examines your throat.) Say /uw/ and follow it immediately with the sound /ɑ/. You should feel your lips rounded (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 /ɛ/ as in "met." The muscles are relaxed. This vowel is a *lax* vowel.

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

   Say /ɑ/ 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 /ɑ/ as in "not." You can hold the vowel sound for as long as your breath holds out.

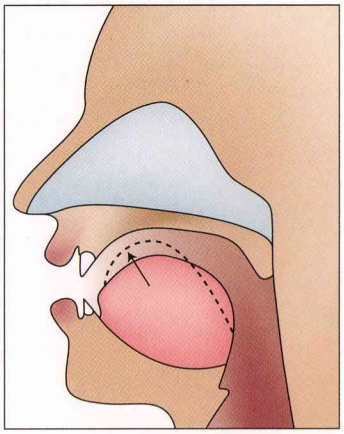
Reminder

- 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/ as in *see* /ɪ/ as in *sit*

1. Producing /iy/

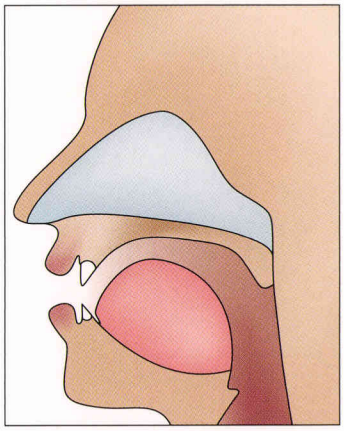
Examples: eat, east, re**ce**ive, be**lie**ve, **peo**ple, swe**e**t, b**e**, sk**i**, k**ey**



- 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 /ɪ/

Examples: h**i**t, l**i**p, h**i**m, b**ee**n, b**ui**ld, **bu**sy, **wo**m**e**n, **sy**stem



- 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 *relaxed*.

3. Contrast: /iy/ with /ɪ/

Track 2-30

A. Many students of English do not hear the difference between /iy/ as in "s**ee**" and /ɪ/ as in "s**i**t." Practice these two sounds, first normally, then with exaggeration,[1] then normally. Listen and repeat.

1.	/iy/	/iy . . . /	/iy/
2.	/ɪ/	/ɪ . . . /	/ɪ/[2]

[1] Whenever you do contrasts, s-t-r-e-t-c-h out the sound to get the "feel" of it.
[2] When you cover your ears with the palms of your hands, you can hear the distinction between the vowels better.

Track 2-31

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

Track 2-32

4. Check Your Listening

You will hear words with the sounds /iy/ and /ɪ/. First, cover the words with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/iy/ as in "see"	/ɪ/ as in "sit"
green	1. _____	_____
peanut	2. _____	_____
clean	3. _____	_____
did	4. _____	_____
Easter	5. _____	_____
picture	6. _____	_____
tea	7. _____	_____
refer**ee**	8. _____	_____
sheet	9. _____	_____
mix	10. _____	_____

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

Track 2-33

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

/iy/	/ɪ/	/iy/	/ɪ/
1. eat	it	11. seek	sick
2. each	itch	12. he's	his
3. reach	rich	13. leak	lick
4. seat	sit	14. heap	hip
5. feet	fit	15. team	Tim
6. beat	bit	16. seen	sin
7. heat	hit	17. read	rid
8. least	list	18. heal[3]	hill
9. deep	dip	19. steal[3]	still
10. leap	lip	20. Caesar's	scissors

Track 2-34

B. The first sentence of each pair has the sound /iy/ as in "see," and the second has the sound /ɪ/ as in "sit." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

1a. heat	Heat the pan.
b. hit	Hit 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[4]	The bids look quite good.

[3] When /iy/ is followed by /l/, it usually helps to add the vowel /ə/ as in "up" before /l/: /hiyᵊl/; /stiyᵊl/.

[4] *bid* /bɪd/: offers of a price or of a fee, or to offer a certain number of cards in a card game

4a.	sheep	Who found the sheep?
b.	ship	Who found the ship?
5a.	peach	It was a good peach.
b.	pitch[5]	It was a good pitch.
6a.	leave	When did she leave?
b.	live	When did she live?
7a.	lead[6]	I'm **ta**king the lead.
b.	lid[7]	I'm **ta**king the lid.
8a.	feel	Did you feel the box?
b.	fill	Did you fill the box?
9a.	**heat**er	Where did the **heat**er go?
b.	**hit**ter	Where did the **hit**ter go?
10a.	**beat**en	The boy was **beat**en.
b.	**bit**ten	The boy was **bit**ten.

6. Stress and Intonation

Track 2-35

First, read the sentences and place the appropriate phonetic symbols /iy/ or /ɪ/ above the underlined letters. Then, compare and discuss your answers with your partner. Finally, listen to the recording and repeat the sentences. Pay attention to how the stressed words, function words, and phrasing are said. The intonation patterns are marked.

Examples: a. We're **meet**ing for **din**ner.
/iy//ɪ/ /ɪ/

b. They heal the sick, don't they?
/iy/ /ɪ/

[5] *pitch* /pɪʧ/: in baseball, to throw the ball to the batter
[6] *lead* /liyd/: go first; take first place or position. (The spelling of this word is the same as for the noun but pronounced /**lɛd** /, a heavy soft metal, as in *a lead pencil.*)
[7] *lid* /lɪd/: removable covering of a box, a cooking pot, or a container

A: Are you **heat**ing milk?

B: Yeah, it's for my **lit**tle **broth**er.

A: He's up late, **is**n't he?

B: Yeah, I know. Thanks for **tell**ing me.

A: **Both**ering you, huh?

B: He keeps **jump**ing on the bed; can't sit still for a **min**ute.

A: Why milk?

B: Warm milk **u**sually makes him fall a**sleep**.

A: Cool. Fill up the glass. The **quick**er he falls a**sleep**, the **soon**er we can eat.

7. Further Practice

A. Which vowel sound do the underlined letters represent in each word? Write /iy/ as in "see" or /ɪ/ as in "sit" on the line. Say each word aloud several times. Use a dictionary with any new words. Then, with a partner, compare and discuss your answers.

Examples: a. drill /ɪ/ b. meet /iy/

1. inch	/_____/	11. until	/_____/
2. rip	/_____/	12. pinch	/_____/
3. list	/_____/	13. vision	/_____/
4. weak	/_____/	14. wheel	/_____/
5. dish	/_____/	15. kill	/_____/
6. cheap	/_____/	16. build	/_____/
7. tip	/_____/	17. mister	/_____/
8. think	/_____/	18. syrup	/_____/
9. appeal	/_____/	19. mirror	/_____/
10. team	/_____/	20. instead	/_____/

Class Discussion

Think of a sentence for five of the words from Exercise A. Write down your sentences and be prepared to read and discuss them in class.

B. Read this (anonymous) poem to yourself. Then, follow these steps.

- Draw a single line underneath the letters representing the sound /iy/ as in "see," and a double line for /ɪ/ as in "sit."
- Mark the poem for stress and intonation.
- There are eight lines and a title line in the poem. From each line of the poem, list the words that contain the sounds /iy/ as in "see" and /ɪ/ as in "sit." Write these words on the corresponding line in the appropriate column. 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.)
- When you are finished, compare your answers with your partner. Take turns reading the poem aloud.

1. **Fish**erman's Love
2. When the wind is in the East
3. It's **nei**ther[8] good for man nor beast
4. When the wind is in the North
5. The **skill**ful **fish**erman goes not forth.
6. When the wind is in the South
7. It blows the bait[9] in the fish's mouth.
8. When the wind is in the West
9. Then it is at its **very** best.

	/iy/	/ɪ/
1.		Fisherman's
2.	the, East	wind, is, in
3.		
4.		
5.		
6.		
7.		
8.		
9.		

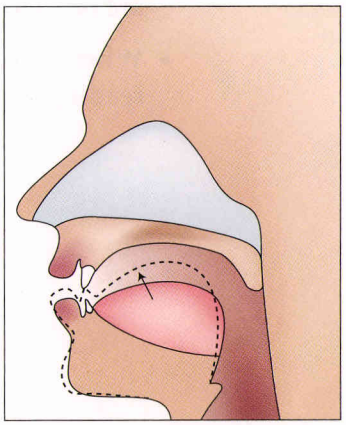
[8] *neither* /niyðər/ or /naysðər/: This word has two pronunciations; the first is more common.
[9] *bait* /beyt/: something that is used to attract animals or people

UNIT 10 /ey/ as in *pay* /ɛ/ as in *met*

1. Producing /ey/

Examples: aim, eight, take,[1] wait, vain, break, say, they

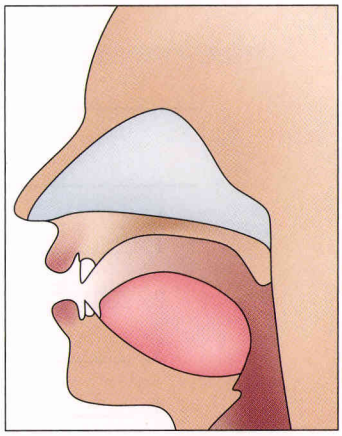
- Hold the *front* part of your tongue in the middle of your mouth, a little lower than for /iy/ and /ɪ/.
- Press the sides of your tongue against the upper back teeth. The muscles of your tongue should be *tense.*
- Lower your jaw and open your lips more than for /iy/ and /ɪ/.
- As you begin to say 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.



2. Producing /ɛ/

Examples: end, friend, get, guess, says, said, bread, **bur**y[2]

- 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.*



[1] The final "e" in words such as *take, date,* and *age* signals the /ey/ pronunciation for the letter "a." Compare *hat* /hæt/ with *hate* /heyt/.

[2] *bury* /bɛriy/: (verb) hide something; put a dead person in a grave; *berry* (noun), a small fruit, is pronounced the same way.

3. Contrast: /ey/ with /ɛ/

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

Track 2-36

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

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

Track 2-37

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

1. face	/feys/	face
2. same	/seym/	same
3. hate	/heyt/	hate
4. egg	/ɛg/	egg
5. guest	/gɛst/	guest
6. neck	/nɛk/	neck
7. great	/greyt/	great
8. breath	/brɛθ/	breath

Track 2-38

4. Check Your Listening

You will hear words with the sounds /ey/ and /ɛ/. First, cover the words with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/ey/ as in "pay"	/ɛ / as in "met"
April	1. _____	_____
check	2. _____	_____
web	3. _____	_____
main	4. _____	_____
many	5. _____	_____
health	6. _____	_____

bathe	7.	_____	_____
aim	8.	_____	_____
attend	9.	_____	_____
steak	10.	_____	_____

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

Track 2-39

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

/ɛ/	/ey/	/ɛ/	/ey/
1. Bess	base[3]	11. let	late
2. chess	chase	12. **letter**	**later**
3. met	mate	13. bell	bail[4]
4. wet	wait	14. tell	tail[4]
5. west	waste	15. fell	fail[4]
6. get	gate	16. yell	Yale[4]
7. fed	fade	17. den	Dane
8. red	raid	18. men	main
9. bled	blade	19. sent	saint
10. led	laid	20. rest	raced

Track 2-40

B. The first sentence of each pair has the sound /ɛ/ as in "met," and the second has the sound /ey/ as in "pay." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

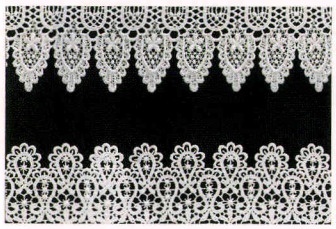
1a. edge	Is it the edge of the chair?
b. age	Is it the age of the chair?

[3] *base* /beys/: 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.)

[4] When /ey/ is followed by /l/, it usually helps to add the vowel sound /ə/ as in "up" before /l/: "bail" /beyəl/, "tail" /teyəl/, "Yale" /yeyəl/.

2a. Ed — Can you find Ed in the **off**ice?
b. aid[5] — Can you find aid in the **off**ice?

3a. less — Do you want less on the shirt?
b. lace — Do you want lace on the shirt?



4a. bet — Who's **tak**ing the bet to**morr**ow?
b. bait — Who's **tak**ing the bait to**morr**ow?

5a. debt[6] — We're **talk**ing a**bout** the debt.
b. date — We're **talk**ing a**bout** the date.

6a. pest[7] — The pest is all **o**ver me.
b. paste — The paste is all **o**ver me.

7a. test — The test was **pret**ty good.
b. taste — The taste was **pret**ty good.

8a. sell — I would like to sell my boat.
b. sail — I would like to sail my boat.

9a. pen — His pen is **aw**ful, **is**n't it?
b. pain — His pain is **aw**ful, **is**n't it?

10a. **pepp**er — The **pepp**er was passed a**round**.
b. **pa**per — The **pa**per was passed a**round**.

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[5] *aid* /eyd/: to help someone financially or physically
[6] *debt* /dɛt/: money you owe to someone; the letter *b* is not pronounced, it is silent.
[7] *pest* /pɛst/: an annoying person, animal, or thing; a nuisance

6. Stress and Intonation

Track 2-41

In each of the following sentences, the first underlined vowel sound is /ey/ as in "pay." The second underlined vowel sound of the word in the same sentence is /ɛ/ as in "met."

- Mark the stressed words you hear with a stress mark (´).
- Pay attention to function words. Phrasing and intonation are already marked. Listen and repeat.

Examples: a. I think| that the train| is best.
b. Did you fail| the math test?
c. He paid the bet,| **did**n't he?

1. He taught the dog| to play dead.
2. Does Spain| have good **weath**er now?
3. Do you have time| to mail the **lett**er?
4. I **tast**ed the bread,| and it was de**lici**ous.
5. I told him| I have a pain| in my neck.
6. Do you play **tenn**is| with your **part**ner| at night?
7. If you wait there,| you'll be wet.
8. You have **mon**ey| to pay the rent,| **do**n't you?
9. Did you see| the brave men| do their work?
10. Put the plate| on the desk,| will you?

7. Further Practice

A. Which vowel sound do the underlined letter or letters represent in each word? Write /ey/ as in "pay" or /ɛ/ as in "met" on the line. To help you, say each word aloud several times. Then, with a partner, compare and discuss your answers.

Examples: a. breath /ɛ/
b. jail /ey/

1. tech /_____ /
2. **sta**tion /_____ /
3. tray /_____ /
4. **ve**ry /_____ /
5. **an**y /_____ /
6. press /_____ /
7. shape /_____ /
8. desk /_____ /
9. place /_____ /
10. scale /_____ /
11. **rai**lroad /_____ /
12. **ex**it /_____ /
13. straight /_____ /
14. **mea**sure /_____ /
15. nail /_____ /
16. re**mem**ber /_____ /
17. cent /_____ /
18. strange /_____ /
19. thread /_____ /
20. skate /_____ /

B. Choose five words from the list in Exercise A and make up a sentence with each word. Compare your sentences with your classmates.

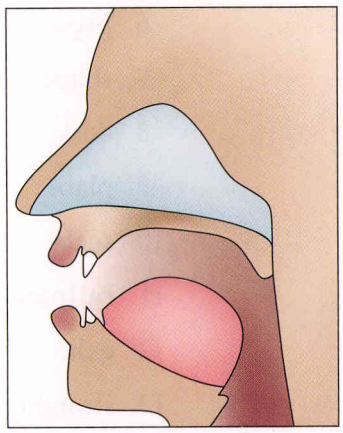
Class Discussion: A Saying

Discuss the following saying in class. Do you think this is true? Can you keep a secret? To whom would you tell a secret?

A secret is something you tell to one person at a time.

UNIT 11 /æ/ as in *cat*

1. Producing /æ/[1]



Examples: am, at, **an**swer, bad, bank, laugh, 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/ with /ɛ/

Some students confuse the sound /æ/ as in "cat" with the sound /ɛ/ as in "met."

Track 3-1

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

1. /æ/	/æ . . . /	/æ/
2. /ɛ/	/ɛ . . . /	/ɛ/

Track 3-2

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

1. fax	/fæks/	fax
2. **app**le	/æpəl/	**app**le
3. **bal**ance	/bæləns/	**bal**ance
4. patch	/pætʃ/	patch
5. gram	/græm/	gram
6. flat	/flæt/	flat
7. add	/æd/	add
8. **happ**en	/hæpən/	**happ**en

[1] This vowel may be replaced by /ɛ/, as in "met," when it comes before /r/, depending on which dialect of American English you hear. For example: "parrot" /pɛrət/ for /pærət/; "carry" /kɛriy/ for /kæriy/.

3. Check Your Listening

Track 3-3

You will hear words with the sounds /æ/ and /ɛ/. First, cover the words with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/æ/ as in "cat"	/ɛ/ as in "met"
battery	1. _____	_____
package	2. _____	_____
lecture	3. _____	_____
better	4. _____	_____
task	5. _____	_____
wrap	6. _____	_____
pension	7. _____	_____
graduate	8. _____	_____
asthma[2]	9. _____	_____
grant	10. _____	_____

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

Track 3-4

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

/æ/	/ɛ/	/æ/	/ɛ/
1. mat	met	6. bad	bed
2. sat	set	7. and	end
3. land	lend	8. band	bend
4. sad	said	9. had	head
5. rack	wreck	10. bag	beg

[2] *asthma* /æzmə/: a chronic respiratory (breathing) disorder

Track 3-5

B. The first sentence of each pair has the sound /ɛ/ as in "met," and the second has the sound /æ/ as in "cat." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

1a.	bet	Did you hear a**bout** the bet I made?
b.	bat[3]	Did you hear a**bout** the bat I made?
2a.	pen	I bought a pen **yes**terday.
b.	pan	I bought a pan **yes**terday.
3a.	pest	Don't think a**bout** the pest.
b.	past	Don't think a**bout** the past.
4a.	men	Did the men go to the game?
b.	man	Did the man go to the game?
5a.	**an**y	How come you **could**n't see **an**y?
b.	**Ann**ie	How come you **could**n't see **Ann**ie?
6a.	left	She left when he **did**n't come.
b.	laughed	She laughed when he **did**n't come.
7a.	pet[4]	I don't want to pet the dog.
b.	pat[5]	I don't want to pat the dog.
8a.	send	He'll send the **fur**niture down.
b.	sand[6]	He'll sand the **fur**niture down.
9a.	**kettle**	I found the **kettle** in the barn.[7]
b.	**cattle**[8]	I found the **cattle** in the barn.
10a.	mess	What a mess!
b.	mass[9]	What a mass!

[3] *bat* /bæt/: a flying animal, active at night; may also be a wooden club used to hit a ball
[4] *pet* /pɛt/: stroke lightly with the hand; a tame animal or favorite person
[5] *pat* /pæt/: tap gently with the hand
[6] *sand* /sænd/: smooth a rough surface with a rough paper or a machine
[7] *barn* /bɑrn/: usually a building found on a farm in which animals and food are kept
[8] *cattle* /kætl/: cows, bulls, and oxen as a group
[9] *mass* /mæs/: a large number or quantity

5. Stress and Intonation

Track 3-6

A. This exercise 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"

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

Reminder
- Content words help to tell the story.
- Function words are used as grammatical links.

Example: I'm de**scri**bing the flág of the U**ni**ted Státes.

The Flag of the U**ni**ted States

1. In the be**ginn**ing, the U**nit**ed States con**sist**ed of thir**teen** A**mer**ican states.
2. Their **motto**[10] was "In **Un**ion there is Strength."
3. The first flag had thir**teen** stripes: **sev**en red, six white, and a white star for each state.
4. Each time a state joined the **Un**ion, a star was **add**ed to the flag.
5. As the **coun**try grew, more and more stars were **add**ed.
6. There are now **fif**ty stars on the flag, repre**sent**ing the **fif**ty states.
7. How**ev**er, the thir**teen** stripes re**main**.
8. They were **nev**er changed, be**cause** they repre**sent** the o**rig**inal thir**teen** states.

Class Discussion: Flags

Describe the symbols and colors of the flag from your native country. Draw a color picture of the flag, and explain its history. Be prepared to discuss it in class.

[10] *motto* /mɑtow/: 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 six more words for each sound.)

1. cheese
2. **teach**er
3. **wi**ndow
4. trip
5. said
6. match
7. **ca**ndle
8. made
9. weigh
10. **ra**dio
11. **el**bow
12. axe
13. says
14. **chil**dren
15. shave
16. which
17. **en**vy
18. cheat
19. **sea**son
20. ma**chi**ne
21. **bu**siness
22. a**wa**ke
23. chance
24. tax
25. eight
26. chess
27. be**lie**ve
28. **ca**lendar
29. **hi**story
30. meant

/iy/	/ɪ/	/ey/	/ɛ/	/æ/
see	sit	pay	met	cat

B. Make up five different sentences. For each new sentence, choose a word from one of the columns in Exercise A. Be prepared to read your sentences to your classmates.

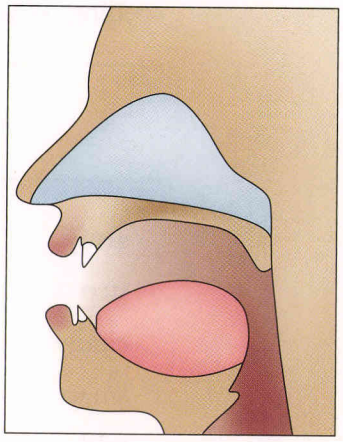
UNIT 12

/ɑ/ as in *not*

1. Producing /ɑ/[1]

Examples: ah, **oc**cupy, calm, hot, **fa**ther, **col**lege, 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/ with /ɛ/

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

Track 3-7

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/

Track 3-8

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

1. arm	/ɑrm/	arm
2. heart	/hɑrt/	heart
3. **toxic**	/tɑksɪk/	**toxic**
4. am	/æm/	am
5. trap	/træp/	trap
6. map	/mæp/	map

[1] 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 /hɑf/, and so on.

7. **stereo**	/stɛriyow/	**stereo**
8. steady	/stɛdiy/	steady
9. stem	/stɛm/	stem

3. Check Your Listening

Track 3-9

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

	/ɑ/ as in "not"	/æ/ as in "cat"	/ɛ/ as in "met"
army	1. _____	_____	_____
step	2. _____	_____	_____
candy	3. _____	_____	_____
smart	4. _____	_____	_____
odd	5. _____	_____	_____
fender	6. _____	_____	_____
text	7. _____	_____	_____
pass	8. _____	_____	_____
star	9. _____	_____	_____
slang	10. _____	_____	_____

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

Track 3-10

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

/ɑ/	/æ/	/ɛ/
1. pot	pat	pet
2. odd	add	Ed
3. bond	band	bend
4. on	an	"n"
5. Don	Dan	den
6. Sol	Sal	sell

7. log	lag	leg
8. rock	rack	wreck
9. ox	axe	"x"
10. **fol**low	**fal**low[2]	**fel**low

Track 3-11

B. The first sentence in each pair has the sound /ɑ/ as in "not," and the second has the sound /æ/ as in "cat." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

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 **dis**tance.

b. backs — I can see their backs from a **dis**tance.

3a. pot — She gave me a pot.

b. pat — She gave me a pat.

4a. mop — I need a new mop.

b. map — I need a new map.

5a. Sol — She came with her friend Sol.

b. Sal — She came with her friend Sal.

6a. cop — Where is the cop?

b. cap — Where is the cap?

7a. mosque[3] — The mosque was new five years a**go**.

b. mask — The mask was new five years a**go**.

[2] *fallow* /fælow/: Farmland that is not planted with crops lies fallow.
[3] *mosque* /mɑsk/: a place of worship for Muslims

8a.	sock	There's a hole in the sock.
b.	sack[4]	There's a hole in the sack.
9a.	ox[5]	Does he have an ox on his ranch?
b.	axe[6]	Does he have an axe on his ranch?
10a.	**pock**et	It's been in my **pock**et all day.
b.	**pack**et[7]	It's been in my **pack**et all day.

Track 3-12

C. The first sentence of each pair has the sound /ɑ/ as in "not," and the second has the sound /ɛ/ as in "met." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

1a.	pot	I bought a pot for my **moth**er.
b.	pet	I bought a pet for my **moth**er.
2a.	John	Did you see John to**day**?
b.	Jen	Did you see Jen to**day**?
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 **pa**per.
b.	debt	The debt was on my **pap**er.
5a.	got	I got it from my **sis**ter.
b.	get	I get it from my **sis**ter.
6a.	stop	Where's the stop su**pposed** to be?
b.	step	Where's the step su**pposed** to be?
7a.	odd	Did you think that was odd?
b.	Ed	Did you think that was Ed?
8a.	knot	Is the knot strong?
b.	net	Is the net strong?

[4] *sack* /sæk/: a cloth or paper bag in which to carry things
[5] *ox* /ɑks/: a large, strong cow-like animal
[6] *axe* /æks/: also spelled *ax*: a cutting tool; also a verb, meaning to fire someone from his job
[7] *packet* /pækɪt/: a small group of items placed in an envelope

Track 3-13

D. Take turns making up sentences with at least one word from Exercises A, B, and C.

Examples: I **rec**eived a **pack**et of infor**ma**tion from the **tra**vel **a**gency.

She **co**vered her hair with a net.

I bought a **flo**wer pot.

Track 3-14

5. Stress and Intonation

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

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

Example: opportunity

He was **gi**ven / an opportunity to **tra**vel.

1. object — The object of the game / is to win.
2. obligated — I'm obligated / to my boss.
3. odd — It looks odd, / **does**n't it?

4. octopus — It looks / like an octopus.
5. obvious — The dent in the car / was quite obvious.
6. occupation — What's your occupation?
7. October — She'll **vis**it him / in October.
8. obstinate — Don't be obstinate. / Do it!
9. occupy — My **sis**ter / will occupy the house.
10. obstacle — The obstacle course / was **dif**ficult.

6. Dialogs

Track 3-15

Listen to these 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 /ɛ/ as in "met." Discuss any new vocabulary with your teacher and classmates.

- Listen for the vowel sounds /ɑ/, /æ/, and /ɛ/.
- Place a stress mark over the stressed words you hear. Pay attention to the function words, phrasing, and intonation.
- Mark the intonation patterns you hear. The first sentence is marked for you.

1. Mark: The map is in the glove com**part**ment of the car.
   Sally: I thought it was in the back.
   Mark: Let me get it for you.

2. **Ar**thur: Are there two cars in your ga**rage**?
   Patrick: Yeah. The black van be**longs** to **Sally**.
   Arthur: The red one be**longs** to Ed?

3. Mr. Park: Did the **ar**tist **co**py the car**toon**?
   Ms. **Tan**ner: No, he de**man**ded **mo**ney in ad**vance**.
   Mr. Park: Well, when I get the time, I'll do it my**self**.

4. **Mar**cy: Does he play rock on his gui**tar**?
   Ann: I don't think he can; ask him.
   Marcy: No, I just met him **yes**terday.

5. Bob: What do you want?
   Ralph: A ham **sa**lad **sand**wich.
   Bob: Well, I'd like some eggs for **break**fast.

6. Charles: Are you **shop**ping at the **mar**ket to**morr**ow?
   Alice: Yeah, for ba**nan**as, a half **gal**lon of **app**le juice, and a **can**taloupe.[8]
   Charles: Well, don't for**get** to get the **straw**berries, **jel**ly, bread, **lem**ons, and **pre**tzels.

7. John: Did you solve the **pro**blem?
   Sam: The one we had in math class? Sure.
   John: Great! Let's get a**noth**er one.

[8] *cantaloupe* /kæntlowp/: a round melon with rough skin and sweet, light-orange insides

8. Don: Why is the car in the **body** shop?
   Andy: It was **dam**aged in the **ac**cident.
   Don: Get it be**fore We**dnesday, will you?

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
1.	can	cent	cat	calm
2.	dead	laugh	large	head
3.	wet	what	when	was
4.	math	men	mess	mass
5.	**pen**cil	**par**ty	past	pest
6.	**an**y	art	plan	friend
7.	said	sad	**read**y	calm
8.	sell	solve	help	**Sat**urday
9.	wash	**coll**ar	wreck	catch
10.	have	head	heart	hand
11.	**hon**est	**coll**ege	ham	hell
12.	**app**le	says	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.

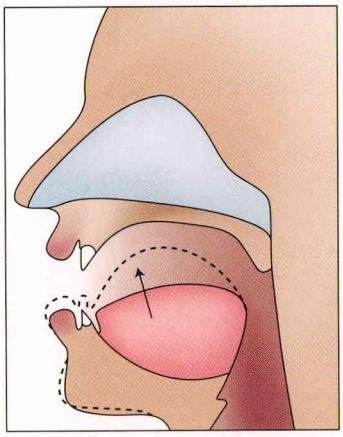
Examples: a. I need a **pen**cil **sharp**ener.
b. An **app**le a day keeps the **doc**tor a**way**.
c. I need to **stud**y for my math test.

UNIT 13 /ay/ as in *buy*

1. Producing /ay/[1]

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/ with /æ/

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

Track 3-16 **A.** Practice these two sounds, first normally, then with exaggeration, then normally. Listen and repeat.

1. /ay/	/ay . . . /	/ay/
2. /æ/	/æ . . . /	/æ/

Track 3-17 **B.** Now practice these sounds in words. Notice the phonetic spelling. Listen and repeat each word twice.

1. item	/aytəm/	item
2. time	/taym/	time
3. title	/taytl/	title

[1] 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/.

4. back	/bæk/	back
5. **hab**it	/hæbɪt/	habit
6. **ass**et	/æsɛt/	asset
7. aisle[2]	/ayl/	aisle
8. fly	/flay/	fly

3. Check Your Listening

Track 3-18

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

	/ay/ as in "buy"	/æ/ as in "cat"
tiny	1. _____	_____
mile	2. _____	_____
drive	3. _____	_____
cancel	4. _____	_____
can	5. _____	_____
apply	6. _____	_____
file	7. _____	_____
capital	8. _____	_____
iron[3]	9. _____	_____
mask	10. _____	_____

[2] *aisle* /ayl/: A long path between rows of seats. Pay special attention to the pronunciation of this word; the "s" is not pronounced. "The bride walked down the aisle with her father."

[3] *iron* /ayərn/: It may be an element, a metal, an electrical device that we use to press clothes. Pay special attention to the pronunciation of this word.

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

Track 3-19

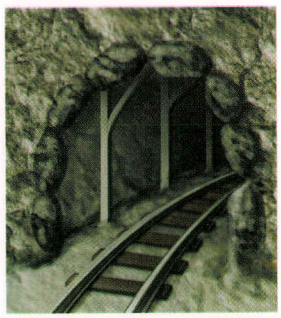
A. Practice these contrasting sounds. Listen and repeat each word pair.

/ay/	/æ/	/ay/	/æ/
1. right	rat	7. might	mat
2. hide	had	8. fight	fat
3. side	sad	9. mice	mass
4. died	Dad	10. mine	man
5. bike	back	11. fine	fan
6. height	hat	12. like	lack

Track 3-20

B. The first sentence of each pair has the sound /ay/ as in "buy," and the second has the sound /æ/ as in "cat." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

1a. bite	It was a big bite.
b. bat	It was a big bat.
2a. hide	They **al**ways hide it in the **clos**et.
b. had	They **al**ways had it in the **clos**et.
3a. fine[4]	It was a large fine, **was**n't it?
b. fan	It was a large fan, **was**n't it?
4a. mine	The old mine looks **pretty** good.



b. man	The old man looks **pretty** good.

[4] *fine* /fayn/: *(noun)* money paid as punishment for wrongdoing; *(adj.)* describes something that is good

5a. bike	Can you see my bike from here?
b. back	Can you see my back from here?
6a. signed	I think it was signed.
b. sand	I think it was sand.

C. Make up complete sentences with at least five of the words from Exercises A and B. With your classmates, discuss the meanings of the words that are new to you.

Examples: Be **care**ful of snakes, they bite.

I had to go to the **den**tist.

5. Stress and Intonation

Track 3-21

In the following sentences, listen for the vowel sound /ay/ as in "buy." As you listen, follow these steps:

- Mark the stressed words with a stress mark (´).
- Mark the falling or rising intonations. Pay attention to the function words and phrasing.

Examples: a. I think I'll eat rice to**night**.

b. Would you like 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 de**light**ed with the ripe **pine**apple.
4. The **is**land of **Ice**land was quite nice.
5. **Fly**ing to **Chi**na is ex**cit**ing.
6. Why did the white dog bite Ida?
7. Did you see that **high**way sign?
8. Did you re**mind** him to get the ice?
9. The bright lights were **shin**ing.
10. Did the su**ppli**es a**rri**ve on time?

6. Further Practice

Track 3-22

This poem is an old rhyme that contains a riddle.[5] Read it with a partner. Use a dictionary to help you with the pronunciation of new words. Follow these steps:

- Draw a single line under all the letters that represent the sound /ay/ as in "buy," and a double line under all the letters that represent the sound /æ/ as in "cat."
- The important stressed words are marked. Pay attention to the reduced forms and the phrasing.

Example: I met a man with **se**ven wives.

As I Was **Go**ing to St. Ives[6]

As I was **go**ing to St. Ives,
I met a man with **se**ven wives,
Each wife had **se**ven sacks,
Each sack had **se**ven cats.
Each cat had **se**ven kits[7],
Kits, cats, sacks, and wives,
How **man**y were **go**ing to St. Ives?

Class Discussion: A Riddle

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

[5] *riddle* /rɪdl̩/: a puzzle
[6] *St. Ives* /seynt ayvz/: a town in England
[7] *kit* /kɪt/: an old word for "kitten"

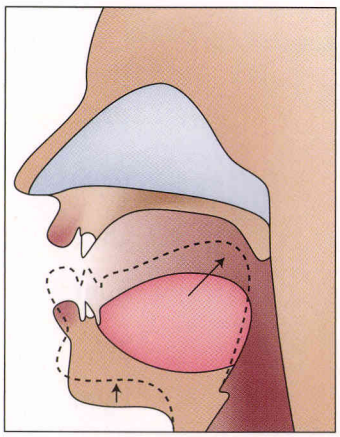
UNIT 14

/aw/ as in *now*

1. Producing /aw/[1]

Examples: ouch, out, cloud, house, town, **vow**el, how, cow

- 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 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/ with /ɑ/

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

Track 3-23

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

1. /aw/	/aw . . . /	/aw/
2. /ɑ/	/ɑ . . . /	/ɑ/

Track 3-24

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

1. out	/awt/	out
2. pound	/pawnd/	pound
3. doubt	/dawt/	doubt
4. pond[2]	/pɑnd/	pond
5. **comm**on	/kɑmən/	**comm**on
6. **robb**er	/rɑbər/	**robb**er

[1] 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/.
[2] *pond* /pɑnd/: a body of water smaller than a lake

7. sound	/sawnd/	sound
8. brown	/brawn/	brown

3. Check Your Listening

Track 3-25

You will hear words with the sounds /aw/ and /ɑ/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/aw/ as in "now"	/ɑ/ as in "not"
town	1. _____	_____
ah	2. _____	_____
hour	3. _____	_____
are	4. _____	_____
calm	5. _____	_____
mountain	6. _____	_____
mouse	7. _____	_____
copy	8. _____	_____
power	9. _____	_____
round	10. _____	_____

4. Practice the Contrast: /aw/ as in "now" with /ɑ/ as in "not"

Track 3-26

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

/aw/	/ɑ/	/aw/	/ɑ/
1. ow	ah	6. spout[3]	spot
2. pound	pond	7. down	Don
3. town	Tom	8. found	fond
4. doubt	dot	9. browns	bronze
5. shout	shot	10. scouts	Scots

[3] *spout* /spawt/: an opening from which liquid comes out

Track 3-27

B. The first sentence of each pair has the sound /aw/ as in "now," and the second has the sound /ɑ/ as in "not." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are done working with your partner, listen to the recording and practice the sentences again.

1a. ow	Did she say "ow"
b. ah	Did she say "ah"?
2a. shout	A shout came from the back.
b. shot	A shot came from the back.
3a. scouts[4]	All scouts know this song.
b. Scots[5]	All Scots know this song.
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[6]	The dog is in the pound.
b. pond	The dog is in the pond.
7a. down	Did you call down from up**stairs**?
b. Don	Did you call Don from up**stairs**?
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	The colors are shades of browns.
b. bronze[7]	The colors are shades of bronze.

[4] *scout* /skawt/: Boy Scouts of America is one of the nation's largest organizations for value-based youth development.
[5] *Scots* /skɑts/: refers to men of Scotland who play a musical instrument called bagpipe
[6] *pound* /pawnd/: a measure of weight usually abbreviated as *lb*; place where lost or unwanted dogs and cats are kept by a town until somebody claims them
[7] *bronze* /brɑnz/: gray to reddish-brown metal made of tin and copper

C. Make up complete sentences with at least five of the words in Exercises A and B. With your classmates, discuss the meanings of the words that are not familiar to you.

Examples: The Scots are **play**ing the **bag**pipes a**gain**.

Water was **runn**ing from the spout all night.

5. Stress and Intonation

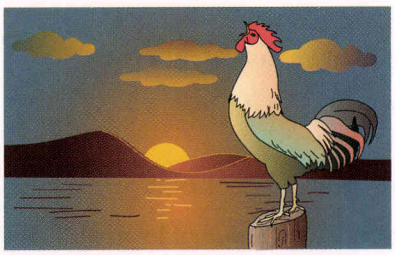
Track 3-28

- Before you listen to the recording, draw a single line under the letter or letters that represent the sound /aw/ as in "now," and a double line under the letter or letters that represent /ɑ/ as in "not."
- Now listen to the recording and repeat the sentences. Mark the falling or rising intonation patterns.

Reminder • Monitor the stressed words, reduced forms, and phrasing.

Examples: a. It's **poss**ible to pro**nounce** all the **vow**el sounds now.

b. Do you **prom**ise to show me how?



1. The clock in town broke down.
   The job I **wan**ted is in a**noth**er town.
2. It's a**pprox**imately one ounce.
   Is that **prop**er to a**nnounce**?
3. The **cock**roach crept into the spout.
   The **ser**geant got up with a shout.
4. Is it **poss**ible to take a **show**er?
   Yes, if the a**larm** goes off at an **ear**ly hour.
5. My **mon**ey **mark**et a**ccount** is **doubt**ful.
   That **sound**ed like a **mouth**ful.

6. Further Practice

Read this old rhyme aloud. Use a dictionary to help you with the pronunciation of new words.

- 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.)
- Add stress marks to the important words and indicate the phrasing. The first sentence is marked for you.

The ówl /looked dówn /with his gréat /round éyes.

At the **low**ering[8] clouds and the dark skies,

"A good night for **scout**ing,"[9] says he,

"With **nev**er a sound I'll go **prowl**ing[10] **around**.

A mouse or two may be found on the ground

Or a fat little bird in a tree."

So down he flew from the old church **tow**er,

The mouse and the **bird**ie crouch[11] and **cow**er.[12]

Back he flies in half an hour,

"A **ver**y good **supp**er," says he.

Class Discussion: An Old Rhyme

Work with a partner and audio-record the above passage. Help each other with the correct sounds, stress, phrasing, and intonation.

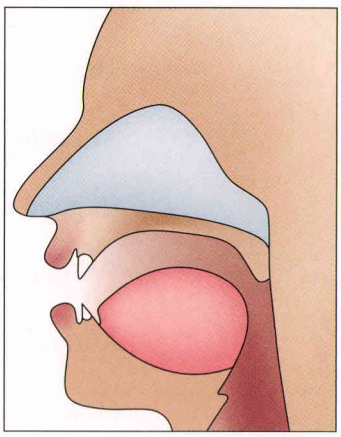
[8] *lowering* /lawərɪŋ/: threatening or seeming to threaten
[9] *scouting* /skawtɪŋ/: exploring
[10] *prowling* /prawlɪŋ/: searching here and there.
[11] *crouch* /krawtʃ/: bend down
[12] *cower* /kawər/: crouch in fear

UNIT 15 /ə/ as in *up*

1. Producing /ə/[1]

Examples: us, **um**pire, **Sun**day, blood, **trou**ble, **a**bout, **o**ppose, b**a**n**a**n**a**, **preci**ous, **co**m**a**

- 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."

Track 4-1

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/

[1] This vowel is called the *schwa* /ʃwɑ/, the most commonly used sound in the English language.

Track 4-2

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

1. up	/əp/	up
2. love	/ləv/	love
3. nut	/nət/	nut
4. **copy**	/kɑpiy/	**copy**
5. **body**	/bɑdiy/	**body**
6. mob	/mɑb/	mob
7. stand	/stænd/	stand
8. plant	/plænt/	plant
9. ask	/æsk/	ask
10. head	/hɛd/	head
11. **ready**	/rɛdiy/	**ready**
12. end	/ɛnd/	end

Track 4-3

3. Check Your Listening

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

	/ə/ as in "up"	/ɑ/ as in "not"	/æ/ as in "cat"	/ɛ/ as in "met"
uncle	1. _____	_____	_____	_____
such	2. _____	_____	_____	_____
fast	3. _____	_____	_____	_____
dead	4. _____	_____	_____	_____
drop	5. _____	_____	_____	_____
weather	6. _____	_____	_____	_____
job	7. _____	_____	_____	_____
apple	8. _____	_____	_____	_____
bunch	9. _____	_____	_____	_____
spell	10. _____	_____	_____	_____

4. Practice the Contrast: /ə/ as in "up" with /æ/ as in "cat"

Track 4-4

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

/ə/	/æ/	/ə/	/æ/
1. luck	lack	6. stuck	stack
2. suck	sack	7. mud	mad
3. some	Sam	8. ton	tan
4. fun	fan	9. dumb	dam
5. but	bat	10. much	match

Track 4-5

B. The first sentence of each pair has the sound /ə/ as in "up," and the second has the sound /æ/ as in "cat." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. cup	I found the cup in the **clos**et.
b. cap	I found the cap in the **clos**et.
2a. cut	I've a small cut that needs a**tten**tion.
b. cat	I've a small cat that needs a**tten**tion.
3a. bug	Did you see a bug?
b. bag	Did you see a bag?
4a. hut	I found the **pic**ture of the hut.
b. hat	I found the **pic**ture of the hat.
5a. trucks	The trucks were seen here.
b. tracks	The tracks were seen here.
6a. **un**cle	Did you see my **un**cle?
b. **an**kle	Did you see my **an**kle?

5. Practice the Contrast: /ə/ as in "up" with /ɛ/ as in "met"

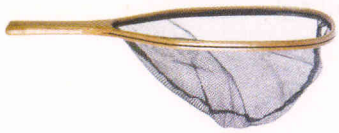
Track 4-6

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

/ə/	/ɛ/	/ə/	/ɛ/
1. but	bet	5. flood	fled
2. ton	ten	6. bug	beg
3. done	den[2]	7. must	messed
4. blood	bled	8. bunch	bench

Track 4-7

B. The first sentence of each pair has the sound /ə/ as in "up," and the second has the sound /ɛ/ as in "met." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by saying *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.



1a. nut	The nut is on the **ta**ble.
b. net	The net is on the **ta**ble.
2a. rust	We want to see the rust.
b. rest	We want to see the rest.
3a. duck[3]	We saw the duck much **lat**er.
b. deck[4]	We saw the deck much **lat**er.
4a. hum[5]	Fix the hum on the ma**chine**.
b. hem[6]	Fix the hem on the ma**chine**.
5a. bust[7]	He would bust it if he could.
b. best	He would best it if he could.
6a. **mo**ney	Do you have **mo**ney **ready**?
b. **ma**ny	Do you have **ma**ny **ready**?

[2] *den* /dɛn/: the home of certain animals
[3] *duck* /dək/: a type of water bird
[4] *deck* /dɛk/: a wooden platform attached to a house
[5] *hum* /həm/: a continuous sound; an annoying noise
[6] *hem* /hɛm/: the lower edge of a piece of cloth, turned up and sewn
[7] *bust* /bəst/: to break or damage

6. Practice the Contrast: /ə/ as in "up" with /ɑ/ as in "not"

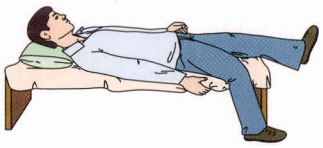
Track 4-8

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

/ə/	/ɑ/	/ə/	/ɑ/
1. cup	cop	5. duck	dock[8]
2. shut	shot	6. dull	doll
3. rub	rob	7. bum	bomb
4. fund	fond	8. stuck	stock

Track 4-9

B. The first sentence of each pair has the sound /ə/ as in "up," and the second has the sound /ɑ/ as in "not." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.



1a. cut — I have a small cut.
b. cot — I have a 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.

4a. luck — My luck seems to be **hold**ing out.[9]
b. lock — My lock seems to be **hold**ing 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.

[8] *dock* /dɑk/: a pier at which boats or ships stop
[9] *holding out* /howldɪŋ awt/: not giving way; lasting

7. The Sound /ə/ in Unstressed Syllables

Track 4-10

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. **caut**i~~ous~~	He's **caut**i~~ous~~ when he's **spend**ing his own **mon**ey.
2. **con**sci~~ous~~	Was he **con**sci~~ous~~ when he fell?
3. con**tinu**~~ous~~	Our brain needs a con**tinu**~~ous~~ su**pply** of blood.
4. **cour**te~~ous~~	The sales clerk was not **very** **cour**te~~ous~~.
5. **cur**i~~ous~~	She's **cur**i~~ous~~ about my **boy**friend.
6. **dan**gere~~ous~~	Do you think **roll**er **coast**ers are **dan**gere~~ous~~?
7. e**nor**m~~ous~~	He paid an e**nor**m~~ous~~ sum of **mon**ey for it.
8. **hu**more~~ous~~	Did you hear that **hu**more~~ous~~ **stor**y?
9. **fa**m~~ous~~	He's **fa**m~~ous~~ for **play**ing **Ham**let.
10. **jeal**o~~us~~	Do you think my friend is **jeal**o~~us~~?

Track 4-11

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. acci**dent**ally
2. **bach**elor
3. **bak**ery
4. **bev**erage
5. **cam**era
6. **choc**olate
7. **com**~~for~~table[10]
8. **diff**erent
9. dis**cov**ery
10. ele**ment**ary
11. **ev**ery
12. **fact**ory
13. **fam**ily
14. **gall**ery
15. **gen**eral
16. **groc**ery
17. **hist**ory
18. **int**erested
19. labo~~ra~~tory
20. **lib**eral
21. **mem**ory
22. **myst**ery
23. **op**era
24. **priv**ilege
25. **re**ally
26. re**cov**ery
27. **ref**erence
28. **sal**ary
29. satis**fact**ory
30. **sev**eral
31. **slipp**ery
32. **tem**perature
33. **trav**eler
34. **veg**etable
35. **vet**eran
36. **wond**ering

[10] The sound /r/ in this word is also omitted.

8. Stress and Intonation

The following phrases include the vowel sound /ə/. Write a sentence with each of these phrases. Then, follow these steps.

- Mark the words you think are important to stress.
- Mark the falling or rising intonation patterns.
- Work with a partner or in a small group and read your sentences to each other. Check each other for pronunciation and intonation.

Reminder

- Monitor your phrasing and function words.
- Stress, phrasing, and intonation placed on words gives meaning to what is said. In the example sentence, "Come on up, we'll have lunch," a rising intonation is indicated because maybe the friend can't make it that day.

Examples: come on up

Come on up, we'll have lunch.

1. some fun
2. **study** on **Monday**
3. lunch on **Sunday**
4. **cinnamon** buns
5. **arrive hungry**
6. **double** my **money**
7. **diet soda**
8. love the **puppy**

9. Further Practice

In the following list, different letters represent the vowel sound /ə/ as in "collect." Underline the letter or letters that represent this sound. Compare your answers with a partner's answers.

1. us
2. alarm
3. announce
4. ugly
5. compete
6. won
7. justice
8. island
9. support
10. remind
11. does
12. punish
13. tough
14. Canada
15. discuss
16. data
17. mustang
18. complain
19. cousin
20. dynasty

Class Discussion

Did you know that the two-letter word "up" in the English language has more meanings than any other two-letter word? It is listed in the dictionary as an adverb (*adv.*), preposition (*prep.*), adjective (*adj.*), noun (*n.*), and verb (*v.*). Take turns reading the following sentences aloud. Discuss or use a dictionary for any new words or expressions that are not familiar to you.

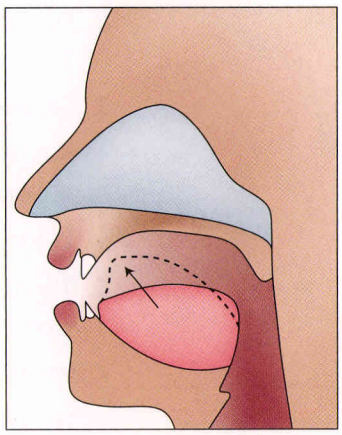
1. We **wake up** in the morning, **look up** at the sky, and see that it's **clouding up**. Should it rain, the ground will **soak up** the rain. However, if it doesn't rain, the ground may **dry up**.
2. We **warm up** the food and tell the kids to **eat up**. They don't eat much. They **make up** excuses because they didn't **work up** an appetite.
3. So, we **clean up** the kitchen and **polish up** the silver.
4. But, the drain in the kitchen has to be **opened up** because it is **stopped up**.
5. We try to **look up** the plumber's phone number.
6. Then, we **call up** the plumber who, we think, is on the **up and up** and won't overcharge.
7. We **fix up** the house.
8. We **rev up** the car and **stir up** trouble because of the noise.
9. We go to **line up** for advanced tickets to a rock concert.
10. We go to the store that **opens up** in the morning and **closes up** at night.
11. We go to a wedding, so we **dress up**.
12. We go to a meeting, where topics **come up.** First, we **write up** the notes, and then we **speak up**.
13. Several council members **were up** for election.
14. We come home, **turn up** the heat, **lock up** the house, and **go up** to sleep.
15. Well, we can go on and on, but we'll **wrap it up** because our time **is up**.
16. If you know how to pronounce "up," you will be **up to** par.
17. Remember that it's not polite to say "**shut up**."
18. That's **up to** you, so don't **screw up**.

UNIT 16 /ər/ as in *sir*

1. Producing /ər/[1]

Examples: urge, **ear**ly, church, heard, shirt, worm, **per**son, **jour**nal, **pleas**ure, 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*.



2. Contrast: /ər/ with /ɑr/

Some students confuse the sound /ər/ as in "sir" with /ɑr/ as in "far."

Track 4-12

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

1. /ər/ /ər . . . / /ər/
2. /ɑr/ /ɑr . . . / /ɑr/

[1] 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" /fɑr/ may be replaced by /fɑ/; "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.

Track 4-13

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

Track 4-14

3. Check Your Listening

You will hear words with the sounds /ər/ and /ɑr/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/ər/ as in "sir"	/ɑr/ as in "far"
turn	1. _____	_____
curl	2. _____	_____
bar	3. _____	_____
hard	4. _____	_____
farm	5. _____	_____
circle	6. _____	_____
tar	7. _____	_____
first	8. _____	_____
verb	9. _____	_____
card	10. _____	_____

4. Practice the Contrast: /ər/ as in "sir," /ɑr/ as in "far," and /ə/ as in "up"

Track 4-15

A. The first sentence of each pair has the sound /ər/ as in "sir," and the second has the sound /ɑr/ as in "far." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. fur	It's fur from the U**nit**ed States.
b. far	It's far from the U**nit**ed States.
2a. firm	Is the firm well **man**aged?
b. farm	Is the farm well **man**aged?
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. **cur**tain	Which **cur**tain did she buy?
b. **car**ton[2]	Which **car**ton did she buy?

Track 4-16

B. The first sentence of each pair has the sound /ər/ as in "sir," and the second has the sound /ə/ as in "up." Take turns working with a partner. Say one of the sentences of each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say it again. After you are finished working with your partner, listen to and practice these sentences again.

1a. turn	We thought we had a turn.
b. ton[3]	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.

[2] *carton* /kɑrtn̩/: a container made of hard paper or plastic in which food, drink, or other things are stored

[3] *ton* /tən/: a unit of weight, in the U.S. 2,000 lbs.

4a. burn	Did you see the burn on the **ta**ble?
b. bun[4]	Did you see the bun on the **ta**ble?
5a. search	How can you say "search"?
b. such	How 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.

Track 4-17

A. "ir" Spelling

Listen and repeat.

1. third	It's the third one.
2. **cir**cus	Kids love the **cir**cus.
3. **cir**cuits	All **cir**cuits are busy.
4. birth	She gave birth to a boy.
5. Vir**gin**ia	Vir**gin**ia is a state in the United States.

Track 4-18

B. "ear" Spelling

Listen and repeat.

1. earth	The earth is round.
2. earn	I can earn a lot of **mon**ey.
3. **ear**nest	He said it in **ear**nest.
4. pearls	Those pink pearls are **beau**tiful.
5. learn	Can we learn it by heart?

[4] *bun* /bən/: a small rounded bread

Track 4-19

C. "or" Spelling

Listen and repeat.

1. work — Do you 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. a**tto**rney — I could use a good a**tto**rney.

Track 4-20

D. "ur" Spelling

Listen and repeat.

1. **ur**gent — It's **ur**gent that you come with us.
2. purse — I lost my purse in the cab.

3. **pur**pose — What's the **pur**pose of that?
4. **sur**face — That has a smooth **sur**face.
5. re**turn** — Did you re**turn** my book?

Track 4-21

E. "er" Spelling

Listen and repeat.

1. serve, **dinner** — Will you serve meat for **dinner**?
2. **gam**bler, nerve — That **gam**bler has a lot of nerve.
3. **cer**tain, De**cem**ber — There are **cer**tain **hol**idays in De**cem**ber.
4. de**ter**mine, **win**ter — We have to de**ter**mine what to do this **win**ter.
5. **num**ber, re**serv**ed — This is the **num**ber for my re**serv**ed seat.

Track 4-22

F. "ar" Spelling

Listen and repeat.

1. **doll**ar	Can you spare a **doll**ar?
2. **coll**ar	The **coll**ar on the coat is worn.
3. **sug**ar	Do you take **sug**ar in your **coff**ee?
4. **gramm**ar	To**day**, we're **stud**ying **gramm**ar.
5. **cow**ard	A **cow**ard is a **per**son with**out cour**age.

Track 4-23

G. "our" Spelling

Listen and repeat.

1. **jour**nal	I write in my **jour**nal every day.
2. **jour**ney	We went on a long **jour**ney.
3. ad**journ**[5]	The judge **wan**ted to ad**journ** the case.
4. **cour**age	He had a lot of **cour**age to go on.
5. **glam**our	**Holl**ywood is a **cit**y of **glam**our.

Track 4-24

6. Stress and Intonation: A Dialog

- First, read the dialog aloud and underline the words that have the sound /ər/ as in early.
- Then, listen to the recording, repeat the sentences, and mark the falling or rising intonation with an arrow (↘ ↗).
- Finally, read the dialog with your partner. Check your answers.

Adam: Last **Thurs**day, I had one of the worst days of my life.

Ben: You're **al**ways **hav**ing worst days. What's up now?

Adam: I was **wait**ing for the bus on Thir**teenth** Street and . . .

Ben: Where were you **go**ing?

Adam: You're interr**upt**ing me.

Ben: **Sor**ry.

[5] adjourn /əʤərn/: stop for a short time, for example, a meeting or a journey

Adam: As I was **saying**, be**fore** you inter**rupt**ed, I was **wait**ing for the bus. All of a **sudd**en, I heard a buzz, and then felt a **burn**ing pain on my hand.

Ben: A **burn**ing pain?

Adam: Yeah, a **burn**ing pain. Then, I **re**alized I must have been stung by **some**thing.

Ben: Must have been a bee or a wasp.[6]

Adam: I don't know. All I know is that my hand be**gan** to burn, swell up, and hurt.

Ben: **Re**ally? That bad?

Adam: Yeah, **re**ally, that bad.

Ben: I guess those stings can be **dan**gerous to some **peo**ple.

Adam: My friend urged me to go to the **emer**gency room at Uni**ver**sity **Hos**pital near**by**.

Ben: The one on Third **Av**enue? They're **al**ways **crowd**ed. How long did you have to wait?

Adam: An et**er**nity. First, there was the nurse in the **tri**age.[7] **Fi**nally, a **doc**tor looked at my hand, asked me if I was a**ller**gic to **pen**icillin, and gave me a shot.

Ben: Does your hand still hurt?

Adam: No, not much.

Ben: What did you do then?

Adam: I re**turned** home, of course.

Class Discussion: An Emergency

Have you or anyone you know ever had an emergency? Were you ever in an accident? Take turns telling your story to the class. In order to give everyone a turn, make it short, lasting about two minutes.

[6] *wasp* /wɑsp/: a flying insect that has a painful sting
[7] *triage* /triyɑʒ/: in an emergency room, the most seriously ill people are selected to be treated first

7. Further Practice

First, read these phrases and use a dictionary for any that are not familiar to you. Then, follow these steps:

- Write a sentence with each phrase and underline the letters in the words that represent the sound /ər/.
- Mark the words you think are important to stress with a stress mark.
- Work with a partner or in a small group. As you take turns reading your sentences, check each other for pronunciation, phrasing, intonation, and meaning of expressions.

Example: cold **tur**key I used to smoke, but I quit cold **tur**key.

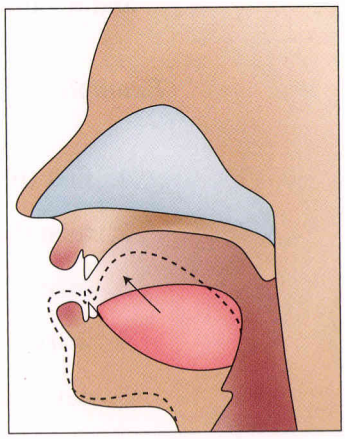
1. first things first
2. turn the **ta**bles
3. earned his/her keep
4. work the room
5. never say **nev**er
6. no stone left un**turned**

UNIT 17 /ɔy/ as in *boy*

1. Producing /ɔy/

Examples: oil,[1] **oy**ster, coin, soil, **roy**al, en**joy**, t**oy**, em**ploy**ment

- 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."

Track 4-25

A. Practice the sound, first normally, then with exaggeration, then normally. Listen and repeat.

/ɔy/ /ɔy . . . / /ɔy/

Track 4-26

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

1. oil	/ɔyl/	oil
2. boil	/bɔyl/	boil
3. toy	/tɔy/	toy
4. noise	/nɔyz/	noise

[1] When /ɔy/ is followed by /l/, it usually helps to add the vowel /ə/ as in "up" before /l/: /ɔyᵊl/, /bɔyᵊl /.

Track 4-27

C. Practice the contrasting sounds /ɔy/ and /ay/. The first word in each pair has the sound /ɔy/ as in "boy," and the second has the sound /ay/ as in "buy." Listen and repeat.

1. join	/ʤɔyn/	join
tie	/tay/	tie
2. voice	/vɔys/	voice
aisle	/ayl/	aisle
3. void	/vɔyd/	void
tile	/tayl/	tile
4. points	/pɔynts/	points
pints	/paynts/	pints

Track 4-28

3. Check Your Listening

You will hear words with the sounds /ɔy/ and /ay/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/ɔy/ as in "boy"	/ay/ as in "buy"
file	1. _____	_____
soil	2. _____	_____
poison	3. _____	_____
joy	4. _____	_____
boy	5. _____	_____
mice	6. _____	_____
choice	7. _____	_____
vice	8. _____	_____
coin	9. _____	_____
broil	10. _____	_____

4. Practice the Contrast: /ɔy/ as in "boy" with /ay/ as in "buy"

Track 4-29

The first sentence in each pair has the sound /ɔy/ as in "boy," and the second sentence has the sound /ay/ as in "buy." Take turns working with a partner. Say one of the sentences of each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say it again. After you are finished working with your partner, listen to and practice these sentences again.

1a. toy	That's a nice toy you bought.
b. tie	That's a nice tie you bought.
2a. points	How **many** points did you get?
b. pints[2]	How **many** pints did you get?

3a. oil	Did you slip in the oil?
b. aisle[3]	Did you slip in the aisle?
4a. toil[4]	How do you spell "toil"?
b. tile	How do you spell "tile"?
5a. foil[5]	He tried to foil his plans.
b. file[6]	He tried to file his plans.

[2] *pint* /paynt/: a unit of measure for liquids
[3] *aisle* /ayl/: Note that the "s" in "aisle" is not pronounced.
[4] *toil* /tɔyl/: work hard
[5] *foil* /fɔyl/: prevent someone from being successful
[6] *file* /fayl/: a folder or cabinet where letters or documents are kept

5. Stress and Intonation

Track 4-30

- Before you listen to the recording, underline the letters that represent the sound /ɔy/.
- As you listen to the recording and repeat the sentences, mark the stressed words you hear with a stress mark (´).
- Pay attention to the falling or rising intonation at the end of the sentences, which are marked.

Reminder • Listen for function words and phrasing.

Example: The point is not to spoil the oil.

1. I need an **oint**ment[7] for my boil.[8]
2. His voice was full of joy when he spoke of his boy.
3. The child **point**ed to the coin in the soil.
4. We were **giv**en a choice to a**void** the **boy**cott.[9]
5. Do you think the **cor**duroy[10] pants were a good buy?
6. Who were the **sail**ors that were in the ship **con**voy?[11]
7. The **nois**y crowd was **loy**al to the **roy**al **coup**le.
8. Please point me to the em**ploy**ment **off**ice.
9. Do you like **oys**ters boiled or broiled?
10. I **can**celed my **voy**age when the bank **void**ed my check.

---

[7] *ointment* /ɔyntmənt/: medicine in cream form
[8] *boil* /bɔyl/: a painful inflammation of the skin
[9] *boycott* /bɔykɑt/: refusal to buy a certain product or do business with a particular store or company
[10] *corduroy* /kɔrdərɔy/: a strong, thick cloth with soft, raised lines, used to make pants, jackets, and suits
[11] *convoy* /kɑnvɔy/: an organized group of formation, especially of ships and trucks

6. Further Practice

In the rhyme below, practice the vowel sound /ɔy/, which is underlined.

- Record yourself saying this old rhyme. Pay attention to the linking of words and the rhythm created.
- Work with a partner. Help each other with the correct sounds, stress, and intonation.

A little boy

Whose name was Roy

Once had a toy.

There was a coil[12]

Which needed oil.

He hated toil

And left it dry.

The engine boiled,

The toy was spoiled,

Its works were coiled.

He laid it by.

[12] *coil* /kɔyl/: something wrapped in a circle or spiral

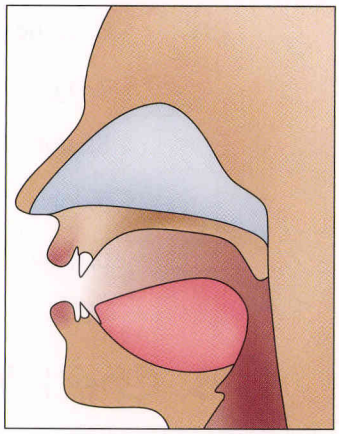
UNIT 18

/ɔ/ as in *all*

1. Producing /ɔ/[1]

Examples: **al**so, halt, **or**gan, **aw**ful, 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 toward 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."

Track 4-31

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/

[1] /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" (/rɑŋ/ for /rɔŋ/).

Track 4-32

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

1. ought	/ɔt/	ought
2. law	/lɔ/	law
3. boy	/bɔy/	boy
4. voice	/vɔys/	voice
5. fun	/fən/	fun
6. none	/nən/	none
7. far	/fɑr/	far
8. not	/nɑt/	not
9. or	/ɔr/	or
10. saw	/sɔ/	saw

3. Check Your Listening

Track 4-33

You will hear words with the sounds /ɔ/, /ɔy/, /ə/, and /ɑ/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/ɔ/ as in "all"	/ɔy/ as in "boy"	/ə/ as in "up"	/ɑ/ as in "not"
call	1. _____	_____	_____	_____
annoy	2. _____	_____	_____	_____
lawn	3. _____	_____	_____	_____
but	4. _____	_____	_____	_____
must	5. _____	_____	_____	_____
calm	6. _____	_____	_____	_____
come	7. _____	_____	_____	_____
jaw	8. _____	_____	_____	_____
tall	9. _____	_____	_____	_____
choice	10. _____	_____	_____	_____

4. Practice the Contrast: /ɔ/ as in "all" with /ɔy/ as in "boy"

Track 4-34

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

/ɔ/	/ɔy/	/ɔ/	/ɔy/
1. all	oil	4. Saul	soil
2. ball	boil	5. raw	Roy
3. tall	toil	6. jaw	joy

Track 4-35

B. The first sentence of each pair has the sound /ɔy/ as in "boy," and the second has the sound /ɔ/ as in "all." Take turns working with a partner. Say one of the sentences of each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say it again. After you are finished working with your partner, listen to and practice these sentences again.

1a. oil	Put oil in the pan.
b. all	Put all in the pan.
2a. boil	He has a boil.
b. ball	He has 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, be**fore** it goes bad.
b. raw	Eat it raw be**fore** it goes bad.
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"

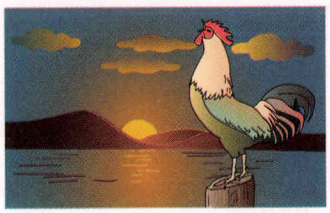
Track 4-36

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

/ɔ/	/ə/	/ɔ/	/ə/
1. dawn	done	6. dog	dug
2. bought	but	7. long	lung
3. caught	cut	8. gone	gun
4. cough	cuff[2]	9. crossed	crust[3]
5. boss	bus	10. **caller**	**color**

Track 4-37

B. The first sentence of each pair has the sound /ɔ/ as in "all," and the second has the sound /ə/ as in "up." Take turns working with a partner. Say one of the sentences of each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say it again. After you have finished working with your partner, listen to and practice these sentences again.



1a. dawn	It was dawn when I got up.
b. done	It was done when I got up.
2a. chalk	Did you see chalk in the **class**room?
b. Chuck	Did you see Chuck in the **class**room?
3a. caught	It was caught just in time.
b. cut	It was cut just in time.
4a. boss	My boss **al**ways a**rrives** late.
b. bus	My bus **al**ways a**rrives** late.
5a. short	Keep it short.
b. shut	Keep it shut.
6a. **caller**	We like the **caller** ID on the phone.
b. **color**	We like the **color** on the phone.

[2] *cuff* /kəf/: a fold at the bottom of a pair of pants or at the end of a sleeve
[3] *crust* /krəst/: a hard covering

6. Practice the Contrast: /ɔ/ as in "all" with /ɑ/ as in "not"

Track 4-38

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

/ɔ/	/ɑ/	/ɔ/	/ɑ/
1. naught[4]	not	6. port	part
2. taught	tot	7. pork	park
3. caught	cot	8. court	cart
4. for	far	9. cord	card
5. born	barn	10. **for**mer	**far**mer

Track 4-39

B. The first sentence of each pair has the sound /ɔ/ as in "all," and the second has the sound /ɑ/ as in "not." Take turns working with a partner. Say one of the sentences of each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say it again. After you have finished working with your partner, listen to and practice these sentences again.

1a. paw	His paw was hurt in the **ac**cident.
b. Pa	His Pa was hurt in the **ac**cident.
2a. store	I see the store **ev**ery night.
b. star	I see the star **ev**ery night.
3a. port[5]	Was that a **fa**mous port?
b. part	Was that a **fa**mous part?
4a. court	All the **peo**ple were in the court.
b. cart	All the **peo**ple were in the cart.
5a. cord	He still has the cord in his hand.
b. card	He still has the card in his hand.
6a. **for**mer[6]	The **for**mer is from the state of **Tex**as.
b. **far**mer	The **far**mer is from the state of **Tex**as.

[4] *naught* /nɔt/: zero, nothing. All my work was for naught.
[5] *port* /pɔrt/: a town by the sea or river with a harbor where ships go
[6] *former* /fɔrmər/: previous; past

7. Stress and Intonation: A Dialog

Track 4-40

The following dialog contains the sounds /ɔ/ as in "all" and /ɑ/ as in "not."

- Read the dialog aloud and place a single line under the letters that represent the sound /ɔ/, and a double line under the letter(s) that represent the sound /ɑ/.
- Now listen to the recording, repeat the sentences, and mark the rising or falling intonation patterns with an arrow (↗ ↘).
- Then, read the dialog again with a partner and compare your answers.

Example: **Shopp**ing at a W**a**tch **Coun**ter in a De**part**ment Store↘

Sales Assistant: Good **morn**ing. May I help you?

Customer: Yes, Uh. Good **morn**ing. I'd like to buy a watch, please.

Sales Assistant: What would you like to see? We have all brands here, **an**ything in par**tic**ular?

Customer: Well, I'm uh, **look**ing for a **pres**ent, for my, uh, friend.

Sales Assistant: What price range did you have in mind?

Customer: Uh, **some**thing not too ex**pen**sive.

Sales Assistant: This one is a **love**ly watch, a **Saw**ka, and it's **on**ly $199.99 (one **hun**dred **nine**ty-nine **doll**ars and **nine**ty-nine cents).

Customer: Oh, that's **re**ally nice. But don't you have **some**thing chea … I mean, uh, less ex**pen**sive? Uh, **may**be a**bout un**der $100.00 (a **hun**dred **doll**ars)?

Sales Assistant: Well, this one here is an **Or**man, a **ver**y well-known brand. And you're **luck**y, it was just re**duced** to $99.49 (**ninte**y-nine **doll**ars and **forty**-nine cents).

Customer: Is the **Saw**ka **al**so re**duced**?

Sales Assistant: Yes, all our **watch**es are on **spe**cial to**day**. The **Saw**ka is **re**ally a good buy.

Customer: Well, it's not that I don't like it. It's more than I **want**ed to spend. But, you know what? I'll take it **an**yway.

Sales Assistant: Great. Your friend will a**dore** it.

B. Work with a partner and compare your dialogs. 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, use of function words, phrasing, and intonation.

Class Discussion

Did you or someone you know ever pay more than planned for something? Did a salesclerk or someone you know ever talk you into buying something that was more than you planned to spend? Discuss your experience with your classmates.

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.

Examples: a. remo more b. fgthou fought

1. wnad _____
2. ngroimn _____
3. lalh _____
4. lalm _____
5. eostr _____
6. gnlo _____
7. rood _____
8. alwl _____
9. kalt _____
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 in Exercise A to complete the sentence. The first letter of the word is given.

Examples: a. He tore it more. b. He thought he fought.

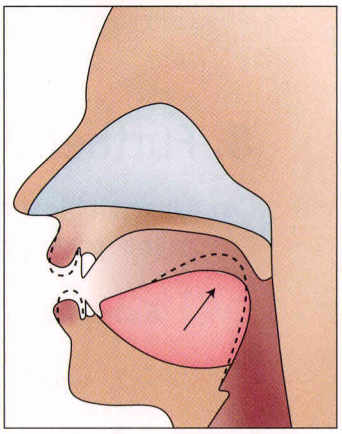
1. There's **or**der on the b _____.
2. It's on the floor near the d _____.
3. It's all on the w _____.
4. The four went to the s _____.
5. His ball is in the h _____.
6. See the lawn at d _____.
7. Paul **shopp**ed at the m _____.
8. Let's walk and t _____.
9. The song is l _____.
10. He was **yawn**ing in the m _____.

UNIT 19 /ow/ as in *no*

1. Producing /ow/

Examples: oh, **o**pen, home,[1] boat, soul, sew, **car**go

- 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 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."

Track 5-1

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/

[1] The final "e" in words such as "home" and "note" signals the /ow/ pronunciation for the letter "o." Compare "not" /nɑt/ with "note" /nowt/.

Track 5-2

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

1. home	/howm/	home
2. joke	/dʒowk/	joke
3. law	/lɔ/	law
4. talk	/tɔk/	talk
5. calm	/kɑm/	calm
6. not	/nɑt/	not
7. cut	/kət/	cut
8. nut	/nət/	nut
9. boat	/bowt/	boat
10. bone	/bown/	bone

Track 5-3

3. Check Your Listening

You will hear words with the sounds /ow/, /ɔ/, /ɑ/, and /ə/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/ow/ as in "no"	/ɔ/ as in "all"	/ɑ/ as in "not"	/ə/ as in "up"
coal	1. _____	_____	_____	_____
nose	2. _____	_____	_____	_____
globe	3. _____	_____	_____	_____
such	4. _____	_____	_____	_____
yawn	5. _____	_____	_____	_____
pot	6. _____	_____	_____	_____
funny	7. _____	_____	_____	_____
just	8. _____	_____	_____	_____
calm	9. _____	_____	_____	_____
know	10. _____	_____	_____	_____

4. Practice the Contrast: /ow/ as in "no" with /ɔ/ as in "all"

Track 5-4

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

/ow/	/ɔ/	/ow/	/ɔ/
1. bowl[2]	ball	6. boat	bought
2. pole	Paul	7. woke	walk
3. coal	call	8. choke	chalk
4. coast	cost	9. sew	saw
5. coat	caught	10. close	clause

Track 5-5

B. The first sentence of each pair has the sound /ow/ as in "no," and the second has the sound /ɔ/ as in "all." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.

1a. bowl	A bowl is on the **ta**ble.
b. ball	A ball is on the **ta**ble.
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 took care of the loan.
b. lawn	I took care the lawn.

4a. woke	Did she say "woke"?
b. walk	Did she say "walk"?

[2] When /ow/ is followed by /l/, it usually helps to add the vowel /ə/ as in "up" before /l/: /bowᵊl/ /powᵊl/.

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," /ɑ/ as in "not," and /ə/ as in "up"

Track 5-6

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

/ow/	/ɑ/	/ə/	/ow/	/ɑ/	/ə/
1. note	not	nut	4. coat	cot	cut
2. comb	calm	come	5. robe	rob	rub
3. cope	cop	cup	6. phoned	fond	fund

Track 5-7

B. The first sentence of each group has the sound /ow/ as in "no," the second has the sound /ɑ/ as in "not," and the third has the sound /ə/ as in "up." Take turns working with a partner. Say one of the sentences in each group. Your partner must identify it by responding *a*, *b*, or *c* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.

1a. note	Did you see the note?
b. knot	Did you see the knot?
c. nut	Did you see the nut?
2a. comb	How do you pro**nounce** "comb"?
b. calm	How do you pro**nounce** "calm"?
c. come	How do you pro**nounce** "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[3]	The word was "cope."
b. cop	The word was "cop."
c. cup	The word was "cup."
6a. phoned	Who said it was "phoned"?
b. fond	Who said it was "fond"?
c. fund	Who said it was "fund"?

6. Stress and Intonation

Track 5-8

- Before you listen to the recording, underline the letters that represent the vowel sound /ow/ as in "no."
- Now listen to the recording and repeat the sentences. Mark the stressed words you hear with a stress mark (´). Pay attention to function words, phrasing, and intonation. (*Hint:* Both sentences in each pair should take about the same time to say.)

Examples: a. I lóst my coát.

b. It was foúnd in the moát.[4]

1a. The **toast**er is **brok**en.

b. I can't buy one for a **tok**en.

2a. He told me a joke.

b. I gave him a poke.[5]

3a. I know I'm a**lone**.

b. I want to go home.

4a. He's a home**own**er.

b. He's **al**so a **lon**er.[6]

5a. Do you know your zip code?

b. Yes, but you won't be told.

[3] *cope* /kowp/: to face difficulties and try to overcome them
[4] *moat* /mowt/: a deep hole filled with water, usually built for defense around a castle
[5] *poke* /powk/: a sharp push, usually with one's finger
[6] *loner* /lownər/: a person who avoids the company of others

7. Further Practice

A. The following is an Arabic proverb.

- Underline all words that have the /ow/ sound as in "no."
- The stressed words are marked.
- Audio-record your reading. Pay attention to the stressed words, especially the phrasing. The first line is marked for you.

He who knows, and knows he knows,

He is wise—**foll**ow him.

He who knows, and knows not he knows,

He is a**sleep**—wake him.

He who knows not, and knows not he knows not,

He is a fool—shun[7] him.

He who knows not, and knows he knows not,

He is a child—teach him.

B. Work with a partner. Compare your markings. Do they differ? Discuss why your markings differ.

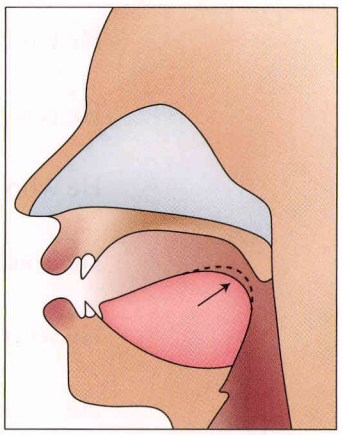
[7] *shun* /ʃən/: turn away from

UNIT 20 /uw/ as in *do* /ʊ/ as in *book*

1. Producing /uw/[1]

Examples: through, whose, juice, too, shoe, true, blew

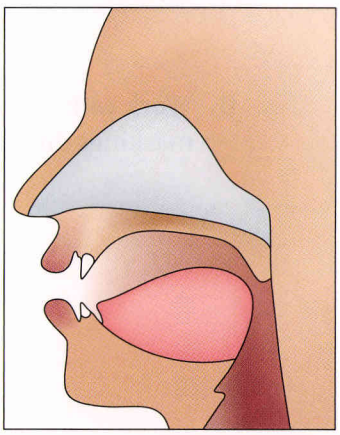
- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sound, raise the *back* of your tongue toward the roof (soft palate) of your mouth (but don't touch it).
- Round your lips and push them out. The opening is smaller than for the sound /ow/ as in "no."
- Place your thumb underneath your chin to feel the *tense* muscles.



2. Producing /ʊ/

Examples: put, **butch**er, 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 /uw/ 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.



[1] 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.

3. Contrast: / uw/, /ʊ/, and /ə/

Students sometimes confuse the sounds /uw/ as in "do," /ʊ/ as in "book," and /ə/ as in "up."

Track 5-9

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

1. /uw/	/uw . . . /	/uw/
2. /ʊ/	/ʊ . . . /	/ʊ/
3. /ə/	/ə . . . /	/ə/

Track 5-10

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	/bʊk/	book
4. cook	/kʊk/	cook
5. sun	/sən/	sun
6. must	/məst/	must
7. soon	/suwn/	soon
8. tooth	/tuwθ/	tooth

Track 5-11

4. Check Your Listening

You will hear words with the sounds /uw/, /ʊ/, and /ə/. First, cover the words in the list with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which vowel sound do you hear? Check (✓) the correct column.

	/uw/ as in "do"	/ʊ/ as in "book"	/ə/ as in "up"
food	1. _____	_____	_____
troop	2. _____	_____	_____
us	3. _____	_____	_____
rough	4. _____	_____	_____
mud	5. _____	_____	_____
took	6. _____	_____	_____
school	7. _____	_____	_____
shook	8. _____	_____	_____
juice	9. _____	_____	_____
could	10. _____	_____	_____

5. Practice the Contrast: /uw/ as in "do" with /ʊ/ as in "book"

Track 5-12

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

/uw/	/ʊ/	/uw/	/ʊ/
1. pool	pull	4. cooed	could
2. fool	full	5. who'd	hood
3. Luke	look	6. stewed	stood

Track 5-13

B. The first sentence of each pair has the sound /uw/ as in "do," and the second has the sound /ʊ/ as in "book." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.

1a. pool[2]	Don't pool them right now.
b. pull	Don't pull them right now.
2a. fool	He **whis**pered "fool."
b. full	He **whis**pered "full."
3a. Luke	We all cried, "Luke!"
b. look	We all cried, "Look!"
4a. cooed[3]	He said they cooed.
b. could	He said they could.
5a. who'd	Did you say "who'd"?
b. hood	Did you say "hood"?
6a. stewed[4]	It stewed on the stove.
b. stood	It stood on the stove.

[2] *pool* /puwl/: combine funds for some purpose
[3] *cooed* /kuwd/: past tense of the verb "to coo" (to make a soft murmuring sound as pigeons do)
[4] *stewed* /stuwd/: past tense of the verb "to stew" (to cook)

6. Practice the Contrast: /ʊ/ as in "book" with /ə/ as in "up"

Track 5-14

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

/ʊ/	/ə/	/ʊ/	/ə/
1. look	luck	4. put	putt
2. took	tuck	5. stood	stud
3. book	buck	6. hooks	Huck's

Track 5-15

B. The first sentence of each pair has the sound /ʊ/ as in "book," and the second has the sound /ə/ as in "up." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.

1a. look — Her look changed **sudd**enly.
b. luck — Her luck changed **sudd**enly.

2a. took — They **al**ways took the sheet in.
b. tuck[5] — They **al**ways tuck the sheet in.

3a. book — I don't need a book.
b. buck[6] — I don't need a buck.

4a. put — Will he put the ball there?
b. putt[7] — Will he putt the ball there?

5a. stood — Why did he say "stood"?
b. stud[8] — Why did he say "stud"?

6a. hooks — Hooks are much **bett**er.
b. Huck's — Huck's are much **bett**er.

[5] *tuck* /tək/: push or put into a desired position
[6] *buck* /bək/: a U.S. dollar
[7] *putt* /pət/: hit a golf ball a short distance
[8] *stud* /stəd/: a decorative button

7. Stress and Intonation

Track 5-16

- Before you listen to the recording, read these sentences and place a single line under the letters that represent the vowel sound /uw/ as in "do," a double line for /ʊ/ as in book," and a triple line for /ə/ as in "up."
- Now listen to the recording and repeat the sentences. Check your markings.
- The stressed words and falling and rising intonations are marked.

Reminder

- Words like "was," "you," "for," and "of," when not stressed, are said in their reduced forms in conversational speech. (See Unit 5.)

Example: My tooth was pulled by the, **den**tist who lives up**stairs**.

1. The fool was pushed.
2. I choose the wool.
3. It's a new book, **is**n't it?
4. Could we go for lunch?
5. Who is that **wom**an?
6. He should make a lot of **mon**ey.
7. Look on the **oth**er page.
8. Would you go with my **un**cle?
9. The soup is full of salt.
10. That **wom**an has **mus**cles.

8. Dialog

Track 5-17

A. Before you listen to the 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 /ʊ/ as in "book."

- As you listen to the recording and repeat the sentences, mark the falling or rising intonation with an arrow (↘ ↗).
- Pay attention to stressed words, function words, and phrasing.

The first sentence is marked for you.

Michiko: Do you know **an**ything a**bout** Luke—the guy who stood by the **coun**ter in the **res**taurant?

To**mas**: Luke? You mean the cook?

Michiko: Luke's the cook? But he's so young, and he's such a good cook!

To**mas**: That's true. Why do you think I took you there?

Michiko: I had a great time. Thank you.

Tomas: Me, too. Would you want to do it a**gain** soon?

Michiko: I'd love to. I'm **go**ing out of town to**morr**ow, but I'll be back on **Tues**day.

Tomas: Great! I'll call you **Tues**day, **af**ter school.

Michiko: Cool.[9] Good night.

Tomas: Good night.

B. Take turns reading the dialog with a partner. 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 /ʊ/ as in "book." A definition for each expression appears in parentheses.

- Read each expression and sentence aloud to yourself. Use a dictionary to help you with the pronunciation of any new words.
- Mark the stressed words you think are important.

Example: pull through (get better after an illness)
The **ac**cident was so **se**rious that **ev**en the **do**ctor **did**n't think he'd pull through.

1. once in a blue moon (very seldom)

   He sees his **un**cle once in a blue moon.

2. cook up (think up something)

   Don't **worr**y, we'll cook up a **stor**y, **an**y **stor**y.

3. **foo**ling a**round** (doing useless things)

   Stop **foo**ling a**round** and get back to work.

4. **could**n't care less (don't mind at all)

   I **could**n't care less if I **nev**er see him a**gain**.

5. do a good turn (do something that benefits someone else)

   You'll do me a good turn if you reco**mmend** me for the job.

[9] *cool* /kuwl/: a slang expression meaning "excellent"

6. be on **du**ty; be off **du**ty (working at one's job; not working)

   The nurse went on **du**ty at ten and off **du**ty at four.

7. look down on (regard as inferior)

   He looks down on **an**yone **mak**ing less **mon**ey than he does.

8. foot the bill (pay the cost or expense)

   My **fath**er will foot the bill for my va**ca**tion.

9. in the mood (want something)

   I'm in the mood for a hot fudge **sun**dae.

10. pull some strings (use influence)

    My **fath**er pulled some strings to get me that a**part**ment.

B. In the columns below, list all words from the sentences in Exercise A that contain the sounds /uw/ or /ʊ/. (*Hint:* There are six *different* words that contain the vowel /uw/ and six *different* words that contain the vowel /ʊ/).

	/uw/ as in "do"	/ʊ/ as in "book"
Example:	through	pull
1.		
2.		
3.		
4.		
5.		
6.		

Class Discussion

Think of five expressions in your native language that may be similar to those in Exercise A. Discuss them with your classmates.

Consonant Sounds

PART 4

The consonant sounds of American English are shown in the chart on pages 152–153. There are three major things to consider when producing consonant sounds.

1. Place of Articulation

Which articulators (lips, teeth, tongue, and so on) 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?

a. 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.*[1]

b. 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.*[1]

c. 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*[1] because they can be held as long as your breath allows.

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 a *glide* or a *semi-vowel.*[1]

[1] These terms are for your reference. See the chart on pages 152–153.

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 while vocal cords vibrate are *voiced.* When you say /s/, your vocal cords do not vibrate. Sounds made with no vibration of the vocal cords are *voiceless.*

Consonant Chart

Place of Articulation	Manner of Production		
	Stop-plosives VL VD	Fricatives VL VD	
Two lips	/p/ /b/ (pen) (boy) Lips are closed; air builds up and is released when lips part.	**Continuants**	
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.	

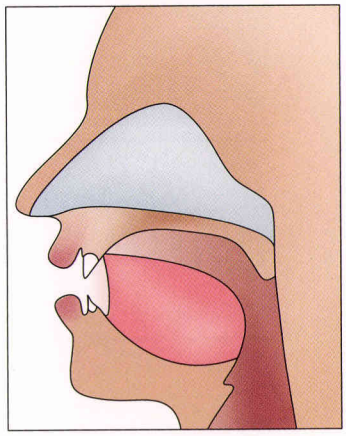
	Nasals VD	Glides/Semi-Vowels VD	Affricates VL VD
	/m/ (me) Lips are closed; air passes out through nose.	/w/ (walk) Back of tongue is high in mouth; lips are rounded.	
	/n/ (no) Tip of tongue is on upper gum ridge; air passes out through nose.	/1/ (like) Tongue tip is on upper gum ridge; air passes out over sides of tongue. /r/ (red) Tongue tip points to upper gum ridge but does not touch it; air passes over tongue.	
		/y/ (yes) Center part of tongue is raised toward roof of mouth; air passes over tongue.	/ʧ/ /ʤ/ (child) (job) Combination of /t/ and /ʃ/; combination of /d/ and /ʒ/. Both are said quickly.
	/ŋ/ (king) Back of tongue touches soft palate; air passes out through nose.		

UNIT 21 /l/ as in *like*

1. Producing /l/

Examples: love, land, luck, be**low,** **col**or, **yell**ow, a**lone,** **fin**al, fall, **litt**le[1]

- 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

Track 5-18

A. Practice the sound /l/ as in "like," first normally, then with exaggeration,[2] then normally. Listen and repeat.

/l/ /l . . . / /l/

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

Track 5-19

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. **tel**ephone	/tɛləfown/	**tel**ephone
5. school	/skuwl/	school
6. kill	/kɪl/	kill

[1] The last sound of "little" is an example of a "syllabic /l/" (it forms a syllable by itself). See page 184.
[2] Whenever you exaggerate, remember to s-t-r-e-t-c-h out the sound to get the "feel" of it.

3. Check Your Listening

Track 5-20

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 for /l/

Track 5-21

Practice the sound /l/ as in "like" in several different positions in words and in short phrases. Listen and repeat these words.

/l/ IN INITIAL POSITION

1. look
   look **around**
2. lunch
   two for lunch
3. laugh
   laugh a lot
4. loud
   loud **speaker**
5. labor
   labor **union**
6. lazy
   lazy **person**
7. lecture
   attend a lecture
8. lover
   music lover
9. licence
   driver's licence
10. lawyer
    defense lawyer
11. leader
    band **leader**
12. literature
    French literature

/l/ IN MEDIAL POSITION

1. a**l**ive
   dead or a**l**ive
2. a**l**arm
   a**l**arm clock
3. be**l**ieve
   Do you be**l**ieve it?
4. **dol**lar
   dollar sign
5. **col**lege
   college tour
6. **fam**ily
   family man
7. po**l**ite
   Be po**l**ite!
8. **toi**let
   toilet **pa**per
9. **re**alize
   realize a dream
10. **is**land[3]
    deserted island
11. **pop**ular
    popular **vi**deo
12. in**tel**ligent
    in**tel**ligent **ques**tion

[3] *island* /aylənd/: The "s" in this word is not pronounced.

/l/ IN FINAL POSITION[4]

1. all
   done it all
2. pool
   swimming pool
3. small
   small **fav**ors
4. well
   well done
5. heel
   heel of a shoe
6. **di**al
   dial a **numb**er
7. **fe**male
   female **act**or
8. **A**pril
   month of **A**pril
9. **ann**ual
   annual **meet**ing
10. in**stall**
    in**stall** a **soft**ware
11. con**trol**
    remote con**trol**
12. **sched**ule
    tight **sched**ule

5. No Sound for "l"

Track 5-22

A. In some words, the letter "l" is not pronounced. Listen and repeat the following words and sentences.

1. pa*l*m — There's a pa*l*m tree in front of my house.
2. ca*l*m — The **wa**ter was ca*l*m **af**ter the storm.
3. ta*l*k — Don't ta*l*k to your **en**emies.
4. wa*l*k — Don't wa*l*k on that path.
5. cha*l*k — Use the cha*l*k when you write on the **cha*l*k**board.
6. cou*l*d — I said you cou*l*d go, but not with**out** me.
7. wou*l*d — He said he wou*l*d go, but not with me.
8. shou*l*d — We said they shou*l*d go, all to**geth**er.
9. **Lin**co*l*n — **A**braham **Lin**co*l*n was our six**teenth Pres**ident.
10. **sa*l*m**on — I'd like to eat **sa*l*m**on for lunch.

[4] Adding the sound /ə/ as in "up" before some sounds may help you produce the sound better. For example: "heel" /hiyᵊl/; "I'll" /ayᵊl/.

B. Make up 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. calf[5] 2. folk 3. yolk[6] 4 **colo**nel[7] 5. half

6. Stress and Intonation

Track 5-23

A. In this dialog, the underlined letters represent the sound /l/ as in "like."

- Listen to the recording and repeat the sentences.
- As you listen, place a stress mark (´) over the stressed words that you hear.
- Mark the falling or rising intonations with an arrow (↘ ↗).

Reminder • Stress and intonation work together to express meaning. Pay attention to function words and phrasing.

Janice: You know Bill and **Lu**cy? Well, they had lunch with **Lill**ian and Phil.

David: OK. Tell me what **happ**ened.

Janice: **Lu**cy said that Phil told her she looked **beau**tiful.

David: Phil told **Lu**cy that? What did **Lill**ian have to say?

Janice: Well, **Lill**ian looked at Phil and asked why he **did**n't tell her that too.

David: Uh oh, I can just **imag**ine what Phil re**plied**.

Janice: They must have had a **quarrel** be**cause** he told her she's a spoiled child. He said he **did**n't have to tell her she's **beau**tiful; she knows it. Then, they **or**dered lunch.

David: Phil is right. So, what did they all have for lunch?

Janice: **Lill**ian had a **salm**on **sal**ad and a glass of lemon**ade**.

David: She's **al**ways on a **di**et.

---

[5] *calf* /kæf/: the back part of the lower leg between the ankle and knee; also a baby cow
[6] *yolk* /yowk/: the yellow part of an egg
[7] *colonel* /kɛrnəl/: a military rank below general

Janice: Lucy had a leg of lamb and Jell-O light.

David: Jell-O?

Janice: Yup. Then, Lucy told me she accidentally spilled the Jell-O on Lillian's lap.

David: Oh, now I bet you're going to tell me that Lucy and Phil no longer speak to Lillian and Bill.

Janice: Right you are. No more lunch dates.

B. Work with a partner. Take turns reading the sentences in the dialog. Are your markings similar? Listen to the recording again.

7. Further Practice

The following proverbs contain words with the sound /l/ as in "like." Read each proverb aloud. Then, explain the proverbs in class.

1. Live and learn.
2. Live and let live.
3. Like father, like son.
4. The love of money is the root of all evil.
5. Lend your money and lose your friend.

Class Discussion: Proverbs

Do you have similar proverbs in your native language? Write them down and discuss them with your classmates.

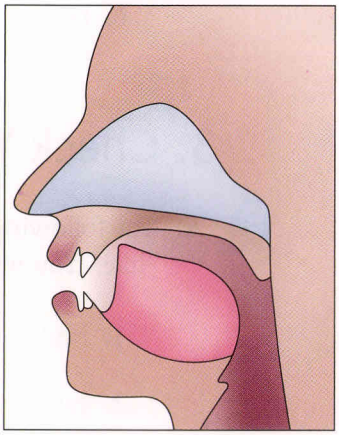
UNIT 22

/r/ as in *red*

1. Producing /r/

Examples: ran, red, write,[1] a**round,** to**morr**ow, are[2]

- Raise the *tip* of your tongue toward 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

Track 5-24

A. Practice the sound /r/ as in "red," first normally, then with exaggeration, then normally. Listen and repeat.

/r/ /r . . . / /r/

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

[1] The "w" in "write" is not pronounced. See Unit 33 for other words like "write."

[2] Depending on which dialect of English you hear, final /r/ may be omitted as in "are" (/ɑ:/ for /ɑr/); "far," (/fɑ:/ for /fɑr/). (":" 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.

Track 5-25

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

1. room	/ruwm/	room
2. write	/rayt/	write
3. **arrive**	/ərayv/	**arrive**
4. **borrow**	/bɑrow/	**borrow**
5. car	/kɑr/	car
6. far	/fɑr/	far

3. Check Your Listening

Track 5-26

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. raid	weighed	laid
2. rate	wait	late
3. ray	way	lay
4. red	wed	led
5. rot	what[3]	lot
6. rye	why[3]	lie
7. ride	wide	lied
8. right	white[3]	light

Track 5-27

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. **bury**	**belly**	5. crime	climb
2. **arrive**	**alive**	6. free	flee
3. **erect**	**elect**	7. crown	clown
4. grass	glass	8. rip	lip

[3] Some speakers pronounce "what," "why," and "white" with an initial /h/ sound: /hwɑt/, /hway/, /hwɑyt/. 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. The sound /r/ is made with the tongue tip pointing toward the gum ridge but *not* touching it. The sides of your tongue are pressed against the upper back teeth.

Track 5-28

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

/r/	/l/	/r/	/l/
1. rock	lock	6. wrong	long
2. rain	lane	7. co**rr**ect	co**ll**ect
3. red	lead	8. **pir**ate	**pil**ot
4. road	load	9. fry	fly
5. right	light	10. crown	clown

Track 5-29

B. The first sentence of each pair has the sound /r/as in "red," and the second has the sound /l/ as in "like." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. rock	He has a rock on his desk.
b. lock	He has a lock on his desk.
2a. rain	We walked in the rain.
b. lane[4]	We walked in the lane.
3a. red	Is that a red **pen**cil?
b. lead	Is that a lead **pen**cil?
4a. road	Which road should I take?
b. load	Which load should I take?

[4] *lane* /leyn/: a short and narrow street or path

5a. right	Give me the right one now.
b. light	Give me the light one now.
6a. wrong	She took the wrong one.
b. long	She took the long one.
7a. co**rr**ect	Can you co**rr**ect them?
b. co**ll**ect	Can you co**ll**ect them?
8a. **pi**rate	The **story**'s **about** a **pi**rate.
b. **pi**lot	The **story**'s **about** a **pi**lot.
9a. fry	He **want**ed to fry them.
b. fly	He **want**ed to fly them.
10a. crown	Where did you find the crown?
b. clown	Where 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.

Track 5-30 **A.** Practice these contrasting sounds. Listen and repeat each word pair.

/r/	/w/	/r/	/w/
1. ray	way	6. red	wed
2. rage	wage	7. rent	went
3. raced	waste	8. rest	west
4. rate	weight	9. ripe	wipe
5. rip	whip	10. right	white

Track 5-31 **B.** The first sentence of each pair has the sound /r/ as in "red", and the second has the sound /w/ as in "walk." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. ray[5]	It's a long ray.
b. way	It's a long way.
2a. rage	I saw his rage, **did**n't you?
b. wage	I saw his wage, **did**n't you?
3a. raced	Do you think they raced much?
b. waste	Do you think they waste much?
4a. rate	He's **anx**ious about the rate.
b. weight	He's **anx**ious about the weight.
5a. rip	It's a big rip.
b. whip	It's a big whip.

[5] *ray* /rey/: a narrow line of light, energy, or heat

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 **coun**try.
b. west	Let's go to the west of the **coun**try.
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/

Track 5-32

Practice the sound /r/ in several different positions. Listen and repeat.

/r/ IN INITIAL POSITION

1. rug
   clean the rug
2. road
   on the road
3. rich
   That's rich.
4. write
   Don't write.
5. round
   The **ta**ble is round.
6. **ri**ver
   down the **ri**ver
7. **read**y
   All are **read**y.
8. **rea**son
   a good **rea**son
9. **re**alize
   come to **re**alize
10. **re**ceive
    want to **re**ceive
11. **re**cent
    It was **re**cent.
12. **re**cognize
    I **re**cognize them.

/r/ IN MEDIAL POSITION

1. **carry**
   too **heavy** to **carry**
2. **chorus**
   sing in the **chorus**
3. **foreign**
   It's **foreign** to me.
4. **orange**
   Eat an **orange**.
5. **parade**
   walk in the **parade**
6. **story**
   good **story**
7. **direction**
   Which **direction**?
8. **salary**
   weekly **salary**
9. **terrible**
   That's **terrible**.
10. **period**
    place the **period**
11. **various**
    various books
12. **inventory**
    take an **inventory**

/r/ IN FINAL POSITION

1. care
   Take care.
2. door
   Close the door.
3. four
   There are four.
4. star
   She's a star.
5. your
   I have your pen.
6. share
   Let's share it.
7. hour
   on the hour
8. before
   before my time
9. **empire**
   Roman empire
10. guitar
    play the guitar
11. **ignore**
    Don't **ignore** it.
12. **insure**
    insure my house

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, indicated by a colon (:). However, the majority of Americans pronounce /r/ in all positions.

7. Stress and Intonation

A. The following is an advertisement for a soup product. How good are you at selling the soup?

- First, work with a partner and 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 any new words.
- Take turns reading the passage. Decide which words to stress and mark them with a stress mark (´). (Remember that you want to persuade people to buy this soup.)
- Mark the pauses, paying attention to function words and phrasing.
- Mark the falling or rising intonation with an arrow (↘ ↗).
- Read the passage again.
- Finally, record yourself reading this commercial.

The first sentence is marked for you.

What makes **Ran**dell's **read**y-made mine**stro**ne soup↗/ the best mine**stro**ne soup?↗/ All those sun-**ripe**ned, de**lici**ous, a**sort**ed **vege**tables . . . green and **yell**ow peas, **bar**ley, and vermi**celli**. They get **simm**ered **slow**ly in a **tast**y, de**lec**table broth. **Ran**dell's does all the work. All you do is **o**pen a can, and in four **min**utes you have a hot soup. When you take your first **spoon**ful, you'll a**gree** it's the best-**sell**ing mine**stro**ne soup. Don't you de**serve** the best? **Ran**dell's mine**stro**ne soup.

Class Discussion: An Advertisement

Do you think people will want to buy the soup? Why did you stress certain words? Discuss your reasons with your classmates.

8. Further Practice

A. Read this riddle aloud. Use a dictionary to help you with pronunciation of any new words.

- Mark the passage for stress and intonation.
- Be prepared to read the passage aloud in class.

Round and round the **rugg**ed[6] rock
The **ragg**ed[7] **ras**cal[8] ran.
How **man**y r's are there in that?
Now tell me if you can.

Can you solve the riddle?

B. Brain Teaser: What can be found in the center of America and Australia?

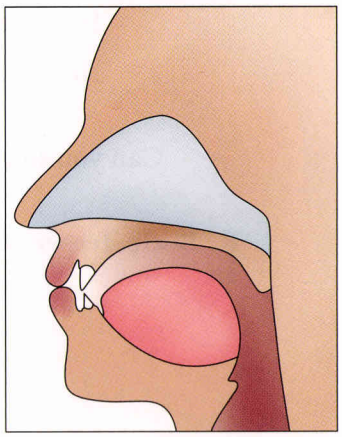
[6] *rugged* /rəgɪd/: large, rough, strong
[7] *ragged* /rægɪd/: old and torn
[8] *rascal* /ræskəl/: a badly behaved person

UNIT 23 /p/ as in *pen* /b/ as in *boy*

1. Producing /p/

Examples: pay, put, play, price, speak, spring, slept, maps, jump, help

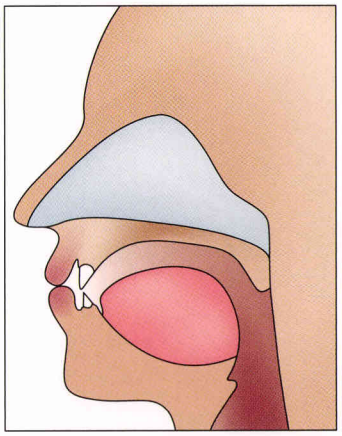
- First, press your lips together, firmly, to stop the flow of air.
- Then, open your lips and produce the sound with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper in front of your lips. It should move when you produce the sound. Or hold your hand in front of your lips to feel the puff of air. This sound has an aspirate quality[1] (you can hear the strong puff of air as a whisper).



2. Producing /b/

Examples: be, best, brain, black, a**bout**, o**bey**, **a**ble, job, 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.



[1] *aspirate quality:* breathiness heard when producing sound(s)

3. Contrast: /p/ with /b/

Some students confuse the sound /p/ as in "pen" with the sound /b/ as in "boy."

Track 6-1

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 . . . /[2]	/p/
2. /b/	/b . . . /[3]	/b/

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

Track 6-2

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. re**pair**	/rɪpɛr/	re**pair**
4. type	/tayp/	type
5. bake	/beyk/	bake
6. ban	/bæn/	ban
7. **may**be	/meybiy/	**may**be
8. robe	/rowb/	robe

4. Check Your Listening

Track 6-3

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. pie	buy	5. **sim**ple	**sym**bol
2. pack	back	6. **sta**ple	**sta**ble
3. peach	beach	7. lap	lab
4. pest	best	8. rip	rib

[2] Try to prolong the puff of air, being careful *not* to add a vowel.

[3] 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.

Track 6-4

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 you hear.

1. so	soap	6. Ma	mob
2. key	keep	7. too	tube
3. row	rope	8. cue	cube
4. why	wipe	9. row	robe
5. bum	bump	10. try	tribe

5. Practice the Contrast: /p/ as in "pen" with /b/ as in "boy"

Track 6-5

A. Practice these contrasting sounds. When /p/ or /b/ appears at the end of a word, the sound is produced with a weak puff of air. Listen and repeat each word pair.

/p/	/b/	/p/	/b/
1. pig	big	6. cap	cab
2. pill	bill	7. tap	tab
3. pat	bat	8. mop	mob
4. pair	bear	9. rope	robe
5. **pal**ate	**ball**ot	10. lap	lab

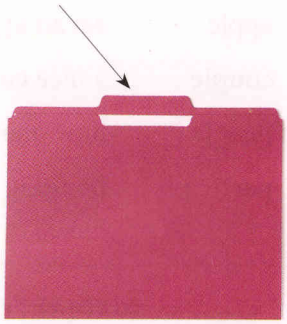
Track 6-6

B. The first sentence of each pair has the sound /p/ as in "pen," and the second has the sound /b/ as in "boy." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the sentences again.

1a. pill	Give him the pill.
b. bill	Give him the bill.
2a. pet	My pet is a year old.
b. bet	My bet is a year old.
3a. pair	Did you see the pair?
b. bear[4]	Did you see the bear?

[4] *bear* /bɛr/: a large furry animal with sharp teeth and claws

4a.	**pal**ate	May I see your **pal**ate?
b.	**b**allot[5]	May I see your **b**allot?
5a.	pig	**Is**n't that a **litt**le pig?
b.	big	**Is**n't that a **litt**le big?
6a.	cap	She has the cap on her list.
b.	cab	She has the cab on her list.
7a.	rope	Hold the rope.
b.	robe	Hold the robe.
8a.	tap[6]	Did you find the tap?
b.	tab	Did you find the tab?
9a.	mop	Did you see the mop?
b.	mob[7]	Did you see the mob?
10a.	lap	I can see it in his lap.
b.	lab	I can see it in his lab.



[5] *ballot* /bælət/: a piece of paper people use to vote for candidates in an election
[6] *tap* /tæp/: a faucet from which water runs
[7] *mob* /mɑb/: violent, disorderly group of people

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*.

Track 6-7

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 /pl/		Medial /pl/		Final /pl/	
1. plan	a good plan	1. apply	apply now	1. apple	eat an apple
2. plane	a big plane	2. supply	a good supply	2. couple	a nice couple
3. plus	one plus one	3. reply	reply now	3. people	how many people
4. plate	paper plate	4. employ	in his employ	4. participle	hanging participle

Initial /pr/		Medial /pr/		Medial /rp/	
1. pray	pray for the sick	1. apron	wear an apron	1. airplane	airplane ride
2. prison	prison camp	2. approach	my approach	2. carpet	on the carpet
3. promise	I promise.	3. approve	don't approve	3. purpose	main purpose
4. prefer	we prefer	4. improve	It will improve.	4. surplus	a surplus of food

Track 6-8

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 /bl/		Medial /bl/		Final /bl/	
1. black	black and blue	1. oblivious[8]	not oblivious	1. table	round table
2. blank	fill in the blank	2. sibling[9]	my sibling	2. washable	not washable
3. blame	Take the blame.	3. sublease[10]	sign a sublease	3. trouble	cause trouble
4. blood	my blood type	4. gambling	gambling machine	4. terrible	That's terrible.

[8] *oblivious* /əblɪviyəs/: not noticing; unaware
[9] *sibling* /sɪblɪŋ/: brothers or sisters who have the same parents
[10] *sublease* /səbliys/: rent from someone who is the original renter

INITIAL /br/	MEDIAL /br/	MEDIAL /rb/	FINAL /rb/
1. brain use your brain	1. a**br**oad went a**br**oad	1. **ur**ban an **ur**ban **cit**y	1. curb on the curb
2. break take a break	2. a**bbre**viate Don't a**bbre**viate.	2. **or**bit **or**bit the moon	2. verb use a verb
3. brown dark brown	3. **al**gebra test in **al**gebra	3. **gar**bage in the **gar**bage	3. dis**turb** Do not dis**turb**.
4. bridge a**cross** the bridge	4. **li**brary in the **li**brary	4. **har**bor in the **har**bor	4. **ad**verb a**noth**er **ad**verb

7. Doubled Consonants

Track 6-9

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 part	Would you like the top part of the **chick**en?
2. hip **pock**et	My **wall**et is in my hip **pock**et.
3. deep part	He swims in the deep part of the pool.
4. keep **push**ing	Why do you keep **push**ing me a**way?**
5. grape **prod**uct	Wine is a grape **prod**uct.
6. lab book	I'm **us**ing my lab book to**day**.
7. rob Bill	Did you see them rob Bill?
8. tube broke	The tube broke as I was **us**ing it.
9. dis**turb** Bob	Did you dis**turb** Bob in his **off**ice?
10. cab breaks	His cab breaks down all the time.

Track 6-10

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 **bak**ing	I wish you would stop **bak**ing **cook**ies.
2. cheap book	When you buy a cheap book, it falls a**part**.
3. club pass	To use the pool, I need a club pass.
4. step back	He took a step back and fell down.
5. **check**up by	He got a **check**up by his **doc**tor.

8. No Sound for "b" and "p" (Silent Letters)

Track 6-11

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. climb	Don't climb up the tree.
2. comb	May I use your comb?
3. dumb	That's a dumb thing I did.
4. lamb	A lamb is a young sheep.
5. limb	A limb is an arm or a leg.
6. numb	To be numb is to feel no pain.
7. thumb	Your thumb is a short, thick **fin**ger.
8. tomb	A tomb is a place where **some**one is **bur**ied.
9. bomb	A bomb went off in the **mar**ket.
10. **plumb**er	A **plumb**er re**pairs wa**ter pipes.
11. doubt	When in doubt, throw it out.
12. debt	A debt is **some**thing owed to **some**one else.

Track 6-12

B. When the letters "ps" begin a word, the "p" is not pronounced. In a few other words, "p" is also not pronounced. Listen and repeat.

1. ~~p~~sa~~l~~m[11]	A ~~p~~sa~~l~~m is a re**lig**ious song or **po**em.
2. ~~p~~sy**chi**atrist	A ~~p~~sy**chi**atrist is a **med**ical **doc**tor who treats **men**tal **ill**ness.
3. ~~p~~sy**chol**ogist	A ~~p~~sy**chol**ogist **al**so treats **men**tal **ill**ness, but has no **med**ical de**gree.**
4. cor~~p~~s[12]	The Ma**rine** Cor~~p~~s is part of the Armed **Forc**es.
5. re**cei~~p~~t**	You should get a re**cei~~p~~t** when you pay the rent.

Track 6-13

9. Stress and Intonation

The following sentences contain the sound /p/ as in "pen," the sound /b/ as in "boy," or both.

- Listen for the sounds /p/ and /b/, which are underlined. Clusters with /p/ and /b/ are also underlined.
- As you listen to the audio and repeat the sentences, mark the stressed words you hear with a stress mark (´).
- Pay attention to function words, phrasing, and intonation.

The first sentence is marked for you.

1. Let's tá**k**e the **sub**way to the **pub**lic **li**brary.
2. Can you **par**allel park that car?
3. We **al**ways take the ex**press** bus to the **air**port.
4. Is the bi**ol**ogy lab on **cam**pus?
5. **Brook**lyn and the Bronx are part of New York **City**.
6. The park bench is **paint**ed black.
7. **Pe**ter has a pass for a **Broad**way show.
8. In**spect** the a**part**ment be**fore** you move in.
9. My boss speaks **Span**ish and **Por**tuguese.
10. Please pass the plate of spa**ghett**i and **meat**balls.

[11] The "l" in "psalm" is also silent.
[12] The "s" in "corps" is also silent.

10. Further Practice

A. The following is a well-known rhyme. The /p/ and /b/ consonants are underlined. Working with a partner, follow these steps.

- Mark the words you decide to stress with a stress mark (´).
- Pay attention to function words and phrasing.

The first line is marked for you.

Sing a song of **six**pence,

A **pock**et full of rye,

Four and **twen**ty **black**birds

Baked in a pie.

When the pie was **o**pened

The birds **began** to sing

Now **was**n't that a **dain**ty dish

To set **before** a king?

B. Record yourself, monitoring your articulation, stress, and intonation.

Class Discussion

Why do people say that they "slept like a baby" when babies wake up about every two hours? Do you know anyone who says this?

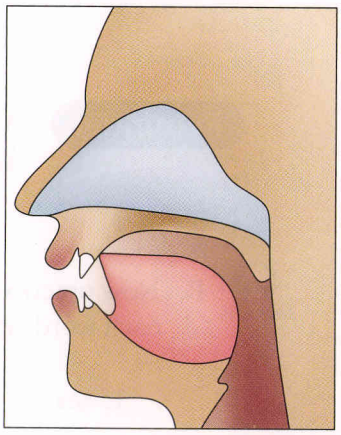
/t/ as in *ten*
/d/ as in *day*

UNIT 24

1. Producing /t/

Examples: to, time, stop, **little**, **auto**, ate, walked

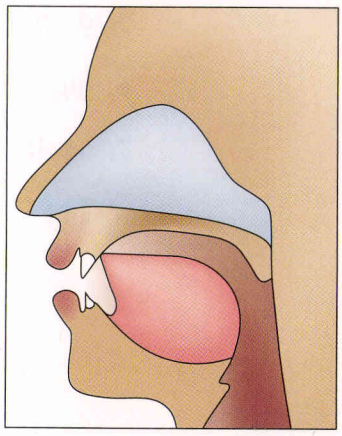
- First, press the *tip* of your tongue against your *upper gum ridge* (at the teeth ridge) to stop the flow of air.
- Then, quickly drop the tongue tip. As the air is released, the sound is produced with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper in front of your 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[1] (you can hear the strong puff of air as a whisper).



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.



[1] *aspirate quality:* breathiness heard when producing sound(s)

3. Contrast: /t/ with /d/

Some students confuse the sound /t/ as in "ten" with the sound /d/ as in "day."

Track 6-14

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 . . . /[2]	/t/
2. /d/	/d . . . /[3]	/d/

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

Track 6-15

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

1. tea	/tiy/	tea
2. tell	/tɛll/	tell
3. a**tt**ack	/ətæk/	a**tt**ack
4. coat	/kowt/	coat
5. deep	/diyp/	deep
6. dig	/dɪg/	dig
7. a**d**ult	/ədəlt/	a**d**ult
8. and	/ænd/	and

[2] Try to prolong the puff of air, being careful *not* to add a vowel.
[3] 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.

4. Check Your Listening

Track 6-16

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. ton	done	6. bat	bad
2. ten	den	7. neat	need
3. try	dry	8. hat	had
4. tense	dense	9. set	said
5. tame	dame	10. hit	hid

Track 6-17

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	spite	6. may	made
2. he	heat	7. owe	owed
3. plan	plant	8. car	card
4. see	seat	9. rye	ride
5. go	goat	10. plan	planned

5. Practice the Contrast: /t/ as in "ten" with /d/ as in "day"

Track 6-18

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. tear	dear	6. at	add
2. tie	dye	7. neat	need
3. time	dime	8. coat	code
4. tile	dial	9. debt	dead
5. town	down	10. bright	bride

Track 6-19

B. The first sentence of each pair has the sound /t/ as in "ten," and the second has the sound /d/ as in "day." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. time	Do you have the time?
b. dime	Do you have the dime?
2a. tile	Did you say "tile"?
b. dial	Did you say "dial"?
3a. tore[4]	John said "tore."
b. door	John said "door."
4a. tie	**Does**n't the tie look nice?
b. dye[5]	**Does**n't the dye look nice?
5a. write	She likes to write **ev**ery day.
b. ride	She likes to ride **ev**ery day.
6a. seat	The seat is in the **gar**den.
b. seed	The seed is in the **gar**den.
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[6]	Give her a pad.

[4] *tore* /tɔr/: past tense of the verb "to tear"
[5] *dye* /day/: a solution used to color cloth or hair
[6] *pad* /pæd/: 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.

Track 6-20

A. Listen to and repeat the following words.

INITIAL /tr /	MEDIAL /tr/
1. track track a **pack**age	1. **en**trance store **en**trance
2. trade make a trade	2. **mattr**ess firm **mattr**ess
3. train **pass**enger train	3. **ex**tra an **ex**tra course
4. try give it a try	4. **cen**tral **cen**tral **sta**tion

INITIAL /dr/	MEDIAL /dr/
1. dream I have a dream.	1. a**ddr**ess my a**ddr**ess
2. drive disk drive	2. **laun**dry bag of **laun**dry
3. draw draw blood	3. un**dr**ess un**dr**ess for bed
4. dry dry **weath**er	4. de**hy**drate heat will de**hy**drate[7]

B. Work with a partner or in a small group. Make up four different sentences each with one word from each of the above columns. As you read them aloud, check each other for the correct articulation.

[7] *dehydrate* /diyhaydreyt/: make dry by removing all the water

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/").

Track 6-21

A. You will hear two pronunciations for each word, phrase, or sentence. In the first pronunciation, you will hear a /t/ sound. In the second, you will hear /t/ pronounced almost like the sound /d/. (Both pronunciations are acceptable.) Listen and repeat.

1. **city**
   in the **city**
2. **sitting**
   I'm **sitting** down.
3. **water**
   drink **water**
4. **daughter**
   She's my **daughter**.
5. **writer**
   I'm a **writer**.
6. **writing**
   Are you **writing**?
7. **forty**
   number forty
8. **dirty**
   My hands are **dirty**.
9. **better**
   Is that **better**?
10. **butter**
    Is that **butter**?
11. **matter**
    What's the **matter**?
12. **little**
    She's **little**.

B. Work with a partner. Take turns saying the words and phrases in Exercise A. Then, listen to the recording again.

8. Consonant Clusters /lt/ and /ld/

Track 6-22

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	10. sole	sold

Track 6-23

B. The first sentence of each pair has a word that ends in /l/. The second has a word that ends in /lt/ or /ld/. Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. fell	He fell as if he were sick.
b. felt	He felt as if he were sick.
2a. haul[8]	Who can haul the car?
b. halt	Who can halt the car?
3a. fall	I'm **respon**sible for my fall.
b. fault[9]	I'm **respon**sible for my fault.
4a. bell	The bell is a **pres**ent.
b. belt	The belt is a **pres**ent.
5a. mall	We **approve** of the mall.
b. malt[10]	We **approve** of the malt.
6a. coal[11]	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 it?
b. build	Will you build it?
9a. hole	It's in the hole.
b. hold[12]	It's in the hold.
10a. sole	The fish is sole.
b. sold	The fish is sold.

[8] *haul* /hɔl/: carry a load
[9] *fault* /fɔlt/: a flaw; a defect
[10] *malt* /mɔlt/: a grain used for making drinks
[11] *coal* /kowl/: a mineral that is burned for heat
[12] *hold* /howld/: the container area of a ship

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 /tl/ and /dl/. Look at these examples.

1. **little** /lɪtl̩/
2. **middle** /mɪdl̩/
3. **total** /towtl̩/
4. **medal** /mɛdl̩/

This /l/ sound is called *syllabic* because it forms a syllable without a vowel sound. (The dot underneath /l̩/ indicates a syllable.)

Reminder The sounds /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/.

Track 6-24

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 182.)

1. **bottle**	/bɑtl̩/	Did you give the **ba**by the **bottle**?
2. **battle**	/bætl̩/	The **sol**diers fought in a big **battle**.
3. **kettle**	/kɛtl̩/	**Wa**ter is boiled in a **kettle**.
4. **settle**	/sɛtl̩/	Don't **settle** for less than it's worth.
5. **hospital**	/hɑspɪtl̩/	We took him to the **hospital**.
6. **candle**	/kændl̩/	Light a **candle** when it gets dark.
7. **riddle**	/rɪdl̩/	What's the **an**swer to the **riddle**?
8. **needle**	/nidl̩/	Do you have a **needle** and thread?
9. **saddle**	/sædl̩/	Put a **saddle** on the horse.
10. **sandals**	/sændl̩z/	I like to wear **sandals**, not closed shoes.

10. Stress and Intonation

Track 6-25

A. Listen for the sounds /t/ and /d/.

- Mark the stressed words you hear with a stress mark (´)
- Mark the falling or rising intonation with an arrow (⟶ ↗).
- Pay attention to function words and phrasing. Listen and repeat.

The first sentence is marked for you.

1. **Dur**ing the **win**ter the days are short.
2. Does your **teach**er get paid on **Fri**days?
3. I ate all the **toma**toes **yes**terday.
4. She told us a ro**man**tic **sto**ry.
5. Tom bought a lot of **dough**nuts.
6. The **door**man told us to go down.
7. The **Pil**grims came here in 1620 (six**teen twen**ty).
8. **Sat**urday night is the **lone**liest night of the week.
9. Do you **u**sually **vis**it your aunt on **Mon**days?
10. Did you make an **appoint**ment with your **doc**tor?

B. After you have listened to the recording, work with a partner. Compare your markings. Then, take turns reading the sentences aloud and check each other for articulation, stress, and intonation. Listen to the recording again.

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.

Track 6-26

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. kiss	/kɪs/	Did you kiss me?
b. kissed	/kɪst/	Yes, I kissed you.
2a. ask	/æsk/	Did you ask him?
b. asked[13]	/æskt/	Yes, I asked him.
3a. step	/stɛp/	Did you step in the mud?
b. stepped	/stɛpt/	Yes, I stepped in the mud.
4a. crash	/kræʃ/	Did he crash the car?
b. crashed	/kræʃt/	Yes, he crashed the car.

Track 6-27

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. call	/kɔl/	Did you call me?
b. called	/kɔld/	Yes, I called you.
2a. be**lieve**	/bəliyv/	I be**lieve** in him.
b. be**lieved**	/bəliyvd/	I **nev**er be**lieved** him.
3a. quiz	/kwɪz/	Did the teacher quiz you?
b. quizzed	/kwɪzd/	Yes, she quizzed us.
4a. love	/ləv/	Did she love him?
b. loved	/ləvd/	Yes, she loved him.

[13] *asked* /æskt/: may also be pronounced as /æst/, omitting the sound /k/. (Both pronunciations are acceptable.)

Track 6-28

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	/ʃow/	I'll show it to you.
b. showed	/ʃowd/	You showed it to me.
3a. stew	/stuw/	Did he stew the meat?
b. stewed	/stuwd/	Yes, he stewed the meat.
4a. coo	/kuw/	Did the pigeon coo?
b. cooed	/kuwd/	Yes, the pigeon cooed.

Track 6-29

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 the wall red.
b. **painted**	/peyntɪd/	I **painted** the wall red.
2a. want	/wɑnt/	I want a piece of cake.
b. **wanted**	/wɑntɪd/	I **wanted** a piece of cake.
3a. need	/niyd/	I need it now.
b. **needed**	/niydɪd/	I **needed** it **yesterday**.
4a. decide	/dɪsayd/	Don't decide **today**.
b. decided	/dɪsaydɪd/	I decided **today**.

Reminder

- When verbs, in the past tense, end in a voiceless consonant, /p/, /k/, /f/, /θ/ /s/, /ʃ/ or /tʃ/ (except for /t/), pronounce *-ed* as /t/.

  Examples: cook /kʊk/—cooked /kʊkt/; wish /wɪʃ/—wished /wɪʃt/

- When verbs, in the past tense, end in a vowel or a voiced consonant (except for /d/), pronounce *-ed* as /d/.

  Examples: change /tʃeynʤ/—changed /tʃeynʤd/; sew /sow/—sewed /sowd/

- When verbs, in the past tense, end in /t/ or /d/, pronounce *-ed* as /ɪd/.

  Examples: paste /peyst/—pasted /peystɪd/; add /æd/—added /ædɪd/

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, listen to the recording.

Track 6-30

A. /t/ Ending

In the sentences below, pronounce *-ed* as /t/. Listen and repeat.

1. I baked a cake for my friend.
2. I wrapped the **pack**age for the **cus**tomer.
3. They reached the top of the **moun**tain.
4. I helped him with his **home**work.
5. He missed **hav**ing his **break**fast this **mor**ning.

Track 6-31

B. /d/ Ending

In the sentences below, pronounce *-ed* as /d/. Listen and repeat.

1. The **ba**by screamed all night for her **moth**er.
2. He lived a long time **af**ter his **ill**ness.
3. I re**ceived** the **tel**ephone bill last night.
4. He con**tin**ued to win the games.
5. They **ad**vertised for an a**part**ment in the **pa**per.

Track 6-32

C. /ɪd/ Ending

In the sentences below, pronounce *-ed* as /ɪd/. Listen and repeat.

1. He reco**mmend**ed me for the **com**puter job.
2. We **board**ed the plane on time.
3. She was ad**mitt**ed to the **hos**pital.
4. I re**quest**ed a room with a view.
5. They de**cid**ed to go by train in**stead** of by plane.

13. Further Practice

A. Form the past tense of the following verbs. Follow these steps.

- Pronounce the base form of the verb. You can use a dictionary to help you with the pronunciation.
- Write the past tense form in the space provided. Then, write the phonetic symbol for the *-ed* ending (/t/, /d/, or /ɪd/).
- Pronounce the past tense form.

Examples:

a. add	*added*	/ɪd/
b. **elect**	*elected*	/ɪd/
c. laugh	*laughed*	/t/
d. de**lay**	*delayed*	/d/

1. **trav**el	_____	/_____/
2. dream	_____	/_____/
3. wash	_____	/_____/
4. re**lieve**	_____	/_____/
5. re**mind**	_____	/_____/
6. re**port**	_____	/_____/
7. type	_____	/_____/
8. stop	_____	/_____/
9. vote	_____	/_____/
10. ex**pect**	_____	/_____/

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.

Class Discussion: Tongue Twisters

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. Then, discuss these tongue twisters in class. The first line is marked for you.

A **tu**tor |who **toot**ed[14] the flute|

Tried to **tu**tor two **toot**ers to toot.

Said the two to the **tu**tor:

"Is it **hard**er to toot, or

To **tu**tor two **toot**ers to toot?"

[14] *toot* /tuwt/: blow a horn, whistle, etc. in short loud sounds

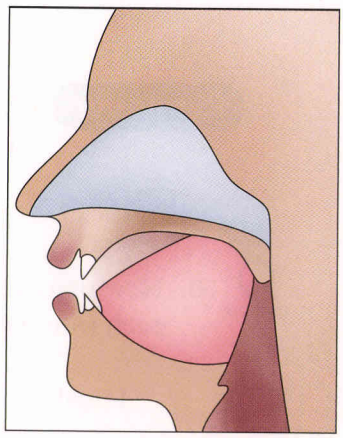
/k/ as in *cat*
/g/ as in *go*

UNIT 25

1. Producing /k/

Examples: kiss, came, key, **char**acter, **qui**et, **liq**uid, **pic**ture, **chick**en, **ac**cident, sick, book, brake

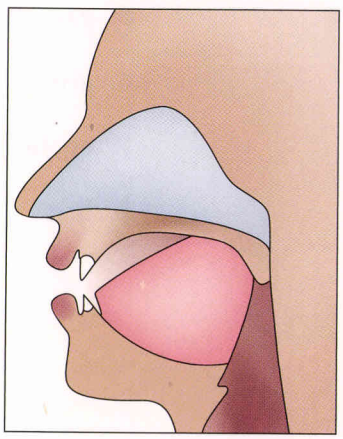
- First, press the *back* part of your tongue to the *back* of the roof of your mouth (soft palate) to stop the flow of air.
- Then, quickly lower the back of your tongue. As the air is released, the sound is produced with a strong puff of air.
- Your vocal cords do not vibrate.
- Hold a piece of paper 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[1] (you can hear the puff of air as a whisper).



2. Producing /g/

Examples: get, ghost, guest, for**get**, be**gan**, 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.



[1] *aspirate quality:* breathiness heard when producing sound(s)

3. Contrast: /k/ with /g/

Some students confuse the sound /k/ as in "cat" with the sound /g/ as in "go."

Track 7-1

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 . . . /[2] /k/
2. /g/ /g . . . /[3] /g/

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

Track 7-2

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

1. call /kɔl/ call
2. key /kiy/ key
3. be**came** /bɪkeym/ be**came**
4. bake /beyk/ bake
5. gas /gæs/ gas
6. give /gɪv/ give
7. a**gain** /əgɛn/ a**gain**
8. bag /bæg/ bag

[2] Try to prolong the puff of air, being careful *not* to add a vowel.
[3] 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.

4. Check Your Listening

Track 7-3

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. came	game	6. snack	snag
2. come	gum	7. lack	lag
3. cane	gain	8. duck	dug
4. coal	goal	9. flak[4]	flag
5. class	glass	10. frock	frog

Track 7-4

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[5]
2. stay	steak	7. play	plague[6]
3. way	wake	8. more	morgue
4. we	week	9. row	rogue
5. lay	lake	10. few	fugue[7]

5. Practice the Contrast: /k/ as in "cat" with /g/ as in "go"

Track 7-5

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

/k/	/g/	/k/	/g/
1. curl	girl	6. pick	pig
2. card	guard	7. lock	log[8]
3. could	good	8. rack	rag
4. coast	ghost	9. leak	league
5. cold	gold	10. back	bag

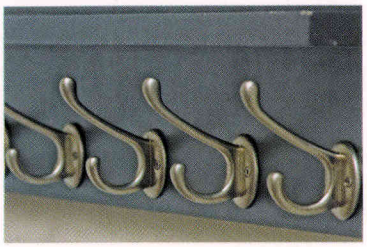
[4] *flak* /flæk/: strong criticism; also explosion produced by firing at aircraft
[5] *league* /liyg/: a group of people, businesses or nations joined together in a shared interest; also refers to sports teams
[6] *plague* /pleyg/: a dangerous disease
[7] *fugue* /fuwg/: a form of music
[8] Some Americans say /lɔg/ rather than /lɑg/.

Track 7-6

B. The first sentence of each pair has the sound /k/ as in "cat," and the second has the sound /g/ as in "go." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a.	curl	The curl looks nice.
b.	girl	The girl looks nice.
2a.	card	Did you see the card?
b.	guard	Did you see the guard?
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	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	Let's use this rack.



b.	rag	Let's use this rag.

9a. leak It's a big leak we're up **against**.

b. league It's a big league we're up **against**.

10a. back It's in the back.

b. bag 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*.

Track 7-7

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. claim in**sur**ance claim	1. de**cl**ine sharp de**cl**ine	1. **cir**cle form a **cir**cle
2. clause two **clau**ses	2. **frank**ly **frank**ly **speak**ing	2. **un**cle **Un**cle Sam
3. clap clap to the rhythm	3. de**clare** de**clare** war	3. **an**kle **bro**ken **an**kle
4. clear make it clear	4. ex**clu**sive ex**clu**sive club	4. wrin**kle** Iron out the **wrin**kle.

INITIAL /kr/	MEDIAL /kr/
1. cry Don't cry.	1. **se**cret I've a **se**cret.
2. crowd Join the crowd.	2. a**cross** jump a**cross**
3. cream cream of the crop	3. **air**craft new **air**craft
4. cross a cross street	4. **mi**crobe See the **mi**crobe.

Track 7-8

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. glove one glove	1. **eye**glasses I wear **eye**glasses.	1. **ea**gle bald **ea**gle
2. glad Who's glad?	2. ne**glect** ne**glect** to pay	2. **tan**gle Don't **tan**gle it.
3. glue Use glue.	3. **En**gland queen of **En**gland	3. **strugg**le Why **strugg**le?
4. **glam**our **glam**our shot	4. un**glued** It became un**glued**.	4. **jun**gle in the **jun**gle

INITIAL /gr/	MEDIAL /gr/
1. grade high grade	1. **hun**gry feel **hun**gry
2. grass green grass	2. **con**gress U.S. **Con**gress
3. great That was great.	3. dis**grace** It's a dis**grace**.
4. graph draw a graph	4. **an**gry **feel**ing **an**gry

7. Sounds for the Letters "cc"

Track 7-9

A. The letters "cc" sometimes represent the sound /k/ as in "cat." Listen and repeat.

1. a**cc**ount	Open an a**cc**ount with the bank.
2. a**cc**use	Don't a**cc**use me of anything.
3. o**cc**ur	When did that event o**cc**ur?
4. **soc**cer	Do you play **soc**cer with him?
5. a**cc**omplish	I'll a**cc**omplish that in due time.[9]
6. a**cc**ordion	My brother plays the a**cc**ordion.
7. o**cc**asion	What's the o**cc**asion for the party?
8. a**cc**ountant	That man is my a**cc**ountant.

Track 7-10

B. Sometimes the letters "cc" represent the sounds /ks/. Notice the syllable break in this form of "cc." Listen and repeat.

1. a**cc**elerate	To a**cc**elerate means to move faster.
2. va**cc**ine	A va**cc**ine protects us against disease.
3. a**cc**ent	He speaks with an a**cc**ent.
4. a**cc**ede	To a**cc**ede means to agree.
5. a**cc**ept	Are you willing to a**cc**ept the grade?
6. a**cc**ident	It was an a**cc**ident waiting to happen.[10]
7. su**cc**eed	She'll su**cc**eed in everything she does.
8. su**cc**ess	The party was a huge su**cc**ess.

8. Sounds for the Letter "x"

Track 7-11

A. In the middle of a word, the letter "x" usually represents the sound /ks/. Listen and repeat.

1. **ex**ercise	Do you always **ex**ercise?
2. e**x**plain	Please e**x**plain the lesson.
3. **ex**tra	We always get an **ex**tra plate.
4. e**x**pect	Did you e**x**pect that child to behave?
5. e**x**pense	I'll spare no e**x**pense for the gift.

---

[9] *in due time:* at the right or proper time
[10] *an accident waiting to happen:* an accident that is expected

Track 7-12

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 **in**come tax.
4. mix — Did you mix the paint?
5. re**lax** — When we come home, we try to re**lax**.

Track 7-13

C. Sometimes "x" represents /gz/. Listen and repeat.

1. ex**am**ple — Please read the ex**am**ple first.
2. ex**ist** — How do we know that we ex**ist**?
3. ex**hib**it — Did you see the art ex**hib**it?
4. ex**act** — You need ex**act** change for the bus.
5. ex**agg**erate — That dress ex**agg**erates her waist.

9. Sounds for the Letters "qu"

Track 7-14

A. In the initial (beginning) position, the letters "qu" usually represent the sound /kw/. Listen and repeat.

1. quiz — My **teach**er gave us a quiz.
2. quick — I'll take a quick **show**er now.
3. queen — She's queen for the day.
4. **qui**et — My house is very **qui**et at night.
5. quite — The food was **real**ly quite good.

Track 7-15

B. In the medial (middle) position as well, the letters "qu" usually represent /kw/. Listen and repeat.

1. **e**qual — All of us have **e**qual qualif**ic**ations.
2. e**qua**tion — It's a math e**qua**tion.
3. **liq**uid — Pour the **liq**uid from the **bott**le.
4. squeeze — We all tried to squeeze **in**to the car.
5. re**quest**ed — An **an**swer is re**quest**ed.

10. No Sound for "k" and "g" (Silent Letters)

Track 7-16

A. When the letters "kn" begin a word, the "k" is not pronounced. Listen and repeat.

1. ~~k~~nee	The ~~k~~nee is a joint in the leg.
2. ~~k~~neel	To ~~k~~neel means to get down on your ~~k~~nees.
3. ~~k~~now	Do you ~~k~~now that to**day's** a **hol**iday?
4. ~~k~~new	Of course, I ~~k~~new that!
5. ~~k~~nife	Cut the bread with a ~~k~~nife.
6. ~~k~~nock	~~k~~nock be**fore** you **en**ter.

Track 7-17

B. When the letter "g" comes before the letter "n" or "m" in the same syllable, it is not pronounced. Listen and repeat.

1. si~~g~~n	Did you see the si~~g~~n in the **win**dow?
2. re**si~~g~~n**	I'll re**si~~g~~n** from my job soon.
3. rei~~g~~n	The rei~~g~~n of the king is a long one.
4. **for**ei~~g~~n	The ship docks at **for**ei~~g~~n ports.
5. de**si~~g~~n**er	She **al**ways buys de**si~~g~~n**er clothes.
6. **di**aphra~~g~~m	The **di**aphra~~g~~m is a **musc**le that **sep**arates the lungs from the **stom**ach.

11. Stress and Intonation: Dialogs

Track 7-18

Listen to and repeat the dialogs on the next page. Follow these steps:

- Read the 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.
- Mark the falling or rising intonation with an arrow (↘ ↗).
- As you listen to the recording, mark the stressed words you hear with a stress mark (´).
- Pay attention to function words, phrasing, and intonation.

Example: **A:** They were **very** quiet when they got their grades.

B: I guess the grades were not that good.

1**A:** The me**cha**nic said the car was **read**y.

B: Did he fill it with a **gall**on of good-grade gas?

2**A:** Are you **grad**uating in **Au**gust?

B: Yes, and then I'm **go**ing to school in **En**gland.

3**A:** That was a great game!

B: Yes, but let's get home **quick**ly now, so we can carve the **tur**key.

4**A:** I hate to go **jogg**ing every day.

B: Well, I can give you a good **rea**son for not **go**ing.

5**A:** I co**llect pic**tures of good **ar**chitecture.

B: Is that bank, a**cross** from the school, a good ex**am**ple?

12. Further Practice

Here's another tongue twister. How well can you do this one?

- Say this selection aloud to yourself and mark the stressed words and indicate the pauses.
- Record the selection. When you play it back, check your articulation and markings.

How **man**y **cuck**oos[11] should a good cook cook

If a good cook could cook **cuck**oos?

As **man**y **cuck**oos as a good cook could cook,

If a good cook could cook **cuck**oos.

Class Discussion: Tongue Twister

Take turns with your classmates saying this tongue twister. How well did you all do?

[11] *cuckoo* /kuwkuw/: a gray bird whose call sounds like "cuckoo" (This word is also a slang expression for a crazy person.)

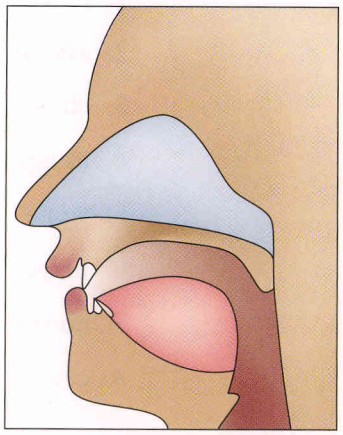
UNIT 26

/f/ as in *food*
/v/ as in *voice*

1. Producing /f/

Examples: fun, free, phone, refer, coffee, laughing, graph, stuff, rough

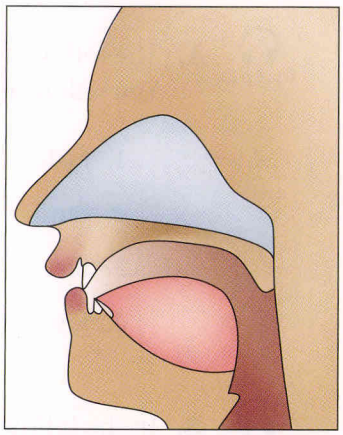
- Lightly but firmly, touch the upper teeth with the inner part of the lower lip.
- Produce the sound by forcing air out through the opening. Do not stop the flow of air.
- Your vocal cords do not vibrate.
- Hold your hand in front of your lips to feel the flow of air as you hear it.



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/ with /v/

Some students confuse the sound /f/ as in "food" with the sound /v/ as in "voice."

Track 7-19

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.)

Track 7-20

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

1. food	/fuwd/	food
2. **afford**	/əfɔrd/	**afford**
3. chief	/tʃiyf/	chief
4. tough	/təf/	tough
5. voice	/vɔys/	voice
6. **driver**	/drayvər/	**driver**
7. **above**	/əbəv/	**above**
8. cave	/keyv/	cave

4. Check Your Listening

Track 7-21

A. The following pairs of words contain the sounds /f/ as in "food" and /v/ as in "voice." You will hear one word from each pair. Circle the word that you hear.

1. fast	vast	5. **surface**	**service**
2. fan	van	6. **refuse**	**reviews**
3. feel	veal	7. safe	save
4. few	view	8. half	have

Track 7-22

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	drive
3. lie	life	8. lie	live
4. why	wife	9. we	we've
5. low	loaf	10. way	wave

5. Practice the Contrast: /f/ as in "food" with /v/ as in "voice"

Track 7-23

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

/f/	/v/	/f/	/v/
1. fan	van	6. **safer**	**saver**
2. **ferry**	**very**	7. half	have
3. fault	vault	8. safe	save
4. few	view	9. leaf	leave
5. **rifle**	**rival**	10. life	live

Track 7-24

B. The first sentence of each pair has the sound /f/ as in "food," and the second has the sound /v/ as in "voice." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. fault — Don't tell me it's my fault.

b. vault[1] — Don't tell me it's my vault.

[1] *vault* /vɔlt/: a safe (usually in a bank) in which money is kept

2a.	fan	I bought a large fan **yes**terday.
b.	van	I bought a large van **yes**terday.
3a.	few	We had a few of them.
b.	view	We had a view of them.
4a.	**ri**fle	Do you have a **ri**fle?
b.	**ri**val[2]	Do you have a **ri**val?
5a.	a life	That's not a life.
b.	a**liv**e	That's not a**liv**e.
6a.	**fen**der	That **fend**er is old.
b.	**ven**dor[3]	That **vend**or is old.
7a.	**fi**nal	He said, "That's **fi**nal!"
b.	**vi**nyl	He said, "That's **vi**nyl!"
8a.	safe	We thought he said "safe."
b.	save	We thought he said "save."
9a.	**ferr**y	Did you say "**ferr**y"?
b.	**ver**y	Did you say "**ver**y"?
10a.	half	How does one spell "half"?
b.	have	How does one spell "have"?

[2] *rival* /rayvəl/: a person who tries to win something away from someone
[3] vendor /vɛndər/: 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.

Track 7-25

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

/f/	/p/	/f/	/p/
1. fade	paid	6. cliff	clip
2. fool	pool	7. chief	cheap
3. fork	pork	8. laugh	lap
4. fast	past	9. cuff	cup
5. **suffer**	**supper**	10. wife	wipe

Track 7-26

B. The first sentence of each pair has the sound /f/ as in "food," and the second has the sound /p/as in "pen." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a. fade	Is the word "fade"?
b. paid	Is the word "paid"?
2a. fool	The fool is out in the back.
b. pool	The pool is out in the back.
3a. fork	Do you want the fork now?
b. pork	Do you want the pork now?
4a. fast	I think it's fast.
b. past	I think it's past.
5a. **suffer**	He's **go**ing to **suff**er late at night.
b. **supper**	He's **go**ing to **supp**er 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	The cuff is white.
b.	cup	The cup is white.
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.

Track 7-27

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. **very**	**bury**	8. vote	boat
4. vet	bet	9. vow	bow
5. vest	best	10. curve	curb

Track 7-28

B. The first sentence of each pair has the sound /v/ as in "voice," and the second has the sound /b/ as in "boy." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the sentences again.

1a.	vest	She's got the vest.
b.	best	She's got the best.
2a.	veil	I've the veil we want.
b.	bail[4]	I've the bail we want.
3a.	**very**	Is it "**very**" that you've said?
b.	**bury**	Is it "**bury**" that you've said?
4a.	vet[5]	I like the vet you've **chosen**.
b.	bet	I like the bet you've **chosen**.
5a.	"v"	Have you seen the **letter** "v"?
b.	"b"	Have you seen the **letter** "b"?
6a.	vent	They've said "vent" **many** times.
b.	bent	They've said "bent" **many** times.
7a.	van	Did you hear **about** the van?
b.	ban	Did you hear **about** the ban?
8a.	vote	You **wanted** the vote for a long time.
b.	boat	You **wanted** the boat for a long time.
9a.	vow	She's **taken** a vow.
b.	bow	She's **taken** a bow.
10a.	curve	Park the car on the curve.
b.	curb	Park the car on the curb.

[4] *bail* /beyl/: money left with a court of law when a person awaiting trial is released from jail
[5] *vet* /vet/: short for veterinarian (an animal doctor); short for veteran (any person formerly in the military)

8. Consonant Clusters with /fl/ and /fr/

Track 7-29

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 the inside of 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. flag my **coun**try's flag	1. **con**flict end a **con**flict	1. **waffle** Eat a **waffle**.
2. **flu**ent speak **flu**ent **En**glish	2. **pam**phlet read a **pam**phlet	2. **trifle**[6] It's a **trifle**.
3. fluo**res**cent fluo**res**cent bulb	3. in**fla**tion high in**fla**tion	3. **raffle** **raffle tick**et
4. **fla**vor good **fla**vor	4. **muffl**er my car's **muffl**er	4. sni**ffle**[7] Why do you **sniffle**?

INITIAL /fr/	MEDIAL /fr/
1. free free **en**trance	1. re**fresh** need to re**fresh**
2. phrase a short phrase	2. de**frost** de**frost** the re**frig**erator
3. **frac**tion a **frac**tion of a **sec**ond	3. in**fre**quent in**fre**quent calls
4. **Fri**day **Fri**day is **pay**day.	4. a**fraid** Who's a**fraid**?

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/.

[6] *trifle* /trayfəl/: an unimportant thing
[7] *sniffle* /snɪfəl/: breathe in noisily when nose is running, especially when you have a cold

9. Stress and Intonation: A Dialog

Track 7-30

A. The following dialog contains the sound /f/ as in "food" and the sound /v/ as in "voice."

- Draw a single line under the letters representing the sound /f/ and a double line under the letters representing the sound /v/.
- Read the dialog with your partner. Compare your markings.
- Now listen to the audio. Mark the stressed words you hear with a stress mark (´) and the rising or falling intonation with an arrow (↗ ↘).
- Check your answers with your partner. Listen to the audio again.

The first sentence is marked for you.

Fred: Hi, Vic. I haven't seen you in a**while**. What's new?

Vic: I'm **mak**ing a list of stuff we need for our **Val**entine's[8] Day **par**ty.

Fred: Oh, great! Need help with the food?

Vic: Sure do. Here's my list. There's a food store on the **cor**ner. I'll go for the drinks.

Fred: Mmm. French bread, roast beef, franks, French fries, po**ta**to **sal**ad, and **pret**zels. How much should I buy?

Vic: We'll **fig**ure it out **af**ter we de**cide** how **man**y we're in**vit**ing.

Fred: You know, we'll **al**so need forks, knives, plates, cups, and **nap**kins.

Vic: Gee, I for**got** a**bout** that.

Fred: Leave it to me. I'll take care of it. I won't for**get**.

Vic: Cool. See you at the house at five.

Class Discussion: Planning a Party

Imagine that you are planning a party. What type of food would you get? Discuss your ideas in class.

[8] *Valentine* /vælənˌtayn/: usually a card or letter sent to a sweetheart or friend. A party is sometimes celebrated on Valentine's Day, February 14.

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
2. flew to **free**dom
3. in**fre**quent **vis**itor
4. de**frost** the re**frig**erator
5. **flu**ent in French
6. **cov**er the **tel**evision
7. save the **veg**etables
8. knives on the stove
9. vote for **sev**en
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 with the same words.)

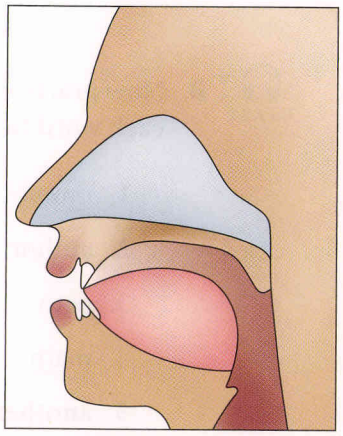
/θ/ as in *thin*
/ð/ as in *the*

UNIT 27

1. Producing /θ/

Examples: thank, **thir**ty, **noth**ing, **heal**thy, **sym**pathy, 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.

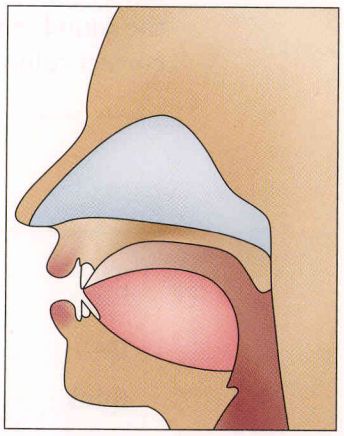


Note: The tongue tip may also be placed just behind the cutting edge of the upper teeth. Make sure that air is forced out through the narrow opening between the tongue tip and the upper teeth in a steady stream over the tongue tip.

2. Producing /ð/

Examples: this, they, **both**er, **fath**er, **south**ern, 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/ with /ð/

Students sometimes confuse the sound /θ/ as in "thin" with the sound /ð/ as in "the."

Track 8-1

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/

Track 8-2

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

1. thumb	/θəm/	thumb
2. **au**thor	/ɔθər /	**au**thor
3. path	/pæθ/	path
4. math	/mæθ/	math
5. a**noth**er	/ənəðər/	a**noth**er
6. smooth	/smuwð/	smooth
7. bathe	/beyð/	bathe
8. clothe	/klowð/	clothe

4. Check Your Listening

Track 8-3

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? Check (✓) the correct column.

	/θ/ as in "thin"	/ð/ as in "the"
this	1. _____	_____
then	2. _____	_____
think	3. _____	_____
bath	4. _____	_____
both	5. _____	_____

teethe[1]	6. _____	_____
south	7. _____	_____
path	8. _____	_____
these	9. _____	_____
breathe	10. _____	_____

Track 8-4

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.

1. true	truth
2. bow	both
3. nine	ninth
4. tea	teeth
5. owe	oath
6. ten	tenth

5. Most Common Words with /ð/

Track 8-5

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. the	6. their (there)	11. though
2. then	7. this	12. **father**
3. them	8. than	13. **mother**
4. they	9. that	14. **brother**
5. these	10. those	15. **other**

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.)

[1] *teethe* /tiyð/: when babies grow teeth

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.

Reminder
- /t/: Place tip of tongue to upper gum ridge.
- /θ/: Place tip of tongue between teeth.

Track 8-6

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

/t/	/θ/	/t/	/θ/
1. taught	thought	5. tent	tenth
2. team	theme	6. debt	death
3. tin	thin	7. boot	booth
4. tank	thank	8. mat	math

Track 8-7

B. The first sentence of each pair has the sound /t/ as in "ten," and the second has the sound /θ/ as in "thin." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

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	What's in the tin box?
b. thin	What's in the thin box?
4a. tank	She said "tank"
b. thank	She said "thank"
5a. tent	It's my tent.
b. tenth	It's my tenth.

6a.	debt	It's his debt I'm sad **about**.
b.	death	It's his death I'm sad **about**.
7a.	boot	She has my boot.
b.	booth	She has my booth.

8a.	mat	He said that mat is hard.
b.	math	He said that math 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 and then escapes with a puff.

Track 8-8

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

/d/	/ð/	/d/	/ð/
1. day	they	5. **ladder**	**lather**
2. doze	those	6. **loading**	**loathing**
3. dough	though	7. word	**worthy**
4. dare	there	8. sued	soothe

Reminder
- /d/: Place tip of tongue to upper gum ridge.
- /ð/: Place tip of tongue between teeth.

Track 8-9

B. The first sentence of each pair has the sound /d/ as in "day," and the second has the sound /ð/ as in "the." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. day	Will day **ev**er come?
b. they	Will they **ev**er come?
2a. doze[2]	It's not fair to doze in class.
b. those	It's not fair to those in class.
3a. dough	Can you spell "dough"?
b. though	Can you spell "though"?
4a. **ladd**er	Look at the **ladd**er.
b. **lath**er[3]	Look at the **lath**er.
5a. **load**ing	He was **load**ing it.
b. **loath**ing[4]	He was **loath**ing it.
6a. word	Who said "word"?
b. **wor**thy	Who said "**wor**thy"?
7a. sued	We sued the **driv**er.
b. soothe[5]	We soothe the **driv**er.

8. Consonant Clusters with /θ/ as in "thin"

Track 8-10

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 the following examples.

INITIAL /θr/	MEDIAL /θr/; /rθ/	FINAL /rθ/
1. through I'm through.	1. **bath**room **bath**room break	1. earth earth **sci**ence

[2] *doze* /dowz/: fall asleep lightly for a short time
[3] *lather* /læðər/: bubbles formed by soap when mixed with water
[4] *loathing* /lowðɪŋ/: hating
[5] *soothe* /suwð/: ease mental or physical pain

2. three
   Count to three.
3. throw
   Throw it away.
4. throat
   sore throat

2. **bath**robe
   Buy a **bath**robe.
3. **birth**day
   It's my **birth**day.
4. **worth**less
   It's **worth**less.

2. fourth
   the fourth one
3. birth
   birth of a baby
4. north
   go up north

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.

Track 8-11

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

/f/	/θ/	/f/	/θ/
1. first	thirst	6. deaf	death
2. fought	thought	7. oaf	oath
3. Fred	thread	8. roof	Ruth
4. frill	thrill	9. miff	myth
5. free	three	10. reef	wreath

Reminder
- /θ/: Place tip of tongue between teeth.
- /f/: Place upper teeth on inner lower lip.

Track 8-12

B. The first sentence of each pair has the sound /f/ as in "food," and the second has the sound /θ/ as in "thin." When /t/ or /d/ comes before or after the /θ/ sound, /t/ and /d/ are made with the tongue tip against the teeth (one sound anticipates the other). Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. first — It's not the first.
b. thirst — It's not the thirst.

2a.	fought	He fought all the time.
b.	thought	He thought all the time.
3a.	Fred	Was it Fred you **want**ed?
b.	thread	Was it thread you **want**ed?
4a.	frill[6]	She **does**n't need a frill.
b.	thrill[7]	She **does**n't need a thrill.
5a.	free	It's free for one.
b.	three	It's three for one.
6a.	oaf[8]	The word "oaf" is in the book.
b.	oath	The word "oath" is in the book.
7a.	deaf	Did you say "deaf"?
b.	death	Did you say "death"?
8a.	roof	My roof does a lot of good.
b.	Ruth	My Ruth does a lot of good.
9a.	miff[9]	He said it was "miff."
b.	myth	He said it was "myth."
10a.	reef	We saw a **love**ly reef.
b.	wreath	We saw a **love**ly wreath.

[6] *frill* /frɪl/: any unnecessary decoration
[7] *thrill* /Θrɪl/: a feeling of strong excitement
[8] *oaf* /owf/: a stupid person
[9] *miff* /mɪf/: put in a bad mood

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.

Track 8-13

A. Listen and repeat these contrasting sounds.

/v/	/ð/	/v/	/ð/
1. "v"	thee	4. veil	they'll
2. van	than	5. vine	thine
3. vat	that	6. **lever**	**leather**

Reminder
- /ð/: Place tip of tongue between teeth.
- /v/: Place upper teeth inside of lower lip.

Track 8-14

B. The first sentence of each pair has the sound /v/ as in "voice," and the second has the sound /ð/ as in "the." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. vat[10]	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."
3a. vine[11]	Can you spell "vine"?
b. thine[12]	Can you spell "thine"?
4a. **lever**[13]	He held the **lever** for me.
b. **leather**	He held the **leather** for me.

[10] *vat* /væt/: a large round container
[11] *vine* /vayn/: a climbing plant, for example, ivy
[12] *thine* /ðayn/: old English word meaning "your" (usually found in the Bible and in songs)
[13] *lever* /lɛvər/: a flat piece of metal or wood that you press to move something heavy

11. Stress and Intonation

Track 8-15

- Read these sentences and draw a single line under the letters representing the voiceless /θ/ sound, and a double line under the letters representing the voiced /ð/.
- Now listen to the recording and mark the stressed words you hear with a stress mark (´).
- Pay attention to the "th" words and phrasing. The intonation is already marked for you.
- Now listen to the recording again and check your markings.

Example: Ruth thought her **bro**ther's throat hurt.

1. Did your **moth**er give him three **leath**er belts?
2. Thanks for **think**ing of him.
3. She'd like to throw a **birth**day **par**ty for her **fath**er.
4. He wants **ev**erything or **noth**ing; that's a threat!
5. Is this the third house that **Ar**thur's built?
6. Can you breathe in and then breathe out?
7. Both **broth**ers are **health**y, **wealth**y, and wise.
8. We went there and thought **noth**ing of it.
9. I thought I saw my **moth**er go through the door.
10. Al**though** the **weath**er is bad, they'll go through it.

12. Further Practice

A. Read this poem (author unknown) aloud. Use a dictionary to help you with the pronunciation and meaning of any new words.

- Place /θ/ over the letters representing voiceless "th" and /ð/ over the letters representing voiced "th."
- Mark the poem for stress and intonation.
- Record the poem. When you listen to the playback, monitor the articulation, function words, and intonation.

Example: In **thir**ty-three days
Will come the **hol**idays.

Thirty **Thou**sand **Thought**less Boys

Thirty **thou**sand **thought**less boys

Thought they'd make a **thun**dering noise;

So with **thir**ty **thou**sand thumbs,

They thumped on **thir**ty **thou**sand drums.

Class Discussion

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[14] that others will have the same difficulty.

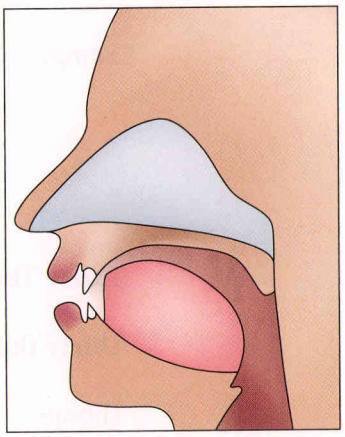
B. Brain Teaser: Mr. North says his grandfather is only three years older than his father. Is that possible?

[14] *it's a good bet:* there's a good chance

UNIT 28 /s/ as in *see* /z/ as in *zoo*

1. Producing /s/

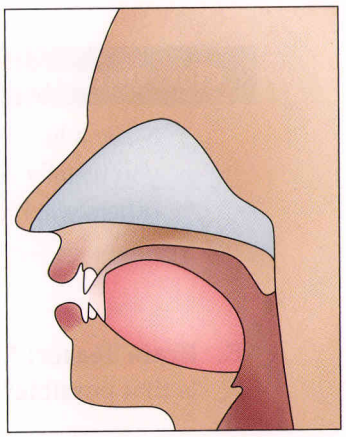
Examples: so, cent, scene, **miss**ing, de**cide**, race, kiss, cease



- 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 tip 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: zero, **cra**zy, **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 tip 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/ with /z/

Some students confuse the sound /s/ as in "see" with the sound /z/ as in "zoo."

Track 8-16

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/

Track 8-17

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

1. sad	/sæd/	sad
2. safe	/seyf/	safe
3. **ess**ay	/ɛsey/	**ess**ay
4. ice	/ays/	ice
5. "z"	/ziy/	"z"
6. **freez**er	/friyzər/	**freez**er
7. pause	/pɔz/	pause
8. zip	/zɪp/	zip

4. Check Your Listening

Track 8-18

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. sue	zoo	6. rice	rise
2. sip	zip	7. ad**vice**	ad**vise**
3. sink	zinc	8. dice	dies
4. sewn	zone	9. race	rays
5. sing	zing	10. loss	laws

Track 8-19

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	dense	6. who	whose
2. sin	since	7. go	goes
3. for	force	8. though	those
4. saw	sauce	9. no	nose
5. see	cease	10. pray	praise

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"

Track 8-20

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

/s/	/z/	/s/	/z/
1. seal	zeal	6. niece	knees
2. sink	zinc	7. ice	eyes
3. sip	zip	8. place	plays
4. **deceased**	**diseased**	9. price	prize
5. **racing**	**raising**	10. spice	spies

Track 8-21

B. The first sentence of each pair has the sound /s/ as in "see," and the second has the sound /z/ as in "zoo." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. seal	He said it was "seal."
b. zeal[1]	He said it was "zeal."
2a. sink	Take the sink back to the store.
b. zinc[2]	Take the zinc back to the store.
3a. sip	Sip it **slow**ly.
b. zip[3]	Zip it **slow**ly.
4a. de**ceas**ed	He is de**ceas**ed.
b. di**seas**ed	He is di**seas**ed.
5a. **rac**ing	He's **rac**ing his dog.
b. **rais**ing	He's **rais**ing 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.

[1] *zeal* /ziyl/: eagerness
[2] *zinc* /zɪŋk/: a bluish-white metallic chemical
[3] *zip* /zɪp/: open, close, or fasten with a zipper

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).

Track 8-22

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

/s/	/θ/	/s/	/θ/
1. sick	thick	5. face	faith
2. sigh	thigh	6. tense	tenth
3. seam	theme	7. mouse	mouth
4. sank	thank	8. use	youth

Track 8-23

B. The first sentence of each pair has the sound /s/ as in "see," and the second has the sound /θ/ as in "thin." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. sick	It's sick.
b. thick	It's thick.
2a. sigh	It's not the sigh.
b. thigh[4]	It's not the thigh.
3a. seam[5]	We need a seam.
b. theme	We need a theme.
4a. sank	I said "sank."
b. thank	I said "thank."
5a. face	He has a face I'd like to have.
b. faith	He has a faith I'd like to have.
6a. tense	Were you tense **wait**ing in line?
b. tenth	Were you tenth **wait**ing in line?

[4] *thigh* /θay/: the upper part of the leg between the hip and the knee
[5] *seam* /siym/: a line where two pieces of cloth are sewed together

7a.	mouse	It's my mouse.
b.	mouth	It's my mouth.
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).

Track 8-24

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**	6. close	clothe

Track 8-25

B. The first sentence of each pair has the sound /z/ as in "zoo," and the second has the sound /ð/ as in "the." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you have finished working with your partner, listen to the recording and practice the words and sentences again.

1a.	"z"	Is it "z"?
b.	thee	Is it thee?
2a.	Zen	I be**lieve** it was Zen.
b.	then	I be**lieve** it was then.
3a.	**teasing**	The **ba**by is **teasing**.
b.	**teething**	The **ba**by is **teething**.
4a.	tease	**Ba**bies will tease.
b.	teethe	**Ba**bies will teethe.
5a.	**closing**	It's not **closing**.
b.	**clothing**	It's not **clothing**.
6a.	close	Can you close it?
b.	clothe	Can you clothe 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 /ɛ/ as in "met" before /s/. "School" then sounds like /ɛskuwl/. To correct this problem, try to hold the /s/ sound longer than usual.

Track 8-26

A. Consonant Clusters /sk/, /sl/, /sm/, and /sn/

Listen and repeat.

/sk/	/sl/	/sm/	/sn/
1. skip skip class	1. slow slow **mo**tion	1. smile nice smile	1. snow **win**ter **sn**ow
2. sky blue sky	2. slap don't slap	2. small a small dog	2. snack have a snack
3. skirt long skirt	3. sleep good sleep	3. smart smart phone	3. **sn**eaker **can**vas **sn**eaker
4. skin nice skin	4. slip pink slip	4. smoke **chim**ney smoke	4. sneeze Don't sneeze.

Track 8-27

B. Consonant Clusters /sp/, /st/, /sw/, and /str/

Listen and repeat.

/sp/	/st/	/sw/	/str/
1. speak can't speak	1. stop sign says stop	1. swim sink or swim	1. street my street
2. spoon fork and spoon	2. stay stay a**while**	2. swell That's swell.	2. straight cut it straight
3. spell Can you spell it?	3. best It's the best.	3. sweet **sug**ar is sweet	3. strike **un**ion strike
4. sport good sport	4. west go west	4. swear Don't swear.	4. stress full of stress

9. Consonant Clusters /sks/, /sps/, and /sts/

Students may have difficulty with the consonant clusters /sks/, /sps/, and /sts/.

Track 8-28

A. Consonant Clusters /sks/

Practice the following words and sentences with /sks/. Listen and repeat.

1. asks — She **al**ways asks **stu**dents to **vis**it her home.
2. masks — The **chil**dren wore masks for the **cos**tume **par**ty.
3. risks — He risks **los**ing all his **mon**ey.
4. tasks — A **moth**er has **man**y tasks to do at home.
5. desks — How **man**y desks are there?

Track 8-29

B. Consonant Clusters /sps/

Practice the following words and sentences with /sps/. Listen and repeat.

1. lisps — A **per**son who lisps says "thit" for "sit."
2. gasps — A man with a heart a**ttack** gasps for air.
3. wasps — Wasps are **fly**ing **in**sects that can sting.
4. clasps — When **some**one clasps your hand, it is held **tight**ly.
5. grasps — When a **per**son under**stands** what you're **say**ing, he/she grasps your **mean**ing.

Track 8-30

C. Consonant Clusters /sts/

Practice the following words and sentences with /sts/. Listen and repeat.

1. costs — That car costs a lot of **mon**ey.
2. tests — Our **teach**er gives **man**y tests.
3. tastes — He tastes all the food on the **ta**ble.
4. lists — All the lists are on the board.
5. **break**fasts — **Break**fasts are served **ev**ery **morn**ing.

Note: In the above /sts/ clusters, /t/ can be omitted. Say "s-s" with a slight hesitation: "cos-s," "tes-s," and so on.

10. Pronunciation of the *-s* and *-es* Endings

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.

Track 8-31

A. Nouns Ending in Voiceless Consonants

When a noun ends with the voiceless consonant /p/, /t/, /f/, /k/, or /θ/ sound, pronounce *-s* as /s/ as in "see." Listen and repeat.

Singular	Plural	Possessive	Contraction
1. one shop	two shops	the shop's **win**dow	The shop's closed.
2. one boat	two boats	the boat's **cap**tain	The boat's in the **wa**ter.
3. one chief	two chiefs	the chief's son	The chief's in his **off**ice.
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.

Track 8-32

B. Nouns Ending in Voiced Consonants

When a noun ends with 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 **bro**ken.
3. one bag	two bags	the bag's **col**or	The bag's torn.
4. one glove	two gloves	the glove's **col**or	The glove's lost.
5. one farm	two farms	the farm's crop	The farm's in New York.

Track 8-33

C. Nouns Ending in Vowels

Remember that all vowels are voiced. Thus, when a noun ends with a vowel sound, *-s* is pronounced /z/. Listen and repeat.

Singular	Plural	Possessive	Contraction
1. one day	two days	a day's **jour**ney	The day's **o**ver.
2. one bee	two bees	the bee's hive[6]	The bee's on the flower.
3. one boy	two boys	the boy's toy	The boy's **com**ing.
4. one **city**	two **cities**	the **city**'s lights	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.

Track 8-34

D. The Endings *-s* or *-es* Pronounced as /ɪz/

When a noun ends with the sound /s/ as in "boss", /z/ as in "cheese," /ʃ/ as in "brush," /ʒ/ as in "garage,"[7] /ʧ/ as in "bench," or /ʤ/ as in "bridge," the plural ending is pronounced as /ɪz/. Pronounce /ɪz/ as a separate syllable. Listen and repeat.

Singular	Plural	Singular Possessive	Plural Possessive
1. one boss	two **bosses**	the **boss's** job	the **bosses'** **meet**ing
2. one cheese	**many cheeses**	the **cheese's** **o**dor	the **cheeses'** **o**dor
3. one brush	two **brushes**	the brush's **handle**	the **brushes'** **handles**
4. one **garage**	two **garages**	the **garage's** door	the **garages'** doors

[6] *hive* /hayv/: a place where bees live
[7] American speakers may pronounce this word /gəraʒ/ or /gəraʤ/.

5. one bench	two **benches**	the **bench's** paint	the **benches'** paint
6. one bridge	two **bridges**	the **bridge's** ropes	the **bridges'** ropes

Note: Singular possessives and plural possessives have the same pronunciation.

Reminder **Noun Endings**

- When a noun ends with the sound /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/, the plural ending is pronounced as /ɪz/, *an extra syllable.*
- When a noun ends with a *voiceless consonant* sound (except for /s/, /ʃ/, and /ʧ/), the plural is pronounced as *voiceless* /s/.
- When a noun ends with a *voiced consonant* or *vowel* sound (except for /z/, /ʒ/, and /ʤ/), the plural is pronounced as *voiced* /z/.

Track 8-35

E. Verbs Ending in Voiceless Consonants

When a verb ends with the voiceless consonants /p/, /t/, /k/, or /f/, pronounce *-s* as /s/ as in "see." Listen and repeat.

1. I jump. He jumps.
2. I sit. She sits.
3. I speak. She speaks.
4. I laugh. He laughs.

Track 8-36

F. Verbs Ending in Voiced Consonants

When a verb ends with the voiced consonants /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.
2. I need. She needs.
3. I beg. He begs.
4. I save. She saves.
5. I breathe. He breathes.
6. I swim. He swims.
7. I win. She wins.
8. I sing. He sings.
9. I feel. She feels.
10. I hear. He hears.

Track 8-37

G. Verbs Ending in Vowels

Remember that all vowels are voiced. Thus, when a verb ends with a vowel sound, *-s* or *-es* is pronounced /z/. Listen and repeat.

1. I say. He says.
2. I see. She sees.
3. I weigh. He weighs.
4. I fly. She flies.

Track 8-38

H. *-s* or *-es* Pronounced /ɪz/

When a verb ends with the sound /s/ as in "miss," /z/ as in "quiz," /ʃ/ as in "wish," /ʒ/ as in "massage," /ʧ/ as in "teach," or /ʤ/ as in "pledge," pronounce *-es* as /ɪz/. Pronounce /ɪz/ as a separate syllable. Listen and repeat.

1. I miss. He **misses.**
2. I pause. She **pauses.**
3. I wish. She **wishes.**
4. I massage. She massages.
5. I teach. He **teaches.**
6. I pledge. She **pledges.**

Reminder **Verb Endings**

- When a verb ends with the sound /s/, /z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/, add /ɪz/ to the *third-person singular*. This forms an *extra syllable*.
- When a verb ends with a *voiceless consonant* sound (except for /s/, /ʃ/, and /ʧ/), add (voiceless) /s/ to the *third-person singular*.
- When a verb ends with a *voiced consonant* or *vowel* sound (except for /z/, /ʒ/, and /ʤ/), add (voiced) /z/ to the *third-person singular*.

11. Stress and Intonation

Work with a partner.

- Follow the instructions below for the plural, contraction, possessive, and third-person singular endings.
- Mark the stressed words you think are important.
- Mark the falling and rising intonation with an arrow (↘ ↗).
- After you are finished, take turns reading the marked sentences to each other. Check each other for meaning, correct "endings," and intonation.

A. Place /s/, /z/, or /ɪz/ over the appropriate plural endings.

Examples: a. We bought a **cou**ple of new **watch**es.
/ɪz/

b. Did you take some snacks?
/s/

c. Pick up the bags.
/z/

1. Did she buy skirts, **blous**es, and shoes?
2. We **ex**ercise three times a week.
3. Did he like the **col**ors of the suits?
4. The stores close **ear**ly on **Sun**days.
5. The **off**ices are not **op**en to**day**.

B. Change the following to contractions.

Examples: a. My **mu**sic is in the book.
/s/
My **mu**sic's in the book.

b. Where is my **hus**band?
/z/
Where's my **hus**band?

1. The sleeve is too short.
2. My **head**ache is gone.
3. The math is **diff**icult.
4. The **ta**ble is in the room.
5. The **wo**man is **cra**zy.

C. Change the following to the possessives.

Examples: a. The eyes of the doll were **o**pen.

/z/

The doll's eyes were **o**pen.

b. We heard the **voic**es of the men.

/z/

We heard the men's **voic**es.

1. The de**ci**sion of the **judg**es is **fi**nal.
2. Did the **fam**ilies of the **dip**lomats come?
3. The tires on the truck were flat.
4. Is the **coll**ege **li**brary large?
5. Is it a **ques**tion of the rights of the states?

D. Change the following to the third person singular.

Examples: a. I work all day.

/s/

He works all day.

b. I go to school **ev**ery day.

/z/

She goes to school **ev**ery day.

1. I say it's good.
2. I wash **dish**es all the time.
3. I **pur**chase food once a week.
4. I lease my a**part**ment.
5. I grow **flow**ers in my **gar**den.

12. Further Practice

Class Discussion: Plural Endings

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. After you are finished, discuss your answers with your classmates.

Examples:

a. lamp	lamps	/s/
b. **flow**er	flowers	/z/
c. prize	prizes	/ɪz/

1. bridge	_____	/_____/
2. **trav**eler	_____	/_____/
3. speed	_____	/_____/
4. **bi**cycle	_____	/_____/
5. horse	_____	/_____/
6. ho**tel**	_____	/_____/
7. **suit**case	_____	/_____/
8. shop	_____	/_____/
9. **mar**ket	_____	/_____/
10. **tour**ist	_____	/_____/
11. **cabb**age	_____	/_____/
12. **ol**ive	_____	/_____/
13. meat	_____	/_____/
14. spice	_____	/_____/
15. ba**nan**a	_____	/_____/
16. **co**conut	_____	/_____/
17. **man**go	_____	/_____/
18. **cer**eal	_____	/_____/
19. **carr**ot	_____	/_____/
20. **or**ange	_____	/_____/

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?

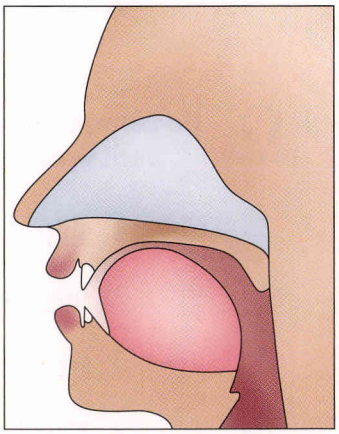
/ʃ/ as in *she*
/ʒ/ as in *pleasure*

UNIT 29

1. Producing /ʃ/

Examples: shoe, sure, ma**chine**, **o**cean, **na**tion, **ten**sion, **prec**ious, rush

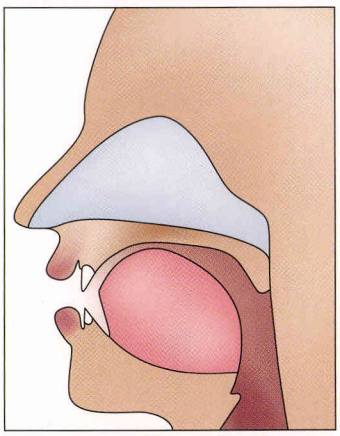
- First, raise the front part of your tongue toward the front part of the hard palate, but do not touch it.
- Then, press the sides of your tongue against the sides of your upper back teeth.
- Produce the sound by forcing air out over the tongue and through your teeth.
- Your lips are rounded and protruded (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: **treas**ure, **visi**on, ex**plos**ion, mir**age**[1]

- 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.



[1] *mirage* /mɪrɑʒ/: an illusion that does not exist

3. Contrast: /ʃ/ with /ʒ/

Some students confuse the sound /ʃ/ as in "she" with the sound /ʒ/ as in "pleasure."

Track 8-39

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

1. /ʃ/ /ʃ . . . / /ʃ/
2. /ʒ/ /ʒ . . . / /ʒ/

Track 8-40

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

1. ship	/ʃɪp/	ship
2. ma**chine**	/məʃiyn/	ma**chine**
3. wish	/wɪʃ/	wish
4. **vi**sual	/vɪʒuwəl/	**vi**sual
5. con**fu**sion	/kənfyuwʒən/	con**fu**sion
6. **es**pionage	/ɛspiyənɑʒ/	**es**pionage
7. wash	/wɑʃ/	wash
8. **treas**ure	/trɛʒər/	**treas**ure

4. Check Your Listening

Track 8-41

You will hear words with the sounds /θ/, /s/, /z/, /ʃ/, and /ʒ /. First, cover the words with a piece of paper. Then, listen to each word. Concentrate on the sound, not the spelling. Which consonant do you hear? Check (✓) 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. _____	_____	_____	_____	_____
crazy	3. _____	_____	_____	_____	_____
shoe	4. _____	_____	_____	_____	_____
truce	5. _____	_____	_____	_____	_____
truth	6. _____	_____	_____	_____	_____
days	7. _____	_____	_____	_____	_____
cor**sage**	8. _____	_____	_____	_____	_____
brush	9. _____	_____	_____	_____	_____
youthful	10. _____	_____	_____	_____	_____
occu**pa**tion	11. _____	_____	_____	_____	_____
useful	12. _____	_____	_____	_____	_____
user	13. _____	_____	_____	_____	_____
usual	14. _____	_____	_____	_____	_____

5. Practice the Contrast: /ʃ/ as in "she" with /s/ as in "see"

Track 8-42

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

/s/	/ʃ/	/s/	/ʃ/
1. sip	ship	4. **class**es	**clash**es
2. sew	show	5. class	clash
3. leased	leashed	6. bass	bash

Track 8-43

B. The first sentence of each pair has the sound /s/ as in "see," and the second has the sound /ʃ/ as in "she." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a.	sip	He took a sip.
b.	ship	He took a ship.
2a.	sew	Don't sew it.
b.	show	Don't show it.
3a.	leased	Was it leased?
b.	leashed[2]	Was it leashed?
4a.	**class**es	They had **class**es for a long time.
b.	**clash**es[3]	They had **clash**es for a long time.
5a.	class	Was it a big class?
b.	clash	Was it a big clash?
6a.	bass	They had a big bass.
b.	bash[4]	They had a big bash.

[2] *leash* /liyʃ/: hold by a cord (usually refers to an animal)
[3] *clash* /klæʃ/: violent disagreement
[4] *bash* /bæʃ/: a forceful blow; also a slang expression for a lively party

6. Stress and Intonation

Track 8-44

- Draw a single line under the letter(s) that represent the sound /ʃ/ as in 'she,' and a double line under the letter(s) that represent the sound /ʒ/as in 'pleasure.'
- Now listen to the recording and mark the stressed words you hear with a stress mark (´), and the falling or rising intonation with an arrow (↘ ↗).
- Pay attention to function words and phrasing.
- Listen to the recording again. Check your markings with a partner.

Example: The chef **meá**sured the **sú**gar for one of his **dí**shes.↗

1. Did you wash the car in the ga**rage**?
2. Some of our **na**tional **treas**ures are in the White House.
3. We ate the de**lic**ious food, and we **did**n't need a great deal of per**sua**sion.
4. Do you know if the ship has pro**visi**ons for a short cruise?
5. The invi**ta**tion said to dress **for**mally, not **cas**ually.
6. The **pa**tient asked for a ma**ssage**.
7. The day we met was a **speci**al o**cca**sion.
8. Did he hurt his **shoul**der in the co**llisi**on?
9. When you **fin**ish, will you give me your de**cisi**on?
10. **Shake**speare wrote the play ***Measure for Measure***.

7. Further Practice

Class Discussion: A Poem

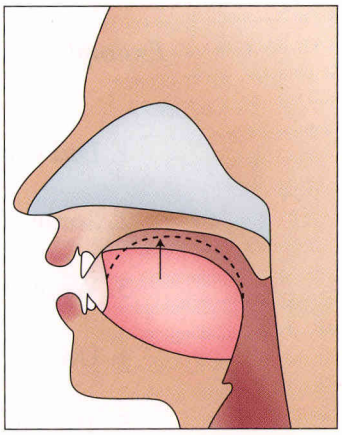
This poem was written by John Dryden. He lived in the seventeenth century, wrote poetry and prose, and had an enormous influence on English literature. Read the poem aloud. Then, discuss its meaning in class.

Rich the **treas**ure,
Sweet the **pleas**ure,
Sweet is **pleas**ure after pain.

UNIT 30 /tʃ/ as in *child* /ʤ/ as in *job*

1. Producing /tʃ/

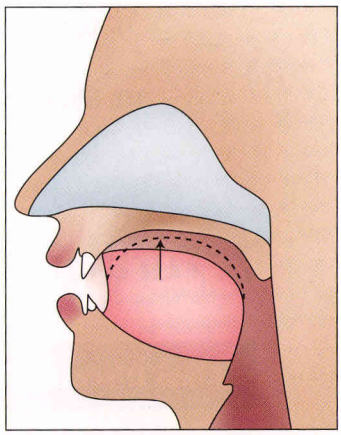
Examples: check, church, **teacher**, **natural**, lunch, match



- 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 "choochoo train.")

2. Producing /ʤ/

Examples: jet, joy, germ, judge, en**joy**, **dan**ger, 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 /ʤ/ 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 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 should vibrate.

3. Contrast: /tʃ / with /ʤ/

Some students confuse the sound /tʃ/ as in "child" with the sound /ʤ/ as in "job."

Track 9-1

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

1. /tʃ/	/tʃ . . . /	/tʃ/
2. /ʤ/	/ʤ . . . /	/ʤ/

Track 9-2

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

1. chest	/tʃɛst/	chest
2. **kitch**en	/kɪtʃən/	**kitch**en
3. each	/iytʃ/	each
4. jam	/ʤæm/	jam
5. **mag**ic	/mæʤɪk/	**mag**ic
6. page	/peyʤ/	page
7. chain	/tʃeyn/	chain
8. joke	/ʤowk/	joke

4. Check Your Listening

Track 9-3

A. The following pairs of words contain the sounds /tʃ/ as in "child" and /ʤ/ as in "job." You will hear one word from each pair. Circle the word that you hear.

1. cheap	jeep	5. **rich**es	**ridg**es
2. choke	joke	6. lunch	lunge
3. chore	jaw	7. match	Madge
4. choice	Joyce	8. etch	edge

Track 9-4

B. In the following pairs of words, one word ends with the sound /tʃ/ or /ʤ/. You will hear one word from each pair. Circle the word you hear.

1. hat hatch
2. hit hitch
3. it itch
4. beat beach
5. bad badge
6. aid age
7. paid page
8. head hedge

5. Practice the Contrast: /tʃ/ as in "child" with /ʤ/ as in "job"

Track 9-5

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

/tʃ/	/ʤ/
1. chin	gin
2. chain	Jane
3. chest	jest
4. chills	Jill's
5. **chok**ing	**jok**ing
6. **etch**ing	**edg**ing
7. batch	badge
8. March	Marge
9. "h"	age
10. rich	ridge

Track 9-6

B. The first sentence has the sound /tʃ/ as in "child," and the second has the sound /ʤ/ as in "job." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. chin	I like his chin.
b. gin	I like his gin.
2a. chain	That's my chain you're **look**ing at.
b. Jane	That's my Jane you're **look**ing at.
3a. chest[1]	I don't care for that chest.
b. jest[2]	I don't care for that jest.
4a. chills[3]	The **doc**tor asked, "Is it chills?"
b. Jill's	The **doc**tor asked, "Is it Jill's?"
5a. **cho**king	He's not **cho**king.
b. **jo**king	He's not **jo**king.
6a. **etch**ing[4]	That's a nice **etch**ing.
b. **edg**ing[5]	That's a nice **edg**ing.
7a. batch	I saw the batch be**fore** I left.
b. badge	I saw the badge be**fore** 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 **al**ways look at the rich.
b. ridge	We **al**ways look at the ridge.

[1] *chest* /tʃɛst/: a small cabinet
[2] *jest* /ʤɛst/: a funny remark, joke
[3] *chills* /tʃɪlz/: a cold feeling
[4] *etching* /ɛtʃɪŋ/: to cut lines on wood, metal, stone, or other hard object
[5] *edging* /ɛdʒɪŋ/: a decorative border

6. Practice the Contrast: Final /tʃ/ with final /ts/

Some students confuse /tʃ/ as in "catch" with /ts/ as in "cats."

Track 9-7

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

/ts/	/tʃ/	/ts/	/tʃ/
1. mats	match	4. bats	batch
2. cats	catch	5. coats	coach
3. beets	beach	6. pits	pitch

Track 9-8

B. The first sentence of each pair has the sounds /ts/ as in "cats," and the second has the sound /tʃ/ as in "catch." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. mats	How do you like the mats?
b. match	How do you like the match?
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.

Track 9-9

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

/ʃ/	/tʃ/	/ʃ/	/tʃ/
1. share	chair	4. **wash**ing	**watch**ing
2. sheet	cheat	5. wash	watch
3. **shopp**ing	**chopp**ing	6. cash	catch

Track 9-10

B. The first sentence of each pair has the sound /ʃ/ as in "she," and the second has the sound /tʃ/ as in "child." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. share — I said I want my share.
b. chair — I said I want my chair.

2a. sheet — Did you see the sheet?
b. cheat — Did you see the cheat?

3a. **shopp**ing — He did the **shopp**ing **yes**terday.
b. **chopp**ing — He did the **chopp**ing **yes**terday.

4a. **wash**ing — She did the **wash**ing on **Mon**day.
b. **watch**ing — She did the **watch**ing on **Mon**day.

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

- Draw a single line under the letter(s) representing the sound /tʃ/ as in "child," and a double line under the letter(s) representing the sound /ʤ/ as in "job."
- Read the sentences with a partner and compare your underlined letter(s).
- As you listen, mark the stressed words you hear with a stress mark (´).
- Mark the falling or rising intonation with an arrow (→ ↗).
- Pay attention to function words and phrasing.

The first sentence is marked for you.

1. Did you wátch them go to jail?
2. The high **tem**perature did a lot of **dam**age.
3. Were you **cho**sen to serve on the **jur**y?
4. Which car can I rent with un**lim**ited **mile**age?
5. The French **lan**guage is **ver**y **mu**sical.
6. The child is **jeal**ous of his **sis**ter.
7. The **fu**ture looks good for **sol**diers, **does**n't it?
8. Don't you have **ques**tions to ask a**bout** regi**stra**tion?
9. Is speech a re**quired** course at your **coll**ege?
10. **Chow**der is a thick soup that's pre**pared** with fish, **vege**tables, and milk.

9. Further Practice

A. In the words below, the underlined letters represent these sounds.

/ʃ/ as in "she" /tʃ/ as in "child" /s/ as in "see"

/ʤ / 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. Chi**ca**go ___/ʃ/___

b. **chil**dren ___/tʃ/___

c. job ___/ʤ/___

d. era**s**er ___/s/___

e. noise ___/z/___

1. July /_____/
2. search /_____/
3. large /_____/
4. science /_____/
5. reason /_____/
6. brush /_____/
7. rich /_____/
8. chart /_____/
9. see /_____/
10. please /_____/
11. financial /_____/
12. chase /_____/
13. register /_____/
14. raise /_____/
15. bicycle /_____/
16. major /_____/
17. champagne /_____/
18. jump /_____/
19. because /_____/
20. bachelor /_____/
21. miss /_____/
22. infection /_____/
23. package /_____/
24. merchant /_____/

Class Discussion: A Rhyme

Read this rhyme aloud as you mark it for pauses and intonation. Pay attention to function words and linking of words. The first line is marked for you.

Monday's child | is fair of face,|

Tuesday's child is full of grace,

Wednesday's child is full of woe,

Thursday's child has far to go.

Friday's child is loving and giving,

Saturday's child has to work for its living.

But a child that's born on the Sabbath day

Is fair and wise and good and gay.

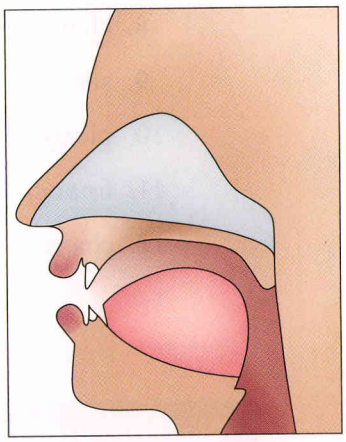
Now discuss the meaning of this rhyme with your classmates.

UNIT 31 /h/ as in *house*

1. Producing /h/

Examples: he, how, who,[1] a**head**, per**haps**

- 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

Track 9-11

A. Practice the sound /h/, first normally, then with exaggeration, then normally. Listen and repeat.

/h/ /h . . . / /h/

Track 9-12

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. in**hale**	/ɪnheyl/	in**hale**
6. re**hearse**	/rɪhərs/	re**hearse**

[1] The "w" is not pronounced in some words that begin with "wh." See page 265.

3. Check Your Listening

Track 9-13

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	has	5. ear	hear
2. old	hold	6. and	hand
3. I'd	hide	7. am	ham
4. all	hall	8. at	hat

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.

Track 9-14

A. Listen and repeat each word pair.

WITHOUT /h/	WITH /h/	WITHOUT /h/	WITH /h/
1. art	heart	5. I	high
2. eat	heat	6. arm	harm
3. air	hair	7. it	hit
4. ate	hate	8. owl	howl[2]

Track 9-15

B. The second sentence of each pair has the sound /h/. Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. art	It's all a**bout** my art.
b. heart	It's all a**bout** my heart.
2a. eat	Did you eat it right a**way**?
b. heat	Did you heat it right a**way**?

[2] *howl* /hawl/: cry loudly

3a. air	I can tell it's in the air.
b. hair	I can tell it's in the hair.
4a. I	Who said it was I?
b. high	Who said it was high?
5a. arm[3]	Did you arm the man?
b. harm	Did you harm the man?
6a. it	We **did**n't think it was it.
b. hit	We **did**n't think it was hit.

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.

Track 9-16

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

1. hall	fall	4. height	fight
2. hat	fat	5. horse	force
3. hate	fate	6. heat	feet

Track 9-17

B. The first sentence of each pair has the sound /h/ as in "house," and the second has the sound /f/ as in "food." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. hall	It **happ**ened in the hall.
b. fall	It **happ**ened in the fall.
2a. hat	Get rid of the hat.
b. fat	Get rid of the fat.

[3] *arm* /ɑrm/: provide with a weapon

3a. hate	It could be hate, **could**n't it?
b. fate	It could be fate, **could**n't it?
4a. height	Was it the height you **want**ed?
b. fight	Was it the fight you **want**ed?
5a. horse	Is the horse with you?
b. force	Is the force with you?
6a. heat	It was the heat that a**nnoy**ed me.
b. feet	It was the feet that a**nnoy**ed me.

6. No Sound for "h" and "gh" (Silent Letters)

Track 9-18

A. The letter "h" is not pronounced in the following words. Listen and repeat these words and sentences.

1. hour	An hour is **e**qual to **six**ty **min**utes.
2. **hon**or	When you **hon**or **some**one, you show your re**spect**.
3. **hon**est	If you're **hon**est, you tell the truth.
4. heir	An heir is a **per**son who is **le**gally in line to re**ceive mon**ey, **prop**erty, or a **ti**tle when **some**one dies.
5. herb[4]	An herb is a plant that's used to give food **fla**vor.
6. **rhy**thm	**Mu**sic has a **rhy**thm you can dance to.
7. ex**hibition**	An ex**hibition** shows things in **pub**lic.
8. gh**o**st	A gh**o**st is the **spir**it of a dead **per**son who su**ppos**edly a**ppears a**gain.
9. Joh**n**	Joh**n** is the name of my friend.
10. **Thom**as	**Thom**as is the name of John's friend.
11. **veh**icle	A car is re**ferred** to as a **veh**icle.

[4] This word may also be pronounced with /h/.

Track 9-19

B. The letters "gh" are not pronounced in these sentences. Follow these steps:

- Work with a partner and take turns reading the dialogs.
- Mark the falling and rising intonation with an arrow (↘ ↗).
- Now listen to the recording.
- Finally, compare and discuss your markings.

A: My ne**igh**bor eats **break**fast every **morn**ing.

B: I heard he eats **dough**nuts.

A: I thou~~gh~~t I saw him.

B: Yeah, he went throu~~gh~~ that door.

A: Did you make a thorou~~gh~~ search?

B: Yes, al**though** I found **noth**ing.

A: I cau~~gh~~t a cold from that draft.

B: Gee, I mi~~gh~~t get one, too.

A: Are you tau~~gh~~t to do that?

B: No, I fi~~gh~~t to do it.

A: I'm de**light**ed you came.

B: Even thou~~gh~~ I'm late?

A: Would you mind turning the li~~gh~~t on?

B: OK. I'll make it nice and bri~~gh~~t.

A: That was some si~~gh~~t we saw.

B: You mean the crash on the **high**way?

7. Stress and Intonation

Track 9-20

- Underline the letter(s) representing /h/ as in "house."
- Now listen to the recording. Mark the stressed words you hear with a stress mark (´) and the falling or rising intonation with an arrow (↘ ↗).
- Pay attention to function words and phrasing.
- Listen to the recording again. Check your markings with a partner.

The first sentence is marked for you.

1. Whóse old hát is that on the hóok?
2. Don't **hes**itate to go to the **hos**pital.
3. **Harr**y wants a hot dog, and I want a ham on rye.
4. **Hurr**y up! My **hus**band is **hun**gry and he wants a **ham**burger.
5. When did you hear Hal say he**llo** to **Hel**en?
6. How a**bout tak**ing half of it home?
7. Where did you hurt your head when you fell in the hall?
8. The **heav**y smog in the air is bad for my health.
9. It's in**hu**man to hold a re**hears**al in such hot **weath**er.
10. Who had a **horr**ible **head**ache **af**ter in**hal**ing the **al**cohol?

8. Further Practice

A. Make up six sentences with the words listed. Use three words with /h/ in initial position, and three with /h/ in medial position. (**Note:** This sound does not occur in final position.)

- Underline the words that have the sound /h/.
- Exchange papers with a partner.
- Read the sentences and check each other for correct pronunciation.

/h/ IN INITIAL POSITION		/h/ IN MEDIAL POSITION	
1. him	5. **holiday**	1. be**have**	5. **forehead**
2. hold	6. **hurry**	2. **sweetheart**	6. be**hav**ior
3. who	7. whose	3. be**hind**	7. in**hale**
4. whole	8. **his**tory	4. **some**how	8. re**heat**

Class Discussion: Common Expressions

The following expressions are commonly used 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 **upp**er hand (have the advantage over someone or something)
3. do with a **heav**y hand (behave awkwardly or clumsily)
4. fly off the **han**dle (lose one's temper)
5. have a heart (be sympathetic or merciful)

Do you have similar expressions in your native language? Share them with your classmates.

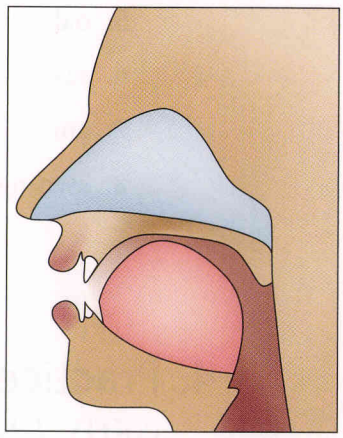
UNIT 32

/y/ as in *yes*

1. Producing /y/

Examples: you, young, **yes**terday, **on**ion, **mill**ion

- 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 /y/ followed by the vowel.
- Your vocal cords should vibrate.



2. Practice the Sound

Remember to combine the sound /y/ with the vowel sound that follows it.

Track 9-21

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

/you/ /y . . . uw/ /you/

Track 9-22

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

1. yet	/yɛt/	yet
2. yes	/yɛs/	yes
3. youth	/yuwθ/	youth
4. **mill**ion	/mɪlyən/	**mill**ion
5. **on**ion	/ənyən/	**on**ion
6. **jun**ior	/ʤuwnyər/	**jun**ior

3. Check Your Listening

Track 9-23

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
2. ear year
3. ail Yale
4. or your
5. oak yolk
6. east yeast[1]
7. am yam
8. **awn**ing **yawn**ing

4. Practice the Contrast: /y/ as in "yes" with /ʤ/ as in "job"

Some students confuse /y/ as in "yes" with /ʤ/ as in "job." When you pronounce /y/, no part of your tongue touches the gum ridge. When you pronounce /ʤ/, the tongue tip touches the upper gum ridge, stopping the air flow for a moment.

Track 9-24

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

/y/	/ʤ/
1. **yell**ow	**Jell**-O
2. Yale	jail
3. yet	jet
4. yes	Jess
5. year	jeer
6. yolk	joke
7. yam	jam

[1] *yeast* /yiyst/: a preparation that is used for making bread, wine, and cheese

Track 9-25

B. The first sentence of each pair has the sound /y/ as in "yes," and the second has the sound /ʤ/ as in "job." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. **yel**low	I thought it was **yel**low.
b. **Jell**-O	I thought it was **Jell**-O.
2a. Yale	He's **go**ing to Yale.
b. jail	He's **go**ing to jail.
3a. yet	Did you say "yet"?
b. jet	Did you say "jet"?
4a. yes	She said "yes," **did**n't she?
b. Jess	She said "Jess," **did**n't she?
5a. year	He was **think**ing of the year.
b. jeer[2]	He was **think**ing of the jeer.
6a. yolk[3]	We **did**n't like the yolk.
b. joke	We **did**n't like the joke.
7a. yam[4]	Please pass the yam.
b. jam	Please pass the jam.

[2] jeer /ʤɪr/: a rude remark
[3] *yolk* /yowk/: the yellow part of an egg
[4] *yam* /yæm/: a sweet potato

5. Consonant–Vowel Combination /yuw/

Track 9-26

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. **un**ion	He's a **mem**ber of the **un**ion.
2. **u**nit	We are **al**most **fin**ished with this **u**nit.
3. **beau**ty	Do you think **beau**ty is **on**ly skin deep?
4. **beau**tiful	What a **beau**tiful **sun**set!
5. few	There are a few **sand**wiches left.
6. re**fu**se	I re**fu**se to be part of this.
7. cute	**Is**n't that **ba**by cute?
8. con**fu**se	Don't con**fu**se me.
9. **Jan**uary	My **birth**day is in **Jan**uary.
10. **cu**cumbers	Some **peo**ple don't like **cu**cumbers.
11. United Nations	The United Nations building is in New York.
12. U-turn	A U-turn is when you turn a**round** and go in the **opp**osite di**rec**tion.

6. Stress and Intonation

Track 9-27

- Read the sentences and draw 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."
- Now listen to the recording and repeat the sentences. Mark the stressed words you hear with a stress mark (´).
- Pay attention to function words and phrasing. The intonation is already marked.
- With a partner, check your markings for stress. Then, listen to the recording again.

The first sentence is marked for you.

1. A yacht[5] is a small ship used for **sail**ing.
2. Yale is the name of a large uni**ver**sity.

[5] *yacht* /yɑt/: An expensive boat used for pleasure; "ch" is not pronounced.

3. The **Yel**low **Pag**es are the **yel**low-**col**ored **pag**es in the **tel**ephone book that list you a**ccord**ing to your **bus**iness.
4. Did you know that "Yule" is a**noth**er word you can use for **Christ**mas?
5. A mute **per**son is one who does not use his voice to speak.
6. A **bril**liant **per**son is **u**sually called a **gen**ius.
7. Cali**for**nia is **larg**er than New York.
8. New York is **larg**er than Pennsyl**van**ia.
9. Pennsyl**van**ia is **larg**er than Vir**gin**ia.
10. Vir**gin**ia is **larg**er than West Vir**gin**ia.

7. Further Practice

A. Write a sentence with each of the words listed. Use a dictionary to look up any new words. Say each sentence aloud. Draw a single line under the sound for /y/, and a double line under the sound for /yuw/ in your sentences. Mark the sentences for stress and intonation.

Examples: a. mu**se**um
The man in the mu**se**um called the **am**bulance.

b. exc**use**
Do you need an exc**use** to call your **law**yer?

1. **hu**man
2. **mu**sic
3. **se**nior
4. **vol**ume
5. **fu**neral
6. **u**niform
7. **Jan**uary
8. **pop**ular
9. par**tic**ular
10. repu**tat**ion

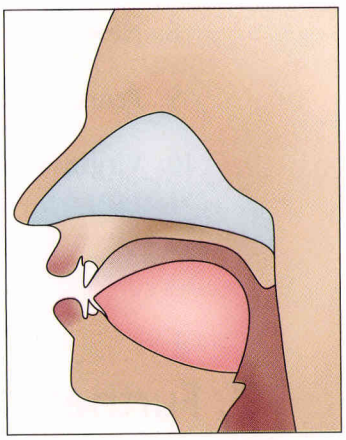
B. Work with a partner. Take turns reading the sentences you wrote in Exercise A. Check each other for correct pronunciation, stress, and intonation. Do you both agree on the same pronunciation and markings?

UNIT 33 /w/ as in *walk*

1. Producing /w/

Examples: want, word, white,[1] a**while**,[1] a**wake**, sweet, **high**way, quart,[2] one,[3] once[3]

- 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.



2. Practice the Sound

Track 9-28

A. Practice the sound /w/, first normally, then with exaggeration, then normally. Listen and repeat.

/wiy/ /w . . . iy/ /wiy/

Track 9-29

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	/wɛll/	well
5. when	/wɛn/	when

[1] Some American speakers pronounce "wh" with an initial /h/ sound: "white" /hwayt/, "awhile" /əhwayl/. In this text no distinction is made between voiceless /hw/ and voiced /w/ as in "walk."
[2] See Unit 25, page 198, for words that begin with /kw/.
[3] /w/ is the first sound in "one" /wən/ and "once" /wəns/.

6. a**way**	/əwey/	a**way**
7. **net**work	/nɛtwərk/	**net**work
8. **hard**ware	/hɑrdwɛr/	**hard**ware

3. Check Your Listening

Track 9-30

Cover the list of words below with a piece of paper. Then, listen to each word. Which sound do you hear, /w/ or /v/? Check (✓) the correct column.

	/w/	/v/
vast	1. _____	_____
white	2. _____	_____
win	3. _____	_____
wealth	4. _____	_____
wide	5. _____	_____
word	6. _____	_____
voice	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/.

Track 9-31

A. Listen and repeat each word pair.

/w/	/v/	/w/	/v/
1. west	vest	5. we	"v"
2. wine	vine	6. wet	vet
3. worse	verse	7. wheel	veal
4. wail	veil	8. while	vile

Track 9-32

B. The first sentence of each pair has the sound /w/ as in "walk," and the second sentence has the sound /v/ as in "vest." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

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[4]	It was a long wail.
b.	veil	It was a long veil.
5a.	we	He said "we," **did**n't he?
b.	"v"	He said "v," **did**n't he?
6a.	wet	I'm sure she said "wet."
b.	vet	I'm sure she said "vet."
7a.	wheel	Let's talk a**bout** the wheel.
b.	veal	Let's talk a**bout** the veal.
8a.	while	Who said it was "while"?
b.	vile[5]	Who said it was "vile"?

[4] *wail* /weyl/: sad cry
[5] *vile* /vayl/: evil, wicked

5. No Sound for "w" (Silent Letters)

Track 9-33

A. The letter "w" is not pronounced in words that begin with "wr." Listen and repeat these words and sentences.

1. ~~w~~rite — Will you ~~w~~rite to me?
2. ~~w~~rote — I ~~w~~rote a long **lett**er.
3. ~~w~~rong — You're ~~w~~rong, you **did**n't.
4. ~~w~~rap — I'll ~~w~~rap the **pack**age.
5. ~~w~~rist — Did you fall and hurt your ~~w~~rist?
6. ~~w~~reck — **A**fter the **ac**cident, the car was a ~~w~~reck.
7. ~~w~~reath — At **Christ**mas[6] time we'll hang a ~~w~~reath on the door.
8. ~~w~~**rin**kle — Did you ~~w~~**rin**kle your dress?

Track 9-34

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. ~~w~~ho — The man ~~w~~ho saw us is here.
2. ~~w~~hom — The man ~~w~~hom I spoke to is here.
3. ~~w~~hose — I don't know ~~w~~hose it is.
4. ~~w~~hole — Did you eat the ~~w~~hole pie?
5. ~~w~~ho**ev**er — I don't care, ~~w~~ho**ev**er it is.

Track 9-35

C. The letter "w" is also not pronounced in the following words. Listen and repeat.

1. t~~w~~o — Did you buy t~~w~~o of them?
2. to~~w~~ard[7] — The car came to~~w~~ard us at a high speed.
3. **an**s~~w~~er — Did you **an**s~~w~~er the **ques**tion?
4. s~~w~~ord — **Fenc**ing is the art of **fight**ing with a s~~w~~ord.
5. **kno**~~w~~ledge[8] — A **little** **kno**~~w~~ledge is a **dan**gerous thing.

---

[6] The "t" in "Christmas" is not pronounced.
[7] This word may also be pronounced with /w/.
[8] The "k" in "knowledge" is not pronounced.

6. Stress and Intonation

Track 9-36

A.
- Before you listen to the recording, underline all the letter(s) that represent the sound /w/ as in "walk".
- Now listen to the recording. Mark the stressed words you hear with a stress mark (´) and the falling and rising intonation with an arrow (⟶ ↗).
- Pay attention to function words and phrasing.

The first sentence is marked for you.

1. I **ál**ways eat **sánd**wiches for lúnch.
2. There was **on**ly one **war**ning **sig**nal on the wet road.
3. It was once a good wool **sweat**er, **was**n't it?
4. There were two world wars.
5. **Ev**eryone who is **an**yone was there.
6. Is "Where or When" the name of an old song?
7. The White House is in **Wash**ington, D.C.
8. He takes the **sub**way to work, **does**n't he?
9. I don't know **whet**her I'll walk in this **weath**er.
10. Do you know if the **wait**er **o**pens the **win**dow when it gets warm?

B. Work with a partner or in a small group. Check your markings. Then, listen to the recording again.

7. Further Practice

A. Work with a partner or with a group. In the passage on the next page, fill in the blanks with a word from the list below. Circle the letter(s) that have the sound /w/ as in "want." (You may use some words more than once.) After you are finished, take turns reading each sentence. Compare your answers.

walk	work	with	wake
week	**quar**ter	wash	wheat
quickly	**weath**er	**wait**er	when
twelve	**week**ends	way	**home**work
watch	**sub**way		

My **Dai**ly Rou**tine**

During the _____ I **u**sually _____ up at a _____ to **sev**en. **A**fter I _____ up, I get dressed _____. For **break**fast, I have two **slic**es of whole _____ toast and _____ it down _____ a cup of **coff**ee. I leave for school at eight o'**clock**. I **u**sually _____, but when the _____ is bad, I take the _____. **Af**ter school, I go to _____. I'm a _____ in a small **res**taurant. _____ I come home from the **res**taurant, I have just e**nough** time to do my _____, **an**swer some **e**-mails, and _____ the news. I go to bed at _____ **mid**night. Oh, and by the _____, I **al**so _____ on _____.

Class Discussion: Daily Routine

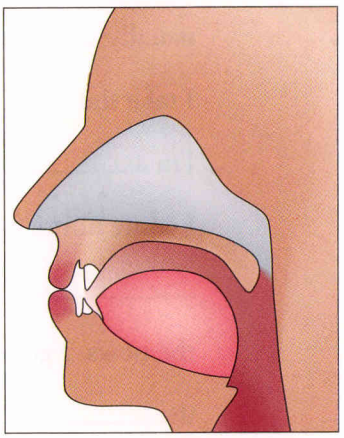
What is your daily routine? Talk about it in a small group.

UNIT 34 /m/ as in *me*

1. Producing /m/

Examples: my, make, **damage**, **famous**, **swimmer**, 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

Track 10-1

A. Practice the sound /m/, first normally, then with exaggeration, then normally. Listen and repeat.

/m/ /m . . . / /m/

Track 10-2

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	/kɑmɪk/	**com**ic
5. time	/taym/	time
6. home	/howm/	home

3. Check Your Listening

Track 10-3

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.

Track 10-4

A. Listen and repeat each word pair.

	Without /m/	With /m/		Without /m/	With /m/
1.	rye	rhyme	6.	Ma	Mom
2.	due	doom	7.	tie	time
3.	dough	dome	8.	who	whom
4.	dye	dime	9.	tea	team
5.	day	dame	10.	row	roam

Track 10-5

B. The second sentence of each pair has the final /m/ sound as in "me." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a.	rye[1]	That rye was good.
b.	rhyme	That rhyme was good.
2a.	due	I'll give him his due.
b.	doom[2]	I'll give him his doom.
3a.	dough[3]	We all like that dough.
b.	dome[4]	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[5]	What a dame!
6a.	Ma	**Should**n't you call Ma?
b.	Mom	**Should**n'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[6]	You roam there, don't you?

[1] rye /ray/: a cereal grain used to make bread
[2] doom /duwm/: a terrible fate
[3] dough /dow/: a mixture of flour with other ingredients that are baked (Also a slang expression for "money.")
[4] dome /dowm/: a rounded roof
[5] dame /deym/: in England, a title given to a woman; in American English, a slang expression for a woman
[6] *roam* /rowm/: go freely over a large area; wander

5. Contraction "I'm"

The function word "am" is usually not stressed. In conversation, native speakers use the contraction "I'm."

Track 10-6

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 ám **go**ing to schóol.	I'm **gó**ing to schóol.
2. I ám **bus**y right nów.	I'm **bús**y right nów.
3. I ám sure I díd it.	I'm súre I díd it.
4. I ám **sorr**y I díd it.	I'm **sór**ry I díd it.
5. I ám **read**ing the bóok.	I'm **réad**ing the bóok.

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. Read the passage on the next page.

- 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 any new words.
- Underline twice the stressed syllable in words of two or more syllables.
- Take turns reading each line aloud while you mark for phrasing, stress, and intonation.
- Pay attention to function words.

The first sentence is marked for you.

To everything there is a season, | and a time to

every purpose | under the heaven: |

A time to be born, and a time to die;

A time to kill, and a time to heal;

A time to break down, and a time to build up;

A time to weep, and a time to laugh;

A time to get, and a time to lose;

A time to keep, and a time to cast away;

A time to rend, and a time to sew;

A time to keep silence, and a time to speak;

A time to love, and a time to hate;

A time of war, and a time of peace.

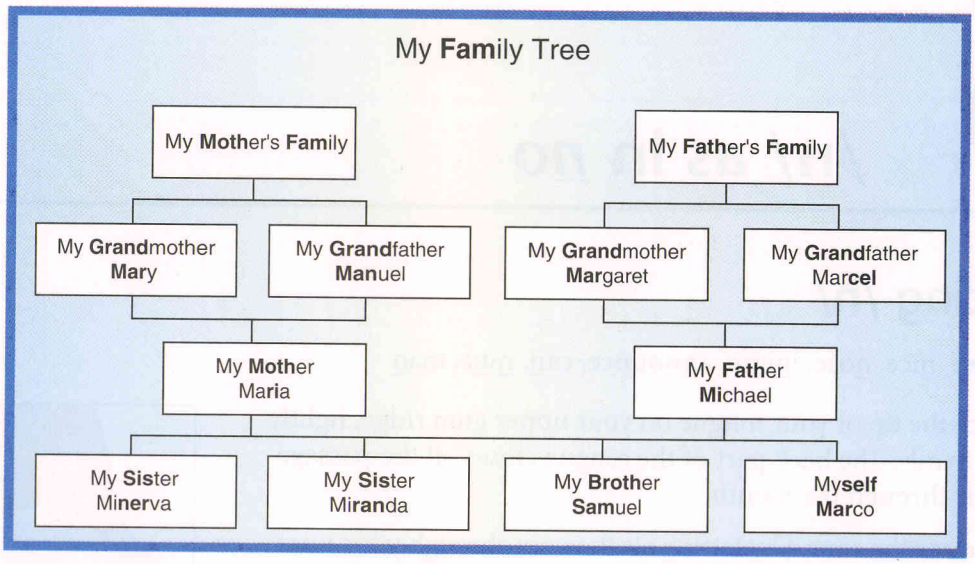
(Lines from Ecclesiastics 3:1–8)

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 information in the "family tree" aloud, and fill in the blanks in the sentences that follow.

- Underline all words in the sentences that have the sound /m/.
- Read the sentences aloud as you mark them for stress and intonation.
- Read the sentences aloud once more.



1. My **grand**mothers' names are _____ and _____.
2. My **grand**fathers' names are _____ and _____.
3. My **moth**er's name is _____.
4. My **fath**er's name is _____.
5. My **sis**ters' names are _____ and _____.
6. My **broth**er's name is _____.
7. My name is _____.

Class Discussion: Family Tree

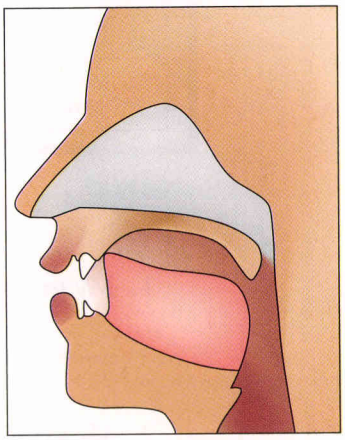
Make a diagram of your own family tree. Bring it to class for discussion.

UNIT 35 /n/ as in *no*

1. Producing /n/

Examples: nice, nose, in**vite**, a**nnou**nce, 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

Track 10-7

A. Practice the sound /n/, first normally, then with exaggeration, then normally. Listen and repeat.

/n/ /n . . . / /n/

Track 10-8

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

1. no	/now/	no
2. not	/nɑt/	not
3. **dinner**	/dɪnər/	**dinner**
4. **funny**	/fəniy/	**funny**
5. brain	/breyn/	brain
6. learn	/lərn/	learn

3. Check Your Listening

Track 10-9

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

Track 10-10

B. In the following pairs of words, one word has a final sound /n/. The other word has a final sound /l/. You will hear one word from each pair. Circle the word that you hear.

1. dine	dial	5. sane	sale
2. main	mail	6. seen	seal
3. mean	meal	7. stone	stole
4. mine	mile	8. ten	tell

Track 10-11

C. In the following pairs of words, one word has a final sound /n/. The other word has a final sound /m/. You will hear one word from each pair. Circle the word that you hear.

1. bun	bum	5. ran	ram
2. cone	comb[1]	6. sane	same
3. dine	dime	7. seen	seem
4. gain	game	8. warn	warm

Reminder • Vowel sounds are held longer before *voiced* consonants than before *voiceless* consonants. (See Unit 4.)

[1] Note that the "b" in "comb" is silent.

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.

Track 10-12

A. Listen and repeat each word pair.

1. me mean
2. play plane
3. law lawn
4. Joe Joan
5. ray rain
6. war worn

Track 10-13

B. The second sentence of each pair has the final sound /n/ as in "soon." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

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. lawn	It's the lawn 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, **did**n't they?
b. worn	They said it was worn, **did**n't 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.

Track 10-14

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

Track 10-15

B. The first sentence of each pair has a final sound /n/ as in "soon." The second sentence has a final sound /l/ as in "well." Take turns working with a partner. Say one of the sentences in each pair. Your partner must identify it by responding *a* or *b* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

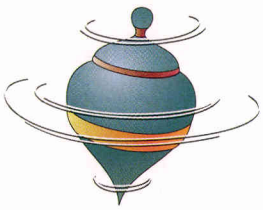
1a. bone	Where's the dog's bone?
b. bowl	Where's the dog's bowl?
2a. done	Is it **rea**lly done?
b. dull	Is it **rea**lly dull?
3a. fine	That's a fine **cab**inet.
b. file	That's a file **cab**inet.

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.

Track 10-16

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

Track 10-17

B. Each of these sentences has words with a final /m/ and a final /n/. Listen and repeat.

1. I'm **eat**ing an **app**le.
2. She came with her cane.
3. The gum is on the gun.
4. Foam is on the phone.
5. Pam fried eggs in the pan.
6. Do you drink rum after you run?
7. This term it will be our turn.
8. Tim wrapped the meat in tin foil.[2]

7. Syllabic /n/

A. When /n/ is in an unstressed syllable following the consonant sound /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**	/rɑtn̩/	The food was **rotten** when we bought it.
2. **sudden**	/sədn̩/	All of a **sudden** he ran out of the house.
3. **wouldn't**	/wudn̩t/	I **wouldn't** see him if I were you.

This syllabic /n/ is similar to the syllabic /l/ (practiced in Unit 24, page 184). It is indicated by the symbol /n̩/.

Reminder The sounds /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.

[2] *tin foil* /tɪn fɔyl/: a thin sheet of aluminum used as a covering, especially for food

Track 10-18

B. Listen and repeat these words and sentences.[3]

1. **eaten**	/iytṇ/	I've al**ready eat**en.
2. **written**	/rɪtṇ/	Have you **writ**ten to your friend?
3. **kittens**	/kɪtṇz/	The cat had six **kit**tens.
4. **bitten**	/bɪtṇ/	He was **bit**ten by a mad dog.
5. **fatten**	/fætṇ/	The **far**mer will **fat**ten up his **tur**keys be**fore sell**ing them.
6. **gotten**	/gɑtṇ/	I **would**'ve **got**ten it for you.
7. **straighten**	/streytṇ/	Let's **straight**en up the house be**fore** my **moth**er comes home.
8. **cotton**	/kɑtṇ/	I bought a **cot**ton blouse, not a silk one.
9. **button**	/bətṇ/	I lost the **but**ton from my coat.
10. **hidden**	/hɪdṇ/	The toys were **hid**den in the **clos**et.
11. **garden**	/gɑrdṇ/	She grows **veg**etables in her **gar**den.
12. **widen**	/waydṇ/	The **cit**y wants to **wid**en the street.
13. **pardon**	/pɑrdṇ/	Be po**lite;** say, "**Par**don me."
14. **deaden**	/dɛdṇ/	Can you give me **some**thing to **dead**en the pain?
15. **didn't**[4]	/dɪdṇ't/	**Did**n't you want to see the play?
16. **couldn't**[4]	/kʊdṇ't/	He **could**n't go home a**gain**.
17. **hadn't**[4]	/hædṇ't/	We **had**n't thought of it.
18. **wouldn't**[4]	/wʊdṇ't/	Why **would**n't he tell us the truth?

8. Stress and Intonation

Track 10-19

Letters that represent the sound /n/ as in "soon" are underlined in the sentences on the next page.

- Working with a partner, take turns reading the sentences as you mark them for phrasing, stress, and intonation.
- Now listen to the recording.
- Check your markings with your partner. Then, listen to the recording again.

[3] Here again, the sound /t/, sometimes called the "soft /t/," may sound like /d/. (See p. 184.)
[4] 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 northeastern part | of the United States.
2. The population of New York State is over nineteen million people.
3. The population of New York City is over eight million people.
4. The capital of New York State is called Albany.
5. New York City is the largest city in New York State.
6. There are five boroughs in New York City: The Bronx,[5] Brooklyn, Manhattan, Queens, and Staten Island.
7. New York City has two airports, John F. Kennedy and La Guardia; both are in Queens.
8. Grand Central and Pennsylvania are the two main train stations in Manhattan.
9. Passenger ships leave from the piers along[5] the Hudson River.
10. The New York Public Library is at Fifth Avenue and Forty-Second Street.

Class Discussion: My Hometown

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, and so on

Be prepared to share your story with the class.

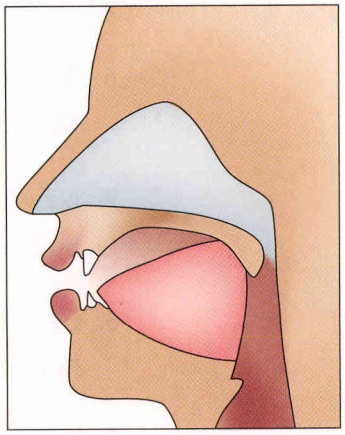
[5] The "n" in "Bronx" and the "n" in "along" are pronounced /ŋ/: /brɑŋks/, /əlɔŋ/. See Unit 36.

UNIT 36 /ŋ/ as in *king*

1. Producing /ŋ/

Examples: **an**ger, **sin**gle, in<u>k</u>, **ban**ker, **sing**ing, 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

Track 10-20

A. Practice the sound /ŋ/, first normally, then with exaggeration, then normally. Listen and repeat.

/ŋ/ /ŋ . . . / /ŋ/

Track 10-21

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

1. in<u>k</u>	/ɪŋk/	in<u>k</u>
2. than<u>k</u>	/θæŋk/	than<u>k</u>
3. **sin**gle	/sɪŋgl̩/	**sin**gle
4. **sing**er	/sɪŋər/	**sing**er
5. sing	/sɪŋ/	sing
6. king	/kɪŋ/	king

3. Check Your Listening

Track 10-22

A. In the following pairs of words, one word has the sound /m/ as in "me," and the other word has the sound /ŋ/ as in "king." 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

Track 10-23

B. In the following pairs of words, one has a final /n/ sound as in "no," and the other word has a final /ŋ/ sound as in "king." 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

Track 10-24

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. clink	cling	6. sunk	sung
2. think	thing	7. brink	bring
3. bank	bang	8. rink	ring
4. sink	sing	9. wink	wing
5. rank	rang	10. zinc	zing

Reminder • 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.

Track 10-25

A. Listen and repeat each group of words.

/n/	/ŋk/	/ŋ/
1. ban	bank	bang
2. sin	sink	sing
3. Min	mink	Ming
4. tan	tank	tang
5. win	wink	wing
6. ran	rank	rang

Track 10-26

B. The first sentence of each group has a word that ends with the sound /n/ as in "soon." The second sentence has a word that ends with the sound /ŋk/ as in "sink," and the third has a word that ends with the sound /ŋ/ as in "king." Take turns working with a partner. Say one of the sentences in each group. Your partner must identify it by responding *a, b,* or *c* followed by the sentence. If the answer is incorrect, say the sentence again. After you are finished working with your partner, listen to the recording and practice the words and sentences again.

1a. ban — I heard a**bout** the ban.

b. bank — I heard a**bout** the bank.

c. bang[1] — I heard a**bout** the bang.

[1] *bang* /bæŋ/: a loud noise; a hard blow

2a. Min	We all thought it was Min.
b. mink	We all thought it was mink.
c. Ming[2]	We all thought it was Ming.
3a. tan	He likes that tan.
b. tank	He likes that tank.
c. tang[3]	He likes that tang.
4a. win	She said it's a win.
b. wink[4]	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. Rules for "ng"

There may be some confusion about the sound the letters "ng" represent. The following rules may help to make it clear.

Track 10-27

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 /strɔŋ/
2. sing /sɪŋ/
3. bring /brɪŋ/
4. tongue /təŋ/
5. swing /swɪŋ/
6. spring /sprɪŋ/
7. wrong /rɔŋ/
8. thing /θɪŋ/

[2] *Ming* /mɪŋ/: a Chinese dynasty noted for artistic work
[3] *tang* /tæŋ/: a distinct strong taste or odor
[4] *wink* /wɪŋk/: to open and close one eye quickly, usually in a joking manner

Track 10-28

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 /yəŋstər/
5. **king**ly /kɪŋliy/
6. **young**ish /yəŋɪʃ/
7. banged /bæŋd/

Exceptions to this rule: In comparative and superlative forms of the following adjectives, "ng" represents two sounds, /ŋ/ + /g/ = /ŋg/.

Adjective		Comparative		Superlative	
long	/lɔŋ/	**long**er	/lɔŋgər/	**long**est	/lɔŋgɪst/
young	/yəŋ/	**young**er	/yəŋgər/	**young**est	/yəŋgɪst/
strong	/strɔŋ/	**strong**er	/strɔŋgər/	**strong**est	/strɔŋgɪst/

Track 10-29

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 /mɪŋgl̩/
3. **sing**le /sɪŋgl̩/
4. **ang**er /æŋgər/
5. **ting**le /tɪŋgəl/
6. **hung**er /həŋgər/
7. **bang**le /bæŋglə/
8. **tang**le /tæŋglə/

Exceptions to this rule:

Proper Names:	**Washington**	/wɑʃɪŋtən/
	Farmingdale	/fɑrmɪŋdeyḷ/
	Springfield	/sprɪŋfiyld/
Words:	**ging**ham[5]	/gɪŋəm/
	strength	/strɛŋkθ/ or /strɛŋθ/ (alternate pronunciation)
	length	/lɛŋkθ/ or /lɛŋθ/ (alternate pronunciation)

Track 10-30

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. **anx**ious /æŋkʃəs/
3. link /lɪŋk/
4. thank /θæŋk/

Track 10-31

E. Rule No. 5

The spelling "nge" in medial or final position usually represents two sounds, /n/ + /d/ = /nʤ/. Listen and repeat.

1. strange /streynʤ/
2. change /tʃeynʤ/
3. **arrange** /əreynʤ/
4. **or**ange /ɔrɪnʤ/ (/ɑrɪnʤ/ an alternative pronunciation)

[5] *gingham* /gɪŋəm/: a cotton material that has a pattern of squares

6. Stress and Intonation

Track 10-32

Work with a partner.

- Underline the letter(s) representing the sound /ŋ/.
- Take turns reading the sentences and mark them for stress and intonation.
- Now listen to the recording and check your markings.
- Finally, listen to the recording again.

Examples: a. He's **com**ing a**long** with his **dri**ving.

b. Will you fill your gas tank in **En**gland?

1. She was **walk**ing home, **sing**ing a song.
2. Were they **talk**ing a**bout fall**ing in love?
3. Are you **go**ing **sur**fing or **jogg**ing?
4. The girls were **jum**ping rope, and the boys were **play**ing ball.
5. Are you **com**ing up or **stay**ing down?
6. Are you **wrapp**ing gifts and **an**swering the phone at the same time?
7. "**Laugh**ing on the **out**side, **cry**ing on the **in**side" is a line from a song.
8. **Cook**ing and **clean**ing are two things I hate to do.
9. My **neigh**bor's **mov**ing to **Wash**ington, but I'm **mov**ing to Long **Is**land.
10. I'm **find**ing new words and **look**ing them up in the **dic**tionary.

7. Further Practice

A. Work with a partner. In the following words, the underlined letters represent the sounds /m/, /n/, /ŋ/, /ŋg/, /ŋk/, or /nʤ/. Say each 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 ___/nʤ/___

1. **jun**gle /_____/
2. **sing**er /_____/
3. **instinct** /_____/
4. **album** /_____/
5. **during** /_____/
6. **Lincoln** /_____/
7. **saving** /_____/
8. **longer** /_____/
9. range /_____/
10. young /_____/
11. **England** /_____/
12. **hammer** /_____/
13. zinc /_____/
14. lawn /_____/
15. **wedding** /_____/
16. **danger** /_____/

Class Discussion

Write six sentences with words containing the sounds /m/, /n/, /ŋ/, /ŋg/, /ŋk/, and /nʤ/. Read your sentences in class. Be prepared to check each other for correct pronunciation of the target sounds.

APPENDIX

Homophones

Homophones are words that sound the same, but have different spellings and meanings.

1a. ate	/eyt/	We *até* all the food.
b. eight		Wake up. It's *eight* o' clock.
2a. be	/biy/	Will you *be* there?
b. bee		A *bee* is an insect that makes honey.
3a. bare (*adj*)	/bɛr/	The sign said, "No *bare* feet allowed in this store."
b. bear (*n*)		A *bear* is an animal that lives in the forest.
c. bear (*v*)		I dislike him; I can't *bear* to be with him in the same room.
4a. beat	/biyt/	He *beat* out the rhythm on the drum.
b. beet		A *beet* is a dark red vegetable.
5a. brake	/breyk/	Put your foot on the *brake* of the car.
b. break		The dish will *break* if you drop it.
6a. blue	/bluw/	*Blue* is a nice color, but I like red. *Blue* is also the way I feel, unhappy.
b. blew		The wind *blew* the paper away.
7a. board	/bɔrd/	A *board* is a piece of wood.
b. bored		To be *bored* is to be uninterested.
8a. **berry**	/bɛriy/	A ***berry*** is a small fruit.
b. **bury**		When people die, we ***bury*** them.
9a. been	/bɪn/	I've *been* to the movies.
b. bin		A *bin* is a container that holds things.

10a. by	/bay/	We went *by* the house and looked at the door.
b. buy		We would like to *buy* the house.
c. bye		The baby waved *bye-bye* as we left the house.
11a. cell	/sɛl/	The prisoner is in the jail *cell.*
b. sell		Does the man in the store *sell* pens?
12a. **cell**ar	/sɛlər/	A ***cell**ar* is a space underneath a building, like a basement.
b. **sell**er		A ***sell**er* is someone who sells something.
13a. cent	/sɛnt/	A *cent* is 1/100 of a dollar, or one penny.
b. sent		I couldn't go, so I *sent* my sister to get it for me.
c. scent		The sweet *scent* of the flowers filled the room.
14a. chord	/kɔrd/	He played a *chord* on the piano.
b. cord		Before you send the package, tie it with a *cord.*
15a. **cap**ital	/kæpətḷ/	The ***cap**ital* of the United States is Washington, D.C.
		***Cap**ital* is money you invest in a business.
b. **cap**itol		The ***Cap**itol* is a building in which the Congress of the United States meets.
16a. **cer**eal	/sɪrɪəl/	***Cer**eal* is a grain used as a food, usually eaten for breakfast.
b. **ser**ial		A ***ser**ial* is a story that is told in several parts, not all at one time.
17a. **car**ats	/kærəts/	Diamonds are measured in ***car**ats.*
b. **carr**ots		***Carr**ots* are long orange-red pointed vegetables.
18a. chews	/tʃuwz/	He *chews* his food before swallowing it.
b. choose		Please *choose* the movie you want to see.
19a. coarse	/kɔrs/	*Coarse* is not smooth; it is rough, like sandpaper.
b. course		I took a psychology *course* in college. The golf *course* is not too far away.

20a. cite	/sayt/	To *cite* is to mention something. (The Mayor *cited* the recent crime figures.)
b. sight		He's blind; he lost his *sight*; he can't see.
c. site		A *site* can be a place. (The *site* of the new building will be on Main Street.)
21a. chute	/ʃuwt/	A *chute* is a passage through which various things can slide, such as a mail *chute* or a laundry *chute.*
b. shoot		The man with the gun will *shoot* you.
22a. close	/klowz/	The door is open; please *close* it.
b. clothes		Pack your *clothes* in a suitcase.
23a. dear	/dɪr/	*Dear* is the opposite of cheap.
b. deer		A *deer* is an animal.
24a. die	/day/	He's very sick; we expect him to *die.*
b. dye		In order to change the color of her hair, she'll *dye* it.
25a. do	/duw/	I want to go. *Do* you?
b. due		My rent is *due* the beginning of the month.
c. dew		The morning *dew* on the grass wet our feet.
26a. draws	/drɔz/	A horse *draws* a wagon.
		I like to *draw* pictures.
b. drawers[1]		The desk *drawers* are hard to open.
27a. eye	/ay/	He couldn't read because his *eye* hurt.
b. I		Do you believe that? *I* do.
c. aye		When you say *aye,* you're saying "yes."
28a. fair (*adj*)	/fɛr/	The movie was only *fair,* not good.
		The "*fair* sex" refers to the female sex.
b. fair (*n*)		We went on lots of rides at the *fair.*
c. fair (*adv*)		Play *fair;* don't cheat.
d. fare (*n*)		We pay a *fare* when we go on the bus.

[1] In many dialects, these are not homophones and "drawers" is pronounced /drɔrz/.

29a. flew	/fluw/	The bird *flew* from tree to tree.
b. flu		I was very sick; I had the *flu.*
c. flue		Smoke goes up through a chimney *flue.*
30a. for	/fɔr/	Jim will get it *for* you.
b. four		The book costs *four* dollars.
31a. fourth	/fɔrθ/	That was the *fourth* time he called.
b. forth		She walked back and *forth,* waiting impatiently.
32a. heal	/hiyl/	To *heal* is to make someone well after being sick.
b. heel		The *heel* is the back part of the foot, under the ankle.
c. he'll		*He'll* is a contraction for "he will."
33a. hear	/hɪr/	If you listen closely, you will *hear* me.
b. here		You said, "Come *here,*" so I came.
34a. hair	/hɛr/	I cut my *hair;* it was very long.
b. hare		A *hare* is a rabbit with long ears and a short tail.
35a. him	/hɪm/	Don't give it to her; give it to *him.*
b. hymn		We sang a *hymn* in church.
36a. horse	/hɔrs/	A *horse* is a four-legged animal.
b. hoarse		When I have a cold, it's hard for me to speak because of my *hoarse* voice.
37a. hole	/howl/	There's a *hole* in my sock.
b. whole		We ate the *whole* pie; nothing was left.
38a. hour	/awər/	The *hour* is late; we have to go now.
b. our		That's *our* house, not yours.
39a. I'll	/ayl/	*I'll* is a contraction of "I will."
b. aisle		In a theater you walk down the *aisle* to get to your seat.
c. isle		An *isle* is a small island.
40a. in	/ɪn/	You put sugar *in* your coffee.
b. inn		An *inn* is a small hotel.

41a. knew	/nuw/	*Knew* is the past tense of "to know."
b. new		I bought a pair of *new* shoes.
42a. know	/now/	I think I *know* you.
b. no		I said *"no,"* not "yes."
43a. knot	/nɑt/	A *knot* was tied at the end of the rope.
b. not		She said she would *not* go.
44a. led	/lɛd/	*Led* is the past tense of "to lead."
b. lead		*Lead* is a metal; it is found in a pencil.
45a. leased	/liyst/	We *leased* the apartment for one year.
b. least		The smallest amount is the *least.*
46a. made	/meyd/	*Made* is the past tense of "to make."
b. maid		The *maid* in a hotel cleans the rooms.
47a. male	/meyl/	He is of the *male* sex.
b. mail		The letter was sent by express *mail.*
48a. meat (*n*)	/miyt/	We buy *meat* in the butcher shop.
b. meet (*v*)		I'll *meet* you for lunch at one o'clock.
c. meet (*n*)		Our college had a track *meet* with another college.
49a. **med**al	/mɛdl̩/	The winner of the race received a ***med**al.*
b. **medd**le		Leave us alone; don't ***medd**le* in our business.
50a. **min**er	/maynər/	A ***min**er* is someone who works in a mine.
b. **min**or (*n*)		A ***min**or* is a person below the age of 18.
c. **min**or (*adj*)		***Min**or* also means something is less important. (He played a *minor* role in the school play.)
51a. Mrs.	/mɪsəz/	She's married; her name is *Mrs.* Smith.
b. **miss**es		He's never on time; he always ***miss**es* his plane.
52a. night	/nayt/	We think of him day and *night.*
b. knight		A *knight* was a noble soldier.
		A *knight* is also a chess piece.

53a. nose	/nowz/	The *nose* is the organ for smelling.
b. knows		Who *knows* the answer to the question?
54a. pail	/peyl/	A *pail* is a container for liquids. (Get a *pail* of water and we'll wash the car.)
b. pale		To look *pale* is to have little color in your face.
55a. pain	/peyn/	After I got hurt, I was in *pain.*
b. pane		The window *pane* broke; there was glass all over the floor.
56a. paws	/pɔz/	The feet of four-legged animals are called *paws.*
b. pause		To *pause* is to stop for a short time.
57a. peace	/piys/	After the war there was *peace.*
b. piece		Cut the cake and give me a *piece.*
58a. pear	/pɛr/	A *pear* is a fruit.
b. pair		A *pair* is two things that are the same or that are joined together: a *pair* of shoes, scissors, pants.
c. pare		You *pare* an apple by peeling off its skin with a knife.
59a. plain	/pleyn/	When something is *plain,* it's ordinary.
b. plane		A *plane* can be an airplane or a carpenter's tool that makes wood smooth.
60a. **prin**cipal	/prɪnsəpḷ/	The ***prin**cipal* is the head of a school.
b. **prin**ciple		To act on ***prin**ciple* is to act on a rule or standard of behavior.
61a. **proph**et	/prɑfɪt/	A ***proph**et is* a person who tells you what the future can bring.
b. **prof**it		I made a ***prof**it* on the sale of my house. (I got more money than I paid for it.)
62a. **pal**ate	/pælɪt/	The ***pal**ate* is the roof of your mouth.
b. **pal**ette		A ***pal**ette* is a piece of wood on which an artist mixes paints.

63a. rain	/reyn/	It's very cloudy; it looks like *rain.*
b. reign		A *reign* refers to the period of time that a king or queen rules.
c. rein		A *rein* is a long piece of narrow leather used by a rider to control a horse.
64a. rays	/reyz/	The *rays* of the sun are very strong.
b. raise		*Raise* your head and look at me.
c. raze		A bomb will *raze* the building to the ground.
65a. red	/rɛd/	*Red* is the name of a color.
b. read		*Read* is the past tense of "to read."
66a. real	/riyl/	It's a *real* diamond, not a fake.
b. reel		A *reel* 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 *right.*
b. write		Don't call; *write* a letter.
68a. road	/rowd/	The *road* was crowded with autos.
b. rode		*Rode* is the past tense of "to ride."
c. rowed		We *rowed* the boat on a small lake.
69a. roll	/rowl/	May I have a *roll* with butter?
b. role		He played the *role* of a thief in a play.
70a. route	/ruwt/	Look at the map and see which *route* to take.
b. root		A *root* is part of a plant that grows beneath the soil or ground.
		The square *root* of 9 is 3.
71a. sail	/seyl/	The boat was due to *sail* at noon.
b. sale		We bought the chair for less money because it was on *sale.*
72a. see	/siy/	We went to *see* the play.
b. sea		They went sailing on the *sea.*

73a. seam	/siym/	The tailor sewed the torn *seam* of my jacket.
b. seem		They *seem* to be enjoying themselves.
74a. seen	/siyn/	They were *seen* together yesterday.
b. scene		The play has three acts, and each act has two *scenes.*
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. **sta**tionary	/steyʃənɛry/	To be ***sta**tionary* is not to move.
b. **sta**tionery		To buy ***sta**tionery* 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	/ðɛr/	*Their* books are on the table.
b. there		I looked, but they weren't *there.*
c. they're		*They're* is a contraction for "they are."
85a. throne	/θrown/	The king sits on his *throne.*
b. thrown		*Thrown* is past tense of "to throw."
86a. to	/tuw/	I'm going *to* the store.
b. too		We spend *too* much money on books.
c. two		I ate *two* pieces of pie.
87a. toe	/tow/	The ballet dancer stood on one *toe.*
b. tow		My car broke down; *tow* it to the garage.
88a. waist	/weyst/	You wear a belt around your *waist.*
b. waste		Save the paper; don't *waste* it.
89a. wait	/weyt/	I'll be right there; *wait* for me.
b. weight		His *weight* is 165 pounds.
90a. way	/wey/	Show me which *way* to go.
b. weigh		When I eat more, I *weigh* more.
91a. wore	/wɔr/	*Wore* is the past tense of "to wear."
b. war		World *War* II, for the United States, began on December 7, 1941.
92a. warn	/wɔrn/	Don't *warn* her that I'm here; I want to surprise her.
b. worn		My clothes are old and *worn.*
93a. weak	/wiyk/	After my illness I felt very *weak.*
b. week		There are seven days in one *week.*
94a. **weath**er	/wɛðər/	The ***weath**er* is bad; it rained all week.
b. **wheth**er		I can't decide ***wheth**er* to go with John or with you.
95a. we'll	/wiyl/	*We'll* is a contraction of "we will."
b. wheel		The *wheel* on my bicycle is broken.
96a. witch	/wɪtʃ/	A *witch* is a woman who is believed to have powers of magic.
b. which		*Which* tie did you get, the red or the green?

97a. who's	/huwz/	*Who's* is a contraction of "who is."
b. whose		In *whose* house is the party?
98a. won	/wən/	I *won* the lottery.
b. one		I bought *one* ticket.
99a. would	/wʊd/	*Would* you like to come with us?
b. wood		Furniture is usually made from *wood*.
100a. your	/yɔr/	*Your* brother is waiting for you.
b. you're		*You're* is a contraction of "you are."

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ISBN-13: 978-1-111-35210-3
ISBN-10: 1-111-35210-0
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