

# ENGLISH PRONUNCIATION Made Simple



PAULETTE DALE • LILLIAN POMS



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## English Pronunciation Made Simple

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## About the Authors

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Dr. Dale is an internationally known author and consultant in the area of English Pronunciation and Speech Communication. Her published works include numerous articles, a pronunciation program written for Berlitz International, and five successful texts published by Pearson Education (*English Pronunciation for International Students*, *English Pronunciation for Spanish Speakers*, *English Pronunciation for Japanese Speakers*, *Speech Communication for International Students*, and *Speech Communication Made Simple: A Multicultural Perspective*).

Dr. Dale's pronunciation programs have been featured in newspapers and on radio and TV talk shows. She has conducted workshops in techniques of teaching English pronunciation for professionals and teachers worldwide and has made presentations at a variety of U.S. and international TESOL conferences.

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Ms. Poms has co-authored *English Pronunciation for International Students*, *English Pronunciation for Spanish Speakers*, *English Pronunciation for Japanese Speakers*, and a pronunciation program for Berlitz International. She is past president of the Miami Association of Communication Specialists, from which she received honors in 1986. In 2002, she was awarded the Clinical Career Award from the Florida Association of Speech-Language Pathologists and Audiologists.

Ms. Poms pioneered the accent-reduction program at the Hearing and Speech Center of Florida and has provided accent-reduction training for many performers. One of her more famous students is Julio Iglesias, who received diction and pronunciation coaching from her.

# Preface

*English Pronunciation Made Simple* is designed to help students develop pronunciation skills and overcome pronunciation problems when speaking English. We understand how frustrating it is to have someone say, "I can't understand you because of your accent." We know that students of English as a second language may be afraid to use certain words because they are difficult to pronounce. Many students avoid words like *rice* and *berry*, for instance. *English Pronunciation Made Simple* gives students the fundamental understanding of pronunciation—and the confidence they need—so they no longer have to avoid certain words and phrases. Most important, students *don't* have to be misunderstood by other people.

*English Pronunciation Made Simple* can be used either as a classroom textbook or as a comprehensive program for self-study. It is organized so that any academic schedule can be accommodated, making it ideal for use as a course textbook. However, *English Pronunciation Made Simple* may also be used independently, by students who want to be better understood in English. Presented in clear, easy-to-understand terms, the material in this book is accompanied by an audio program that enables students to maximize their learning outside of the classroom.

*English Pronunciation Made Simple* is divided into three parts—Part 1: Vowels, Part 2: Stress, Rhythm, and Intonation, and Part 3: Consonants. Each part contains a series of brief lessons, and each lesson presents one or two specific pronunciation points.

## Vowel Lessons and Consonant Lessons

The vowel and consonant lessons (Parts 1 and 3) follow a consistent format and are designed to provide both clear, accessible presentations of pronunciation points and ample practice. Each lesson includes:

- **Pronouncing the Sound** A simple explanation of how to pronounce the sound, with mouth drawings that show how to use the articulators (lips, tongue, etc.) for each sound.
- **Possible Pronunciation Problems** An explanation of how and why the sound may create problems for students.
- **Hints** Rules to help students remember when to produce the target sound, which emphasize the recognition of English spelling patterns as a guide to pronunciation. (NOTE: Not every lesson includes a hint.)
- **Exercises** A comprehensive wealth of productive practice opportunities using the sound as it occurs in words, common phrases, and sentences.

- **More Practice** A variety of listening, reading, and communicative conversational activities that reflect how the sound is heard and used in daily life. At least one activity in this section is productive.
- **Check Yourself** Additional activities designed to help students recognize and evaluate their progress. Answers to all *Check Yourself* exercises are provided in Appendix II.

### **Stress, Rhythm, and Intonation Lessons**

The lessons in Part 2 expose students to the stress, rhythm, and intonation of American English and focus on helping students hear and produce natural-sounding language beyond the word level. Students work on common phrases, sentences, and pieces of more extended discourse.

The audio CDs that are packaged with this book contain the *Check Yourself* listenings. In addition, a classroom audio program available on both CDs and cassettes includes the listenings for these sections as well as for the exercises for each lesson. This classroom audio program also provides models of correct pronunciation for each sound presented.

# To the Student

**Welcome to *English Pronunciation Made Simple*!** Before we begin, let's look at the term "foreign accent" in general. The *Longman Dictionary of American English* defines *accent* as "a way of speaking that someone has because of where s/he was born or lives." So the truth is, we *all* have accents! In fact, you should be proud that you speak English with an accent. A "foreign" accent tells people that you speak at least two languages. And the world would be very dull if we all sounded the same.

Unfortunately, the disadvantage to having a "foreign" accent is that it may hinder effective communication in your nonnative language and cause you to be misunderstood. Our main goal is to help you improve your pronunciation of North American English. This will enable you to communicate clearly what you want to say. Frequent practice and review is important. We suggest practice sessions at least three or four times a week, even if you can only manage 20 or 30 minutes each session. We know this is hard work. Take breaks when you get tired. Improvement takes time, but little by little, you will succeed.

If you live or work among English speakers, you will quickly find ways to apply what you learn in *English Pronunciation Made Simple* to situations outside of class. But even if you live in a non-English-speaking environment, you should try to get as much practice as possible in applying the material in the book. Here are some things you can do to reinforce what you are learning.

- Watch English language news on TV as often as you can. Pay careful attention to the newscaster's pronunciation. Notice especially words and phrases that are repeated every time you watch. Practice saying them. Write them down. Compare your pronunciation with the newscaster's.
- Listen to radio news stations for 5 to 10 minutes at a time. Repeat common words and phrases after the announcer.
- When one of your favorite English language TV shows is on, try to understand the dialogue without watching. Or try this with commercials: See if you can tell what is being advertised without looking.
- Whenever you have the opportunity to converse with a North American English speaker, use it! Try to include common expressions presented in this book, such as "See you this evening" or "Pleased to meet you."
- Ask your listener if your pronunciation of a specific word is correct. Most listeners will be glad to help.



# Part 1 Vowels

Although *English Pronunciation Made Simple* emphasizes pronunciation, it can also help you increase your vocabulary. When you don't understand a word or idiom, look it up in your dictionary. (We recommend the *Longman Dictionary of American English*.) Write the definition down so you won't forget it.

### Using *English Pronunciation Made Simple* on Your Own

If you are using these materials for self-study, you will probably want to own the entire set of classroom CDs or cassettes, so you can get the most from the comprehensive program. To get the greatest benefit, follow these simple suggestions:

- **Exercises** Go to the appropriate exercise in the audio program. Read the directions. Listen. Repeat words or phrases during the pauses. Stop and go back whenever you like. If you have difficulty at any time, stop and reread the directions for pronouncing the sound. Look in a mirror as you say the sound to be sure that your articulators (tongue, lips, and so on) are in the correct position. Use the drawing in the book to check this. Repeat the exercise until you can say the sounds, words, phrases, or sentences easily. When you are able to repeat the material without looking at the book, you are ready to move on.
- **More Practice** When you are satisfied with your pronunciation of the target sound in the exercises, you are ready to apply what you have learned to content and situations similar to those you might encounter in real life. "More Practice" provides controlled practice with this. Be aware of situations in your daily life that provide parallel practice. Have fun recognizing and producing the sound in other poems, readings, and conversations, and try to find other ways to incorporate what you have learned in your daily encounters with English.
- **Check Yourself** Do not be discouraged if you make some mistakes in this section. The purpose of the Check Yourself section is to help you measure your progress and to identify areas that still need work. The instructions for each Check Yourself exercise are different. Read all directions carefully before beginning. When you finish a test, check your answers in Appendix II. If you have difficulty with an exercise, return to the beginning of the lesson and repeat the activities in More Practice. The dialogues and paragraphs are the most difficult activities in each lesson. Review them often as you progress through the book.

You may wonder how long it will take before you see improvement. We believe that improvement depends on practice—and *English Pronunciation Made Simple* provides all the tools you need to practice often. We hope you find it makes a difference in a matter of weeks!

Although *English Pronunciation Made Simple* emphasizes pronunciation, it can also help you increase your vocabulary. When you don't understand a word or idiom, look it up in your dictionary. (We recommend the *Longman Dictionary of American English*.) Write the definition down so you won't forget it.

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**Part**

**1**

**Vowels**



# Lesson 1

## Pronouncing the Vowels of American English

You have probably discovered that there is a big difference between the way words are spelled in English and the way they are pronounced. English spelling patterns are inconsistent and are not always a reliable guide to pronunciation. For example, in the following words, the letter *a* is used to represent five different sounds.

hate      father      have      any      saw

Pretty confusing, right? That's why we need a set of symbols in which *each* sound is represented by a *different* symbol. In this book, you will see symbols used. These are the International Phonetic Alphabet (IPA), which is used all over the world. It consists of a set of symbols in which *one symbol* represents *one sound*.

DON'T PANIC! It is not necessary to learn all the symbols at once. Each sound will be introduced and explained one at a time. You will learn the symbols easily as you progress through the book. A pronunciation key to the different vowels and diphthongs of American English with their IPA symbols is presented below. Refer to it as needed.

To help you understand the exact pronunciation of the phonetic symbols and key words, the Key to Pronouncing the Vowels of American English is included in the audio program. You will hear each phonetic symbol introduced and pronounced once. Each English key word will be said once.

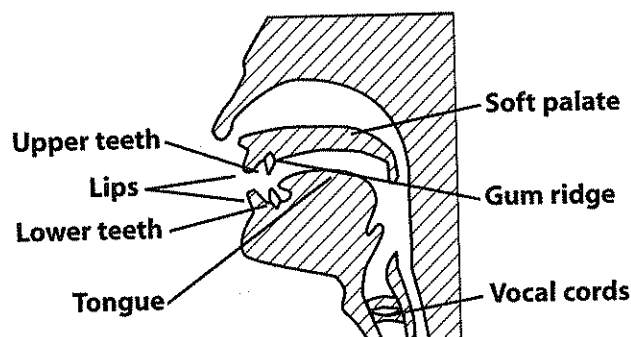
Key to Pronouncing the Vowels of American English		
INTERNATIONAL PHONETIC ALPHABET SYMBOL		ENGLISH KEY WORDS
SECTION 1	[i]	me, tea, bee
	[ɪ]	it, pin
	[eɪ]	ate, game, they
	[ɛ]	egg, head, pet
	[æ]	at, fat, happy
	[a]	hot, father
SECTION 2	[u]	you, too, rule
	[ʊ]	put, cook
	[ʌ]	up, but, come
	[oʊ]	boat, no, oh
	[ɔ]	all, boss, caught
SECTION 3	[ə]	soda, upon
	[ɜː]	urn, first, serve
	[ɑː]	father, after
	[aʊ]	out, cow, house
	[aɪ]	my, pie, I
	[ɔɪ]	oil, boy, noise



## Definitions

As you progress through *English Pronunciation Made Simple*, you will frequently see the terms *articulators*, *vowels*, and *diphthongs*. We will now define these terms for you.

**Articulators:** The articulators are the different parts of the mouth area that we use when speaking, such as the lips, tongue, teeth, and jaw.



**Vowel:** A vowel is a speech sound produced with vibrating vocal cords and a continuous unrestricted flow of air coming from the mouth. The most well-known vowels in English are:

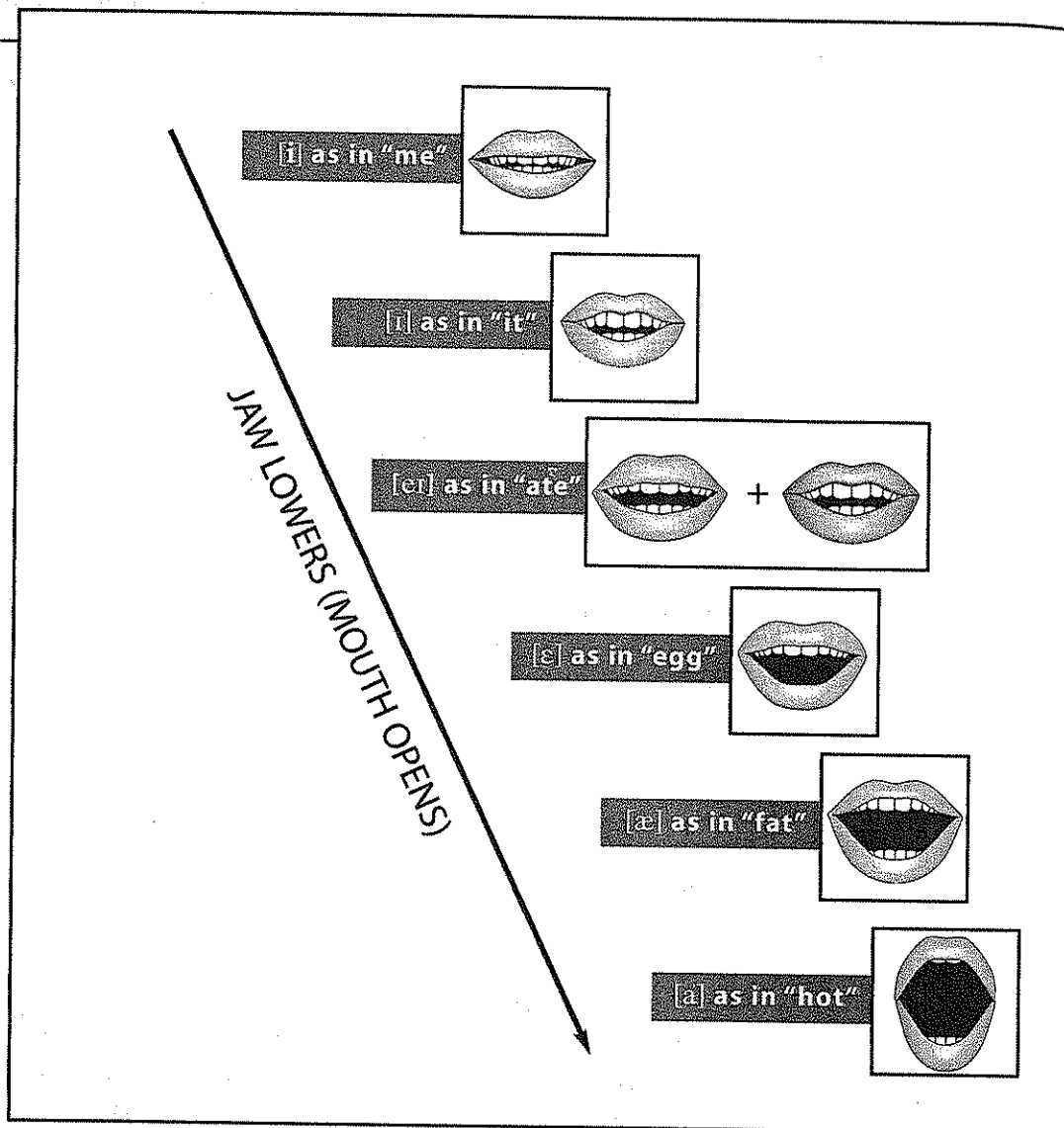
A   E   I   O   U

The various vowel sounds are affected by the changing shape and position of your articulators. The different vowels are created by:

1. **The position of your tongue in the mouth.** For example, the tongue is high in the mouth for the vowel [i] as in "see," but is low in the mouth for the vowel [a] as in "hot."
2. **The shape of your lips.** For example, the lips are very rounded for the vowel [u] as in "new," but are spread for [i] as in "see."
3. **The size of your jaw opening.** For example, the jaw is open much wider for [a] as in "hot" than it is for the diphthong [eɪ] as in "pay."

**Diphthong:** A diphthong is a combination of two vowel sounds. It begins as one vowel and ends as another. During the production of a diphthong, your articulators glide from the position of the first vowel to the position of the second. For example, when pronouncing [eɪ] as in "vein," your articulators glide from the vowel [e] to the vowel [ɪ]. In English, the most common diphthongs are [aʊ], [eɪ], [aɪ], [ɔɪ], and [oʊ].

## PRONOUNCING FRONT VOWELS



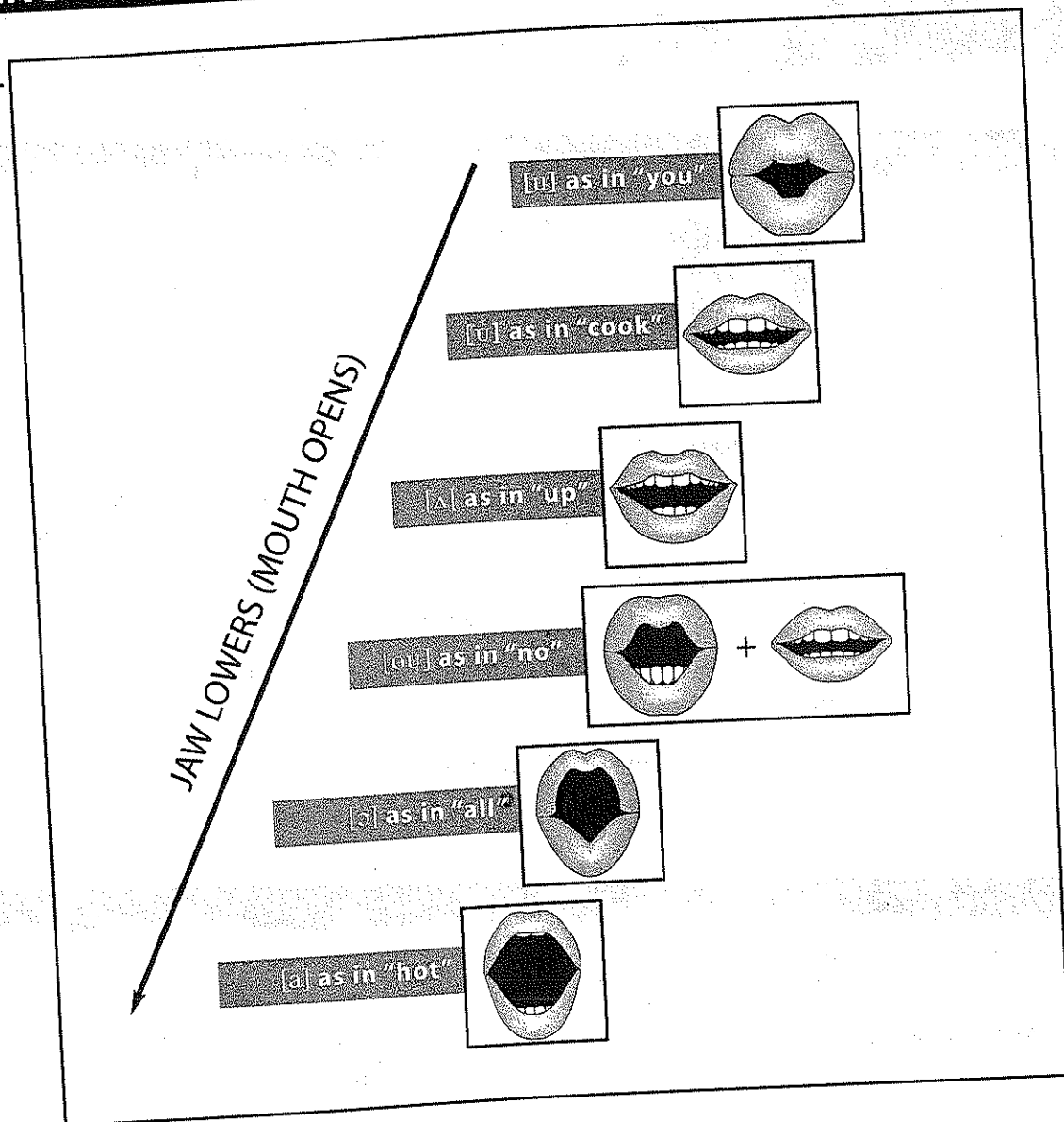
You can see in the pictures how the jaw moves from a closed position to an open one during pronunciation of the vowel sequence [i], [ɪ], [eɪ], [ɛ], [æ], [a].

Becoming familiar with this progression and understanding the relationship of one vowel to another will help you with your pronunciation of the vowels.

- The phonetic symbol [ɪ] represents a sound between [i] and [eɪ]. It is pronounced with the jaw and tongue raised more than for [eɪ], but not as much as for [i].
- The symbol [æ] represents a sound between [ɛ] and [a]. [æ] is pronounced with the jaw open more than for [ɛ] but not as much as for [a].

Refer to these pictures whenever you have difficulty pronouncing any of the vowels. Repeat the sequence [i], [ɪ], [eɪ], [ɛ], [æ], [a] several times. Notice the progressive dropping of your tongue and jaw as you pronounce each sound.

## PRONOUNCING BACK VOWELS



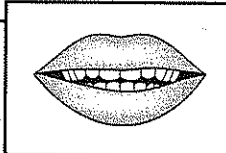
Once again you can see how the jaw moves from a closed position to an open one during the pronunciation of a vowel sequence. Practice pronouncing the series several times. Place your hand under your chin and feel your jaw drop with the pronunciation of each vowel.

Refer to these pictures whenever you are confused about the pronunciation of any of the vowels. Repeat the sequence [u], [ʊ], [ʌ], [oʊ], [ɔ], [ɑ] several times. You'll be able to see and feel your jaw lower as you pronounce the vowels in the series. TRY IT NOW! IT REALLY WORKS!

# Lesson 2

[i] as in *me, tea, and bee*  
and [ɪ] as in *it and pin*

## PRONOUNCING [i]



[i]

**Lips:** Tense and in a "smile" position

**Jaw:** Almost completely raised

**Tongue:** High, near the roof of the mouth

### Possible Pronunciation Problems

Pronunciation problems occur because of confusing English spelling patterns and the similarity of [i] and [ɪ] (the sound to be described next).

**EXAMPLES** If you say [ɪ] instead of [i]: **sheep** will sound like **ship**.  
**eat** will sound like **it**.

Remember to feel tension in your lips, tongue, and jaw. [i] is a *long* sound; be sure to prolong it.

Smile when you say [i]; we *guarantee* it's *easy* to say [i]!

## Practice

### EXERCISE A



Listen and repeat.

#### [i] At the Beginning of Words

eat	each	eager
eel	even	either
east	equal	
easy	eagle	

#### [i] In the Middle of Words

mean	seal	please
need	leave	police
keep	reach	
deep	scene	

#### [i] At the End of Words

he	fee	she
be	tree	agree
key	knee	
tea	free	

#### [i] Spelled

<i>e</i>	<i>ee</i>	<i>ea</i>	<i>ie or ie</i>
he	see	east	niece
we	feel	lean	brief
me	deed	team	piece
scene	heel	cheap	belief
these	need	peach	either

**note**

Less frequent spelling patterns for [i] consist of the letters *i* and *eo*.

police people

**EXERCISE B**

**Listen and repeat. The vowel [i] is prolonged before consonants. (Consonants are all the sounds that are not vowels.) The dots are there to remind you to lengthen the [i].**

fee	fee . . . d
see	see . . . d
pea	pea . . . s
bee	bee . . . s
tea	tea . . . m

**EXERCISE C**

**Listen and repeat. The boldfaced words in the following sentences all include the vowel [i].**

1. See you at **three**.
2. See what I **mean**?
3. See you next **week**.
4. See you this **evening**.
5. **Pleased** to **meet** you.
6. Steve **eats cream cheese**.
7. Lee has a **reason** for **leaving**.
8. She **received** her **teaching degree**.
9. A friend in **need** is a friend **indeed**.
10. They **reached** a **peace agreement**.

**CHECK YOURSELF**

**Listen and repeat. Circle the word in each group that does NOT contain the vowel [i]. (For answers, see Appendix II, page 271.)**

<b>EXAMPLE</b>	keep	lean	fit	piece
1. bead	great	leave	tea	
2. eight	piece	believe	niece	
3. scene	women	these	even	
4. need	been	sleep	thirteen	
5. police	thief	machine	vision	
6. pretty	wheat	sweet	cream	
7. people	bread	deal	east	
8. tin	teen	steam	receive	
9. leave	live	leaf	lease	
10. steep	Steve	easy	still	

## More Practice

### EXERCISE A



Read aloud the paragraph about the Beatles. All the boldfaced words should be pronounced with the vowel [i].

#### The Beatles

What is a **Beatle**? **Maybe** you think of a **real creature** who **creeps** and **leaps** about. But most **people** recall four English **teens** called the **Beatles**, who appeared as a rock group in the **nineteen sixties**. **Leaving bebop** behind, the **Beatles** created a **unique beat** that **appealed** to everyone. **Seen** on American **TV**, they were **greeted** by **screams** and **cheers**. "**Please Please Me**" and "**She Loves You**" were among their **many pieces**. They **even received** an award from the **queen** of England. The **team** broke up as they **reached** their **peak**, but **each** member continued his own **career**. The world **grieved** the loss of their **leader**, John Lennon, who died in December **1980**. Although only **briefly** on the **scene**, the **Beatles** created **meaningful** music that will **be** here for an **eternity**.

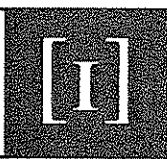
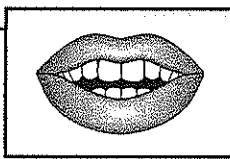
### EXERCISE B



Think of five things you need to do. Be sure your response contains many [i] words. When you complete your responses, choose any classmate and ask the question, "What do you really need?"

EXAMPLES I really need to feed my parakeet.  
I really need a new key.

## PRONOUNCING [i]



**Lips:** Relaxed and slightly parted

**Jaw:** Slightly lower than for [i]

**Tongue:** High, but lower than for [i]

### Possible Pronunciation Problems

The vowel [i] may be difficult for you to recognize and say. Some learners substitute the more familiar [ɪ] sound. This can result in miscommunication.

EXAMPLES If you say [ɪ] instead of [i]: **hit** will sound like **heat**.  
**itch** will sound like **each**.

As you practice the exercises, remember not to "smile" and tense your lips as you would for [i].

**[i] is a short, quick sound; your lips should barely move as you say it!**



## Practice

### EXERCISE A



Listen and repeat.

#### [ɪ] At the Beginning of Words

is            if            it  
ill            itch            into  
ink            inch            issue  
instant

#### [ɪ] In the Middle of Words

pin            lift            give  
miss            simple            winter  
listen            timid            minute  
little

The vowel [ɪ] does not occur at the end of words in English.

#### [ɪ] Spelled

y	ui	i
gym	build	sin
syrup	quick	lips
symbol	quilt	with
system	guilty	gift
rhythm	guitar	differ

### note

The most common spelling pattern for [ɪ] is the letter *i* followed by a final consonant.

win      this      hit      trip      begin

Less frequent spelling patterns for [ɪ] consist of the letters *o*, *e*, *u*, and *ee*.

women      pretty      busy      been

### EXERCISE B



Listen and repeat. The boldfaced words in the following sentences all contain the vowel [ɪ].

1. **This** is it.
2. What is **this**?
3. **This** is my **sister**.
4. **This** is Miss **Smith**.
5. **This** is **big** **business**.
6. I will sit in a **minute**.
7. Give the **list** to **Lynn**.
8. My **little** **sister** is **timid**.
9. Is the **building** **finished**?
10. Did you give him his **gift**?

## CHECK YOURSELF



Listen to the words. Circle the number of the word with the vowel [ɪ].  
(For answers, see Appendix II, page 271.)

EXAMPLE You hear mitt meat meat  
You circle ① 2 3

- |     |   |   |   |
|-----|---|---|---|
| 1.  | 1 | 2 | 3 |
| 2.  | 1 | 2 | 3 |
| 3.  | 1 | 2 | 3 |
| 4.  | 1 | 2 | 3 |
| 5.  | 1 | 2 | 3 |
| 6.  | 1 | 2 | 3 |
| 7.  | 1 | 2 | 3 |
| 8.  | 1 | 2 | 3 |
| 9.  | 1 | 2 | 3 |
| 10. | 1 | 2 | 3 |

## More Practice

### EXERCISE A



Read aloud the paragraph about the Olympics. All the boldfaced words contain the vowel [ɪ].

### The Winter Olympics

Since 1924, the **Winter Olympics** have **been** an **international** event. Now these **activities** are seen by **millions** on **television**. Men and **women** from **distant cities** and countries **participate in this competition**. They all **wish** to be **winners**. They ski **downhill** **amidst** pretty scenery. **Figure** skaters **spin** to victory. **Skill** will make the **difference**. Some **will finish** with a **silver** medal, some **with** a gold. But all **will win** our hearts and **infinite** respect.

### EXERCISE B



Work with a partner. Complete each of the following sentences with a phrase or word that rhymes with the boldfaced [ɪ] words. Think of as many responses as you can for each rhyme. Read the sentences aloud.

EXAMPLE My sister **Jill** \_\_\_\_\_  
(ran up a **hill**/took a **pill**/felt very **ill**/has a cat named **Bill**/fell off the **windowsill**)

- My friend **Tim** \_\_\_\_\_
- He will **sit** \_\_\_\_\_
- The boy liked to **grin** \_\_\_\_\_
- What do you **think** \_\_\_\_\_?
- We went on a **ship** \_\_\_\_\_

## LESSON REVIEW: [i] AND [ɪ]

Remember to “smile” and feel the tension in your lips when you repeat the words with [i] and to RELAX your muscles as you pronounce the words containing [ɪ].

### Practice

#### EXERCISE



Listen and repeat.

- | [i]                         | [ɪ]               |
|-----------------------------|-------------------|
| 1. least                    | list              |
| 2. seat                     | sit               |
| 3. heat                     | hit               |
| 4. feet                     | fit               |
| 5. leave                    | live              |
| 6. Heat it now.             | Hit it now.       |
| 7. Change the wheel.        | Change the will.  |
| 8. Did you feel it?         | Did you fill it?  |
| 9. The meal was big.        | The mill was big. |
| 10. He will leave.          | He will live.     |
| 11. Please sit in the seat. |                   |
| 12. He did a good deed.     |                   |
| 13. Phil doesn't feel well. |                   |
| 14. Lynn ate lean meat.     |                   |
| 15. Potato chips are cheap. |                   |

#### CHECK YOURSELF 1



Listen. Circle the word that you hear. (For answers to Check Yourself 1–3, see Appendix II, pages 271–272.)

- EXAMPLE    meat    mitt
- |          |        |
|----------|--------|
| 1. field | filled |
| 2. bean  | bin    |
| 3. neat  | knit   |
| 4. deal  | dill   |
| 5. beat  | bit    |

- 6. team      Tim
- 7. sleep     slip
- 8. green     grin
- 9. heel      hill
- 10. week     wick

### CHECK YOURSELF 2



**Listen. Circle the word that is used to complete each sentence.**

**EXAMPLE** You need a new (wheel/will).

1. They cleaned the (ship/sheep).
2. Will he (leave/live)?
3. The boy was (beaten/bitten).
4. His clothes are (neat/knit).
5. She has plump (cheeks/chicks).
6. I like low (heels/hills).
7. The children will (sleep/slip).
8. I heard every (beat/bit).
9. They stored the (beans/bins).
10. Everyone talks about the (heat/hit).



**After checking your answers, read each of the sentences aloud twice. Use the first word the first time you read and the second word the second time.**

### CHECK YOURSELF 3



**Listen and circle all the words pronounced with [i]. Underline all the words with [I].**

**Jim:** Hi, (Tina!) Do you have a minute?

**Tina:** Yes, Jim. What is it?

**Jim:** My sister is in the city on business. We will eat dinner out tonight. Can you recommend a place to eat?

**Tina:** There is a fine seafood place on Fifth Street. The fish is fresh, and the shrimp is great. But it isn't cheap!

**Jim:** That's OK. It will be "feast today, famine tomorrow"! I'll just have to eat beans the rest of the week!



**Now practice reading the dialogue aloud with a partner. Remember to "smile" and tense your lips for [i] and to relax them when pronouncing the [I] words.**

## More Practice

### EXERCISE A



The words in the following box occur in the poem "The Passionate Shepherd to His Love." Read the words aloud.

[ɪ]		[i]	
his	sit	me	field
live	rivers	be	yield
with	sing	we	meat
will	silver	see	eat
hills	dishes	feed	each

### EXERCISE B



Read the poem aloud. Be sure to pronounce all the boldfaced [ɪ] and [i] words from the box correctly.

#### The Passionate Shepherd to His Love Christopher Marlowe

Come **live with me** and **be** my love,  
And **we will** all the pleasures prove  
That **hills** and **valleys**, dale and **field**,  
And all the **craggy** mountains **yield**.  
There **will we sit** upon the rocks  
And **see** the shepherds **feed** their flocks,  
By shallow **rivers** to whose falls  
**Melodious** birds **sing** **madrigals**.

Thy **silver dishes** for thy **meat**  
As precious as the gods do **eat**,  
Shall on an **ivory** table **be**  
**Prepared each** day for you and **me**.

### EXERCISE C



These phrases are often used in introductions. Read them, paying attention to the [ɪ] and [i] words. Then work with two other students. Practice using the phrases to introduce each other.

\_\_\_\_\_, this is \_\_\_\_\_.  
(Name) OR (Name)  
\_\_\_\_\_, I'd like you to **meet** \_\_\_\_\_.  
(Name) (Name)

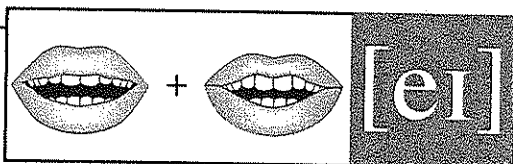
Hi, \_\_\_\_\_,  
(Name)  
nice to **meet** you.

Remember to keep practicing! We guarantee it's easy to say [ɪ] and [i]!

# Lesson 3

## [eɪ] as in *ate*, *game*, and *they*

### PRONOUNCING [eɪ]



**Lips:** Spread and unrounded

**Jaw:** Rises with the tongue and closes slightly

**Tongue:** Glides from midlevel to near the roof of the mouth

[eɪ] is a diphthong. A diphthong is a compound vowel sound made by blending two vowels together very quickly. [eɪ] begins with [e] and ends with [ɪ].

#### Possible Pronunciation Problems

Pronunciation problems occur because of confusing English spelling patterns and the similarity of [eɪ] and [e] (the sound to be described in the next lesson).

**EXAMPLES** If you say [e] instead of [eɪ]: **late** will sound like **let**.  
**paper** will sound like **pepper**.

With practice, you'll say [eɪ] the right way!

### Practice

#### EXERCISE A

 Listen and repeat.

#### [eɪ] At the Beginning of Words

ate	aim	ache
ape	ale	eight
age	able	April
apron		

#### [eɪ] In the Middle of Words

same	lake	place
rain	date	break
came	table	paint
paper		

#### [eɪ] At the End of Words

way	lay	obey
say	May	away
day	they	stay
weigh		

#### [eɪ] Spelled

<i>a</i>	<i>ai</i>	<i>ay</i>	<i>eigh</i>
late	main	day	eight
sane	fail	bay	weigh
safe	wait	hay	sleigh
hate	grain	ray	freight
lady	raise	play	neighbor



**note**

Less frequent spelling patterns for [eɪ] consist of the letters *ea*, *ey*, and *ei*.

break great they grey vein

**hint**

When *a* is in a syllable ending in silent *e*, the letter *a* is pronounced [eɪ] (the same as the name of the alphabet letter *a*!).

same name case lane bake

The letters *ay*, *ai*, and *ey* are usually pronounced [eɪ].

play away bait aim they

The letters *ei* followed by *g* or *n* are usually pronounced [eɪ].

weigh neighbor reign vein

**EXERCISE B**

Listen and repeat the following phrases and sentences. The boldfaced words should all be pronounced with the diphthong [eɪ].

1. Wake up!
2. **gain** weight
3. What's your **name**?
4. **late** date
5. **Take** it away!
6. **Make** haste, not waste!
7. **April** showers bring **May** flowers.
8. **They** played a **great** game.
9. The **plane** from **Spain** came late.
10. They **made** a **mistake** in **today's** paper.

**CHECK YOURSELF 1**

Read the following shopping list. You are going to buy the items with the [eɪ] sound. Circle only the items containing the vowel [eɪ]. (For answers to Check Yourself 1–3, see Appendix II, pages 272–273.)

- |                 |          |               |              |
|-----------------|----------|---------------|--------------|
| 1. <u>steak</u> | lettuce  | <u>pastry</u> | cereal       |
| 2. bread        | raisins  | melon         | bananas      |
| 3. cake         | tomatoes | bacon         | baking soda  |
| 4. potatoes     | crackers | peas          | ice cream    |
| 5. grapes       | celery   | gravy         | carrots      |
| 6. toothpaste   | peas     | squash        | paper plates |

CHECK YOURSELF 2



Listen. Circle the one word in each group that is pronounced with the diphthong [ei].

EXAMPLE    You hear            hat            hot            hate  
                  You circle            1            2            ③

- |       |   |   |
|-------|---|---|
| 1. 1  | 2 | 3 |
| 2. 1  | 2 | 3 |
| 3. 1  | 2 | 3 |
| 4. 1  | 2 | 3 |
| 5. 1  | 2 | 3 |
| 6. 1  | 2 | 3 |
| 7. 1  | 2 | 3 |
| 8. 1  | 2 | 3 |
| 9. 1  | 2 | 3 |
| 10. 1 | 2 | 3 |

CHECK YOURSELF 3



Read aloud the following newspaper advertisement. Circle all words pronounced with [ei].

JAMESTOWN DAILY NEWSPAPER
MAY 7, 2004

## FAMOUS ONE-DAY SALE AT

# Ames Ladies Store

(located at 18th Street at the corner of Main and Blake)

### Monday, May 8th—Mark that date!

Great buys!

Take home famous name brands,  
your favorite labels!

Available for ladies of all ages.

Save up to  
**80%**

Why pay more? Take a train, take the subway, take a plane—but don't wait!  
Don't stay away from this major sale.

**Head straight to Ames—the place that “aims” to please!**

SINCE 1888
NO EXCHANGES OR RETURNS

## More Practice

### EXERCISE A



Read aloud the following paragraph about Babe Ruth. Remember that all the boldfaced words should be pronounced with the diphthong [eɪ].

#### Babe Ruth

Babe Ruth was a **famous baseball player**. He was born in Baltimore and **raised** there as an orphan. He first **played** for the Boston Red Sox but was **later traded** to the New York Yankees. He hit 714 home runs and **became** a **baseball** legend. He was **named** to the **Baseball Hall of Fame**. The last team he **played** for was the Boston **Braves**. He died in 1948. Many **say** he was the **greatest player** of his **day**.

### EXERCISE B



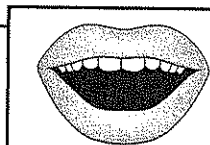
Choose an article from the sports section of a newspaper. Circle the words in the article that contain the vowel [eɪ]. Practice reading the article aloud. Bring it to class and read it to your classmates.

Say [eɪ] the right way! Practice makes perfect!

# Lesson 4

[ɛ] as in *egg, pet, and head*

## PRONOUNCING [ɛ]



[ɛ]

**Lips:** Slightly spread and unrounded

**Jaw:** Open wider than for [eɪ]

**Tongue:** High, near the roof of the mouth

### Possible Pronunciation Problems

Pronunciation problems occur because of confusing English spelling patterns and the similarity between [ɛ] and other sounds.

**EXAMPLES** If you say [eɪ] instead of [ɛ]: **pen** will sound like **pain**.

If you say [æ] instead of [ɛ]: **met** will sound like **mat**.

When pronouncing [ɛ], open your mouth wider than for [eɪ] but not as wide as for [æ] (the sound to be discussed in the next lesson).

**Practice and reduce your errors on [ɛ]!**

## Practice

### EXERCISE A



Listen and repeat.

#### [ɛ] At the Beginning of Words

any	edge	effort
end	else	error
egg	every	elephant

#### [ɛ] In the Middle of Words

bed	rest	bread
next	bent	fence
west	many	present

The vowel [ɛ] does not occur at the end of words in English.

#### [ɛ] Spelled

<i>e</i>	<i>ea</i>
yes	head
red	lead
sell	dead
seven	meant
never	measure

**note**

Less frequent spelling patterns for [ɛ] consist of the letters *a, ai, ie, ue,* and *eo*.

any    again    friend    guest    leopard

The most common spelling pattern for [ɛ] is the letter *e* before a consonant in a stressed syllable.

let    amendment    attended    plenty

**hint**


The letter *e* before *i* is usually pronounced [ɛ].

well    telephone    felt    seldom

The letters *ea* before *d* are usually pronounced [ɛ].


thread    ahead    ready    dead

**EXERCISE B**

 Listen and repeat the following pairs of words. When pronouncing the words with [ɛ], be sure to lower your jaw a bit more than for [eɪ].

[ɛ]	[eɪ]
met	mate
bet	bait
fed	fade
less	lace
pen	pain/pane
let	late
wet	wait/weight
get	gate/gait
red	raid
wed	wade

**EXERCISE C**

 Listen and repeat the following phrases and sentences. The boldfaced words should all be pronounced with the vowel [ɛ].

1. You **said** it!
2. **head** of lettuce
3. **best** friend
4. **healthy** and **wealthy**
5. **bent** fender
6. **never** better
7. **Breakfast** is **ready** at ten.
8. **Fred** **left** a **message**.
9. **Let** me **get** some **rest**!
10. Don't **forget** to **send** the **letter**.

# CHECK YOURSELF 1



Listen and repeat each word. Then circle the word in each group that is NOT pronounced with [e]. (For answers to Check Yourself 1 and 2, see Appendix II, pages 273–274.)

EXAMPLE	Mexico	America	Egypt	Texas
1.	any	crazy	anywhere	many
2.	paper	letter	send	pencil
3.	seven	eleven	eight	twenty
4.	health	wreath	breath	wealth
5.	reading	ready	already	head
6.	present	precious	previous	president
7.	November	February	September	April
8.	guess	guest	cruel	question
9.	thread	threat	fresh	theater
10.	mean	meant	mental	met

# CHECK YOURSELF 2



Listen to the sentences. Some words that should be pronounced with [e] will be said incorrectly. Circle C for correct or I for incorrect.

EXAMPLES	<i>You hear</i>	Who fed the fish?	<i>You circle</i>	Ⓒ	I
	<i>You hear</i>	I got wait in the rain.	<i>You circle</i>	C	Ⓘ
1.	C	I			
2.	C	I			
3.	C	I			
4.	C	I			
5.	C	I			
6.	C	I			
7.	C	I			
8.	C	I			
9.	C	I			
10.	C	I			

## More Practice

### EXERCISE A



Read aloud the paragraph about Peter Pan. Pay attention to the [ɛ] sound in the boldfaced words.

#### Peter Pan

Do you **remember** the play *Peter Pan*? Who can **forget** the boy who **never ever** wanted to grow up! **When Wendy** and her brothers **met** Peter Pan and the fairy Tinker **Bell**, they flew to **Never-Never** Land. They had **many adventures** with Peter's **friends** and **enemies**, but the play had a happy **ending**. Sir James Barrie, the author, **presented** this play in 1911.

This **sentimental treasure** was his **best** work and made him **very wealthy**. It was an even **better success** on Broadway. It was **set** to music and had **special effects**. It is often **said** that no one can be young **forever**. But with the **legend** of Peter Pan we **get** to **pretend again** and **again**.

### EXERCISE B



Practice the vowel [ɛ] as you give a partner weather information.

1. Look at these example sentences:

It's **twenty-two** degrees and **very** windy.

The **temperature** on **Wednesday** will be in the upper **seventies**.

The **weather** for the **weekend** is **expected** to be **wet** and cloudy.

2. Read a weather report in the newspaper, watch a weather report on TV, or listen to a weather report on the radio. Use the information about weather in your area to make new sentences, based on the examples in item 1 above.

3. Tell a partner your weather report.

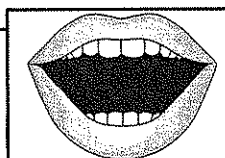
Practice your [ɛ] **again** and **again**, and reduce your **errors** when you say [ɛ]!

## Lesson

## 5

[æ] as in *at, fat, and happy*

## PRONOUNCING [æ]



[æ]

**Lips:** Spread**Jaw:** Open wider than for [ɛ]**Tongue:** Low, near the floor of the mouth

## Possible Pronunciation Problems

The vowel [æ] might not exist in your language and may be difficult for you to hear and produce. Also, irregular English spelling patterns are likely to cause confusion.

**EXAMPLES** If you say [a] instead of [æ]: **hat** will sound like **hot**.

If you say [ɛ] instead of [æ]: **bad** will sound like **bed**.

When producing the vowel [æ], remember to spread your lips and open your mouth. But don't open it too wide, or you will find yourself substituting [a] (the sound to be discussed in the next lesson) instead!

**Practice, practice, practice, and you'll have [æ] down pat!**

## Practice

## EXERCISE A



Listen and repeat.

[æ] At the Beginning of Words

am	apple	angry
and	after	absent
ask	actor	animal

[æ] In the Middle of Words

cat	back	black
map	happy	last
have	rapid	classroom

The vowel [æ] does not occur at the end of words in English.

## note

A less frequent spelling pattern for [æ] consists of the letters *au*.

laugh    laughter



## EXERCISE B



Listen and repeat. When saying [æ], remember to open your mouth more than for [ɛ].

[æ]	[ɛ]
had	head
mat	met
pat	pet
land	lend
past/passed	pest
tan	ten
sad	said
and	end
bad	bed
add/ad	Ed

## EXERCISE C



Listen and repeat the following phrases and sentences. The boldfaced words all include the vowel [æ].

1. last **chance**
2. I'll be **back**.
3. **at** a **glance**
4. **wrap** it up
5. Is **that** a **fact**?
6. **Hand** me a **pack** of **matches**.
7. I **have** to **catch** a **taxicab**.
8. **Ralph** **can't** **stand** **carrots**.
9. **Al** is a **happily** **married** **man**.
10. He who **laughs** **last**, **laughs** **best**!

## CHECK YOURSELF 1



Listen and circle the number of the word with the [æ] sound. Only one word in each series will be pronounced with the [æ] vowel. (For answers to Check Yourself 1–3, see Appendix II, page 274.)

EXAMPLE    You hear    add    Ed    odd  
                  You circle    ①    2    3

- |     |   |   |   |
|-----|---|---|---|
| 1.  | 1 | 2 | 3 |
| 2.  | 1 | 2 | 3 |
| 3.  | 1 | 2 | 3 |
| 4.  | 1 | 2 | 3 |
| 5.  | 1 | 2 | 3 |
| 6.  | 1 | 2 | 3 |
| 7.  | 1 | 2 | 3 |
| 8.  | 1 | 2 | 3 |
| 9.  | 1 | 2 | 3 |
| 10. | 1 | 2 | 3 |

CHECK YOURSELF 2



Listen and repeat. Circle the one letter *a* that is pronounced [æ] in each word.

EXAMPLE      b a n @ n a

1. a n i m a l
2. A f r i c a
3. C a l i f o r n i a
4. f a s c i n a t e
5. A l a s k a
6. a t t a c k
7. S a t u r d a y
8. C a n a d a
9. D a l l a s
10. p a c k a g e

CHECK YOURSELF 3



Read the story of the *Titanic*. Circle all words that are pronounced with the vowel [æ]. The number in parentheses represents the total number of [æ] words in each sentence.

EXAMPLE      One of the great (tragedies) in the (last) century was the sinking of the (Titanic). (3)

1. The *Titanic* was traveling to New York across the Atlantic in 1912. (3)
2. This grand and elaborate ship had over 2,200 passengers. (4)
3. It crashed into an iceberg and sank in about two and a half hours. (3)
4. Telegraph warnings reached the *Titanic* too late. (2)
5. After the crash, upper and lower class passengers ran about in a panic. (6)
6. Women and children had a chance to cram into small boats at the last minute. (5)
7. The captain and other passengers could not abandon the ship. (3)
8. Actors and actresses reenacted the accident in an Academy Award movie. (5)
9. The story of the *Titanic* remains a sad and tragic chapter in our past. (5)

## More Practice

### EXERCISE A



Read the following letter aloud. Pay attention to the boldfaced [æ] words.

Dear Dad,

At last Carol and I are in **San Francisco**. It's an **absolutely fabulous** city! As we **stand** at the top of **Telegraph Hill**, we **can see** **Alcatraz**. We **plan** to **catch** a cable car and visit **Grant Avenue** in Chinatown. **After that**, we'll **grab** a **taxicab** to the **Japanese** Gardens. Yesterday, we **traveled** to **Napa Valley**. We also **passed** through the **National Park**. **After San Diego**, our **last** stop is **Disneyland** in **Los Angeles**. **California** is a **fantastic** state. We **have** lots of **photographs** and **packages** for the family. We'll be **back** **Saturday afternoon**, **January 1st**.

Love,  
Gladys

P.S. We need **cash**. Please send money **as fast as you can**!

### EXERCISE B



Find a set of directions for something (for example, using an appliance, assembling an item). Circle all words pronounced with [æ]. Read the directions aloud to a partner. Ask your partner to repeat the directions back to you. Practice the words your listener has difficulty understanding.

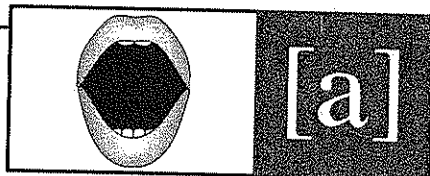
Practice, practice, practice, and you'll have [æ] down pat!

## Lesson

## 6

[a] as in *arm*, *hot*, and *father*

## PRONOUNCING [a]



[a]

**Lips:** Completely apart in a "yawning" position**Jaw:** Lower than for any other vowel**Tongue:** Flat, on the floor of the mouth

## Possible Pronunciation Problems

Irregular English spelling patterns are the main reason you may have pronunciation problems with the vowel [a]. The letter *o* in English is frequently pronounced [a], like the *a* in *father*.

**EXAMPLES** If you say [ou] instead of [a]: **not** will sound like **note**.

If you say [ʌ] instead of [a]: **not** will sound like **nut**.

If you say [ɔ] instead of [a]: **cot** will sound like **caught**.

Remember to open your mouth wider than for any other vowel when you pronounce [a].

We're positive you'll soon be on top of [a]!

## Practice

## EXERCISE A



Listen and repeat.

[a] At the Beginning of Words

on	are	honest
odd	arch	option
arm	oxen	artist

[a] In the Middle of Words

top	shop	block
cot	wasp	March
lock	watch	rocket

The vowel [a] does not occur at the end of words in English.

[a] Spelled

<i>a</i>	<i>o</i>
want	fox
wallet	hot
dark	spot
father	opera
pardon	follow

**hint**

The letter *o* followed by *b, d, g, p, t,* or *ck* is usually pronounced [a].

robin      rod      log      stop      lot      pocket

The letter *a* followed by *r* is usually pronounced [a].

farm      alarm      cart      start      are

**EXERCISE B**

Listen and repeat the following pairs of words. Be sure to open your mouth wider when producing the words with the [a] vowel.

[a]

cop

hot

pot

odd

mop

top

log

lock

cot

solid

[æ]

cap

hat

pat

add

map

tap

lag

lack

cat

salad

**EXERCISE C**

Listen and repeat the following phrases and sentences. The boldfaced words all include the vowel [a].

1. **alarm** clock
2. **stock** market
3. **not** far apart
4. **top** to **bottom**
5. **cops** and robbers
6. Did **Father** park the **car**?
7. It was **hard** to **start** the **car**.
8. The **doctor** wants to **operate**.
9. **Honest** politicians **solve** problems.
10. My **watch** stopped at five **o'clock**.

# CHECK YOURSELF 1



Listen and circle the one word in each group of three that is pronounced with [a].  
(For answers to Check Yourself 1–3, see Appendix II, pages 274–275.)

## EXAMPLE

You hear      not      note      nut  
You circle      ①      2      3

1. 1      2      3
2. 1      2      3
3. 1      2      3
4. 1      2      3
5. 1      2      3
6. 1      2      3
7. 1      2      3
8. 1      2      3
9. 1      2      3
10. 1      2      3

# CHECK YOURSELF 2



Imagine you are a photographer for a well-known magazine. Your assignment is to photograph animals whose names contain the vowel [a]. Listen and repeat. Circle the animal names that include the vowel [a].

1. condor      collie      leopard      llama
2. cat      crocodile      elephant      sea otter
3. fox      tiger      hippopotamus      dolphin
4. iguana      kangaroo      lobster      octopus
5. parrot      rhinoceros      opossum      lion

# CHECK YOURSELF 3



Read the dialogue. Then work with a partner. Circle the words that contain the vowel [a].

Donna: Bob, I want to talk to you.

Bob: Are you all right, Donna?

Donna: Don't be alarmed. I saw Dr. Johnson at the hospital. You're going to be a father! Our new baby will be born in October.

Bob: I'm in shock. How do you feel?

Donna: I'm feeling on top of the world. I've got a list of names for the baby.

Bob: If it's a girl, let's call her Donna after her mom.

Donna: Donna is fine for a middle name. How about Connie or Barbara for her first name?

Bob: Fine. If it's a boy, we'll name him Don.

- Donna:** Better yet, if it's a boy, let's call him Bob after his father. If it's a girl, we'll call her Barbara.
- Bob:** Donna, maybe you want to name her Rhonda after your father's sister. Then, if it's a boy, we can name him Ron.
- Donna:** We don't want to forget your mother Carla. So, let's call him Carl if it's a boy.
- Bob:** I think we ought to stop. This could go on and on.
- Donna:** It's not really a problem. Now we have names for our first four darling babies.
- Bob:** Donna, you've gone too far. One at a time is enough for this mom and pop. Donna or Don is a good start for now!



Now practice reading the dialogue with a partner. Open your mouth wide when pronouncing [a] words.

## More Practice

### EXERCISE A



Read aloud the paragraph about the Constitution. Pay attention to the [a] sound in the boldfaced words.

#### The Constitution

The U.S. **Constitution** is the basis of our **democracy**. Much **compromise** was necessary before the **Constitution** was **adopted**. Some **modifications** to the **Constitution** caused **problems** that were **resolved** by forming two houses in **Congress**. The Supreme Court has final **authority** to explain the **Constitution**. It can void **laws** that conflict with any **part** of the **Constitution**. The U.S. **Constitution** has been **constant** but **responsive** to change. We thank our founding **fathers**, including George **Washington** and **Thomas** Jefferson, for this **remarkable** **document**.

### EXERCISE B



Read the limerick aloud. Pay attention to the [a] sound in the boldfaced words.

#### A Farmer Named Bob

Tom's father was a **farmer** named **Bob**,  
Who **got** very confused **on** the **job**,  
Among his misdeeds,  
Was mixing some seeds—  
His **squash** looked like corn **on** the **cob**!

## EXERCISE C



**Listen to a segment of your favorite radio or TV news program. Listen specifically for words pronounced with [a]. List as many as you can. Write a short summary of the segment, including as many of the words on your list as possible. Bring your summary to class, and read it to a partner.**

**Complete *all* the activities and you'll be *on target* with [a]!**



# Lesson 7

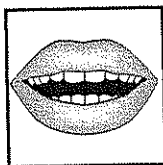
## Contrast and Review of [eɪ], [ɛ], [æ], and [a]

### PRONOUNCING OF [eɪ], [ɛ], [æ], AND [a]

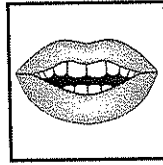
JAW LOWERS (MOUTH OPENS)

English key words: ate game they

[e]



+ [ɪ]

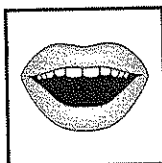


= [eɪ]

[eɪ] is a *long* sound; be sure to prolong it!

English key words: egg pet head

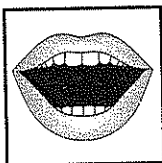
[ɛ]



[ɛ] is a shorter sound than [eɪ]; your jaw should be dropped more.

English key words: at fat happy

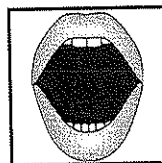
[æ]



The mouth is open wide for [æ], but not as much as for [a].

English key words: arm hot father

[a]



The jaw is completely dropped; the mouth is open wider than for any other sound.

# EXERCISE



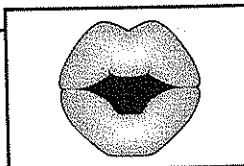
Listen and repeat. Feel your mouth open wider as you progress through the pronunciation of [eɪ], [ɛ], [æ], and [a].

- | [eɪ]  | [ɛ]               | [ɛ]               | [a]               |
|---|-------------------|-------------------|-------------------|
| 1. aid  | Ed                | add               | odd               |
| 2. rake   | wreck             | rack              | rock              |
| 3. paid   | ped               | pad               | pod               |
| 4. Nate   | net               | gnat              | not               |
| 5. pained   | penned            | panned            | pond              |
| 6. I had a rake.  | I had a wreck.    | I had a rack.     | I had a rock.     |
| 7. Can you tape it?   |                   | Can you tap it?   | Can you top it?   |
| 8. Do you know Jane?  |                   | Do you know Jan?  | Do you know John? |
| 9. The paste is gone.   | The pest is gone. | The past is gone. |                   |
| 10. He took the bait.   | He took the bet.  | He took the bat.  |                   |
| 11. I <sup>[eɪ]</sup> hate wearing a <sup>[æ]</sup> hat when it's <sup>[a]</sup> hot.     |                   |                   |                   |
| 12. The house at the <sup>[eɪ]</sup> lake <sup>[æ]</sup> lacks a <sup>[a]</sup> lock.     |                   |                   |                   |
| 13. <sup>[a]</sup> Ron <sup>[æ]</sup> ran in the <sup>[eɪ]</sup> rain.                    |                   |                   |                   |
| 14. It's <sup>[a]</sup> odd that <sup>[ɛ]</sup> Ed can't <sup>[æ]</sup> add.              |                   |                   |                   |
| 15. <sup>[æ]</sup> Dan, the Great <sup>[eɪ]</sup> Dane, sleeps in the <sup>[ɛ]</sup> den. |                   |                   |                   |

# Lesson 8

[u] as in *you, too, and rule*  
and [U] as in *cook and put*

## PRONOUNCING [u]



[u]

**Lips:** Tense and in a "whistling" position

**Jaw:** Almost completely raised

**Tongue:** High, near the roof of the mouth

### Possible Pronunciation Problems

Pronunciation problems occur because of confusing English spelling patterns and the similarity of [u] and [ʊ] (the sound to be discussed next).

**EXAMPLES** When you substitute [ʊ] for [u]: **pool** becomes **pull**.  
**suit** becomes **soot**.

Your lips should be tense and in a "whistling" position when you say [u]. [u] is a *long* sound; be sure to *prolong* it.

**You can do it! If you remember to protrude your lips when producing [u], you'll never confuse "pull" with "pool"!**

## Practice

### EXERCISE A



Listen and repeat.

#### [u] In the Middle of Words

food	suit	group
pool	truth	ruler
room	goose	school

#### [u] At the End of Words

do	shoe	threw
new	flew	through
you	chew	canoe

The vowel [u] does not occur at the beginning of words in English.  
Exception: "ooze."

# [u] Spelled

<i>u</i>	<i>oo</i>	<i>o</i>	<i>ew</i>	<i>ue</i>
rule	cool	do	new	due
rude	fool	to	drew	blue
June	too	who	stew	clue
tune	noon	tomb	knew	glued
tuna	stool	lose	news	avenue

## note

Less frequent spelling patterns for [u] consist of the letters *ui*, *ou*, *oe*, *ieu*, and *ough*.

fruit group shoe lieutenant through

## hint

The letters *oo* followed by *l*, *m*, or *n* are usually pronounced [u].

school boom moon

When the letter *u* follows *t*, *d*, *n*, or *s*, some Americans pronounce it [ju].

Tuesday duty new suit

## hint



When speaking English, international students frequently forget to prolong the [u] vowel before consonants. (Consonants are all the sounds that are not vowels.)

## EXERCISE B



Listen and repeat. The [u] vowel is prolonged before consonants. The dots in the following exercise are there to remind you to lengthen the [u].

new	new . . . s (news)
due	due . . . s (dues)
sue	sue . . . d (sued)
who	who . . . m (whom)
glue	glue . . . d (glued)

## EXERCISE C



Listen and repeat the following phrases and sentences. The boldfaced words all contain the vowel [u].

1. What's **new**?
2. **Who** is it?
3. How are **you**?
4. **loose** tooth
5. in the **mood**
6. **School** will **soon** be **through**.
7. **You** must **chew** your **food**.
8. He **proved** he **knew** the **truth**.
9. The **group** **flew** to New York in **June**.
10. **Who** **ruined** my **new** **blue** shoes?

# CHECK YOURSELF



Listen. Circle the number of the word with the vowel [u]. (For answers, see Appendix II, page 275.)

EXAMPLE	<i>You hear</i>	comb	cool	call
	<i>You circle</i>	1	②	3

- |     |   |   |   |
|-----|---|---|---|
| 1.  | 1 | 2 | 3 |
| 2.  | 1 | 2 | 3 |
| 3.  | 1 | 2 | 3 |
| 4.  | 1 | 2 | 3 |
| 5.  | 1 | 2 | 3 |
| 6.  | 1 | 2 | 3 |
| 7.  | 1 | 2 | 3 |
| 8.  | 1 | 2 | 3 |
| 9.  | 1 | 2 | 3 |
| 10. | 1 | 2 | 3 |

## More Practice

### EXERCISE A



Read aloud the paragraph about New Orleans. Pay attention to the [u] sound in the boldfaced words.

#### New Orleans

One of the most **beautiful** cities in the **United** States is **New** Orleans. This city on the **bayou** is full of **unique** sights and sounds. **New** Orleans offers good **food** and **music**. Famous chefs create **soups** and **stews** **influenced** by the Creole and Cajun **communities**. Jazz and the **blues** started in **New** Orleans with **musicians** like **Louis** Armstrong. **Tourists** come to Mardi Gras dressed in **costumes** to look at the **truly** **super** homes on St. Charles **Avenue**. Whether **you** take a **cruise** down the Mississippi or **choose** fine dining spots, **you** should visit **New** Orleans in the **future**.

### EXERCISE B

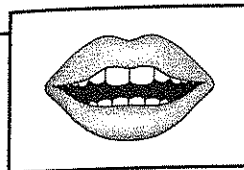


What are you in the mood to use? List the names of five things that contain the vowel [u]. Then work with a partner. Ask each other, "What are you in the mood to use?" Respond with the things on your list.

EXAMPLE A: What are you in the mood to use?

B: I'm in the mood to use my new shoes.

## PRONOUNCING [u]



[u]

**Lips:** Relaxed and slightly parted

**Jaw:** Slightly lower than for [u]

**Tongue:** High, but lower than for [u]

Remember NOT to protrude your lips and tense them as you would for [u].  
[u] is a short, quick sound; your lips should barely move while saying it.

**Practice [u] as you should, and you'll be understood!**

### Practice

#### EXERCISE A



**Listen and repeat. Remember to relax your lips and jaw as you produce [u].**

#### [u] In the Middle of Words

cook	shook	foot
full	push	brook
book	could	hood
good	put	sugar
stood	wood	woman
look	took	cushion

The vowel [u] occurs only in the middle of words in English.

#### [u] Spelled

<i>u</i>	<i>oo</i>	<i>ou</i>
pull	wool	could
put	wood	would
push	hook	should
bullet	good	
pudding	cookie	

#### note

A less frequent spelling pattern for [u] is the letter *o*.

wolf      woman

**hint**

The letters *oo* followed by *d* or *k* are usually pronounced [u].

hood good wood book look cook

The letter *u* followed by *sh* is usually pronounced [ʊ].

bush push cushion

**EXERCISE B**

**Listen and repeat. Pay attention to the [u] sound in the boldfaced words.**

1. **Look** out!
2. Take a **good** **look**.
3. It's **good-looking**.
4. He **couldn't** come.
5. **Should** we go?
6. Who **took** my **book**?
7. **Put** the **wood** away.
8. He **took** a **look** at the **crook**.
9. The **woman** **stood** on one **foot**.
10. **Could** you eat ten **sugar** **cookies**?

**CHECK YOURSELF**

**Listen carefully to the following sentences. Some words that should be pronounced with [u] will be said incorrectly. Circle C if the pronunciation of the words in the sentence is correct. Circle I if the pronunciation of the words in the sentence is incorrect. (For answers, see Appendix II, page 275.)**

**EXAMPLES**

*You hear*

I was fool after eating.

*You circle*

C (I)

*You hear*

The cushion is soft.

*You circle*

(C) I

1. C I
2. C I
3. C I
4. C I
5. C I
6. C I
7. C I
8. C I
9. C I
10. C I

## More Practice

### EXERCISE A



Read aloud the paragraph about Little Red Riding Hood. Pay attention to the boldfaced words containing the vowel [u]. Remember to relax your lips as you say [u].

#### Little Red Riding Hood

One of our favorite **childhood books** is *Little Red Riding Hood*. Little Red Riding **Hood** walked through the **woods** to bring a basket of **cooked goods** and **sugar cookies** to her grandmother. Meanwhile, a **wolf** came from behind the **bushes** into Grandmother's house. He **put** the poor **woman** in the closet. He **put** her clothes on, hoping Red Riding **Hood** **would** think he was Grandma. When Red Riding **Hood** **stood** at the door, she **looked** at the **wolf**. (Now, we all know that the **wolf** **couldn't** "pull the **wool** over Red Riding **Hood's** eyes." Who **wouldn't** recognize a **wolf** in a **woman's** clothing?) A hunter was walking through the **woods**, and he heard Red Riding **Hood's** screams. He shot a **bullet** and killed the **wolf**. Moral of the story: A **wolf** by any other name or clothing is still a **wolf**!

### EXERCISE B



Read the following sentences aloud. Fill in the blank with a phrase or word that is pronounced with [u]. Think of as many responses as you can for each blank. Share your sentences with a partner.

EXAMPLE He is a good cook.

1. I took a look at \_\_\_\_\_.
2. I wish I could \_\_\_\_\_.
3. The woman put \_\_\_\_\_.
4. She should \_\_\_\_\_.
5. The butcher couldn't \_\_\_\_\_.

## LESSON REVIEW: [u] AND [ʊ]

### Practice

#### EXERCISE



Listen and repeat. Remember to feel tension and protrude your lips when you repeat words that include the vowel [u] and to relax your muscles when you pronounce words that include the vowel [ʊ].

- | [u]     | [ʊ]  |
|---------|------|
| 1. fool | full |
| 2. suit | soot |
| 3. Luke | look |
| 4. pool | pull |



- |   |                                    |
|---|------------------------------------|
| [u]   | [u]                                |
| 5. stewed   | stood                              |
| 6. I hate the black <b>suit</b> .                         | I hate the black <b>soot</b> .     |
| 7. She went to <b>Luke</b> .                              | She went to <b>look</b> .          |
| 8. I have no <b>pool</b> .                                | I have no <b>pull</b> .            |
| 9. He's not a <b>fool</b> !                               | He's not <b>full</b> !             |
| 10. The beef <b>stewed</b> for an hour.                   | The beef <b>stood</b> for an hour. |
| [v] [u] [u]   |                                    |
| 11. Take a <b>good look</b> at <b>Luke</b> .              |                                    |
| [v] [u]   |                                    |
| 12. <b>Pull</b> him from the <b>pool</b> .                |                                    |
| [v] [u]   |                                    |
| 13. He has <b>soot</b> on his <b>suit</b> .               |                                    |
| [u] [u]   |                                    |
| 14. The <b>fool</b> was <b>full</b> of fun.               |                                    |
| [v] [u]   |                                    |
| 15. She <b>stood</b> and <b>stewed</b> about the problem. |                                    |

# CHECK YOURSELF 1



Read the sentences aloud. Write the phonetic symbol [u] or [v] above each boldfaced word. (For answers to Check Yourself 1–3, see Appendix II, page 276.)

EXAMPLE [v] [u]  
Pull the raft from the pool.

- [ ] [ ] [ ] Too many cooks spoil the soup!
- [ ] [ ] [ ] There should be a full moon.
- [ ] [ ] [ ] Mr. Brooks is good looking.
- [ ] [ ] [ ] June is a good month to move.
- [ ] [ ] [ ] The butcher cooked a goose.
- [ ] [ ] [ ] The news bulletin was misunderstood.
- [ ] [ ] [ ] Did you choose a pair of new shoes?
- [ ] [ ] [ ] Lucy had a loose tooth pulled.
- [ ] [ ] [ ] Students should read good books.
- [ ] [ ] [ ] The room is full of blue balloons.

CHECK YOURSELF 2



Listen and circle the number of the word that is different.

EXAMPLE

You hear

fool fool full

You circle

1 2 ③

1. 1 2 3
2. 1 2 3
3. 1 2 3
4. 1 2 3
5. 1 2 3
6. 1 2 3
7. 1 2 3
8. 1 2 3
9. 1 2 3
10. 1 2 3

CHECK YOURSELF 3



Read the paragraph about Houdini. Then read the paragraph again. Circle the words pronounced with [u] and underline the words pronounced with [ʊ].

### Houdini

Harry (Houdini) was a magician known (throughout) world. He could remove himself from chains and ropes and could walk through walls! Houdini was born in Budapest, Hungary. He moved to New York when he was twelve and soon took up magic. Rumors spread that Houdini had supernatural powers. However, he was truthful and stated that his tricks could be understood by all humans! Houdini is an idol for all would-be magicians.



After checking your answers, practice reading the paragraph aloud again. Remember—your lips must be in a tense “whistling” position for [u] and in a relaxed position when pronouncing [ʊ].

## More Practice

### EXERCISE A



Read two headline news stories from the front page of a newspaper. Circle all [u] and [ʊ] words. Read aloud the sentences containing the circled words. Carefully pronounce the [u] and [ʊ] vowel sounds.

### EXERCISE B



Read the dialogue aloud with a partner. Pay careful attention to the [ʊ] and [u] words in boldfaced type.

Lou: <sup>[ʊ]</sup> Good <sup>[u]</sup> afternoon. <sup>[ʊ]</sup> Brooks <sup>[u]</sup> Travel <sup>[u]</sup> Group. Lou speaking.

Lucy: Hi, Lou. This is <sup>[u]</sup> Lucy <sup>[u]</sup> Fuller. I'm <sup>[u]</sup> due for a trip and <sup>[ʊ]</sup> would like a <sup>[u]</sup> few days away from my <sup>[u]</sup> two children and my husband <sup>[u]</sup> Drew! I'd like to <sup>[ʊ]</sup> book a <sup>[u]</sup> cruise for <sup>[u]</sup> June.

Lou: <sup>[u]</sup> You <sup>[ʊ]</sup> should try the <sup>[u]</sup> newest ship, the "<sup>[u]</sup> Super <sup>[u]</sup> Cruiser." It sails down the <sup>[u]</sup> Blue <sup>[u]</sup> Danube. You fly to the ship from <sup>[u]</sup> New York on <sup>[u]</sup> Tuesday, <sup>[u]</sup> June 1st. I just <sup>[u]</sup> took a <sup>[u]</sup> cruise on it, <sup>[u]</sup> too. It was <sup>[u]</sup> truly <sup>[u]</sup> super!

Lucy: Is it <sup>[u]</sup> true the <sup>[u]</sup> rooms on <sup>[u]</sup> cruises are <sup>[u]</sup> usually small and <sup>[u]</sup> gloomy?

Lou: No. The cabins are <sup>[u]</sup> roomy and <sup>[u]</sup> full of light. They all have <sup>[u]</sup> beautiful <sup>[u]</sup> views.

Lucy: How's the <sup>[u]</sup> food?

Lou: The <sup>[u]</sup> cooks prepare <sup>[u]</sup> unique <sup>[u]</sup> menus. There's so much to <sup>[u]</sup> choose from. That's why I <sup>[u]</sup> usually <sup>[u]</sup> lose a <sup>[u]</sup> few pounds before the <sup>[u]</sup> cruise.

Lucy: Besides eating, what <sup>[u]</sup> do you <sup>[u]</sup> do on a <sup>[u]</sup> cruise?

Lou: You will have a <sup>[u]</sup> full <sup>[u]</sup> routine. There is a <sup>[u]</sup> huge <sup>[u]</sup> pool, and the <sup>[u]</sup> crew will take <sup>[u]</sup> good care of <sup>[u]</sup> you. You <sup>[u]</sup> could relax on deck with a <sup>[u]</sup> cool drink, read a <sup>[u]</sup> good <sup>[u]</sup> book, watch a <sup>[u]</sup> movie, or even take a <sup>[u]</sup> snooze.

**Lucy:** I don't want to be <sup>[u]</sup>rude, but how much is the <sup>[u]</sup>cruise?

**Lou:** Here's the <sup>[u]</sup>good <sup>[u]</sup>news. For <sup>[u]</sup>June, the fares are <sup>[u]</sup>reduced. <sup>[u]</sup>Two can <sup>[u]</sup>cruise for the price of one.

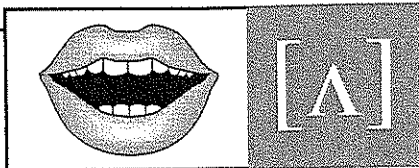
**Lucy:** Are <sup>[u]</sup>you <sup>[u]</sup>pulling my leg? This is <sup>[u]</sup>too <sup>[u]</sup>good to be <sup>[u]</sup>true. Well, I'm <sup>[u]</sup>no <sup>[u]</sup>fool. <sup>[u]</sup>Who says a <sup>[u]</sup>woman <sup>[u]</sup>should leave her <sup>[u]</sup>good-looking <sup>[u]</sup>husband alone? <sup>[u]</sup>Put us down for <sup>[u]</sup>two. <sup>[u]</sup>Drew and I will <sup>[u]</sup>cruise the <sup>[u]</sup>beautiful <sup>[u]</sup>Blue Danube in <sup>[u]</sup>June!

**Practice** [u] and [v] as *you should* and *you will* be understood!

# Lesson 9

## [ʌ] as in *up, but, and come*

### PRONOUNCING [ʌ]



**Lips:** Relaxed and slightly parted

**Jaw:** Relaxed and slightly lowered

**Tongue:** Relaxed and midlevel in the mouth

### Possible Pronunciation Problems

The vowel [ʌ] may not exist in your language and may be difficult for you to hear and pronounce. It is easy to become confused by irregular English spelling patterns and to substitute sounds that are more familiar to you.

**EXAMPLES** If you say [a] instead of [ʌ]: **color** will sound like **collar**.  
 If you say [ou] instead of [ʌ]: **come** will sound like **comb**.  
 If you say [ɔ] instead of [ʌ]: **done** will sound like **dawn**.

Remember, [ʌ] is a short, quick sound. You shouldn't feel any tension, and your lips should barely move during its production.

**Just relax as you say [ʌ] and you won't run into trouble!**

### Practice

#### EXERCISE A



Listen and repeat.

#### [ʌ] At the Beginning of Words

us	ugly	onion
up	other	under
of	uncle	upper
oven		

#### [ʌ] In the Middle of Words

hug	much	rough
won	must	month
nut	come	trouble
does		

The vowel [ʌ] does not occur at the end of words in English.

#### [ʌ] Spelled

u	o
but	love
cut	done
sun	some
lucky	mother
funny	Monday

**note**

Less frequent spelling patterns for [ʌ] consist of the letters *ou, oo, oe, and a*.

cousin trouble flood does was what

**hint**

[ʌ] is a vowel that occurs only in stressed syllables of words. It does not occur in unstressed syllables. Therefore, the following words are pronounced with the unstressed vowel [ə] (to be discussed in Lesson 13) rather than with [ʌ].

a upon the soda  
alone alike suppose campus

**EXERCISE B**

**Listen and repeat.** The boldfaced words in the following phrases and sentences should all be pronounced with the vowel [ʌ].

1. Come in.
2. What **does** it mean?
3. **bubble gum**
4. **once** a month
5. **Once** is enough.
6. **cover up**
7. My **uncle** is my mother's brother.
8. My **cousin** is my **uncle's** son.
9. The **gloves** are **such** an **ugly** color.
10. **Come** and have **some fun** in the **sun**.

**CHECK YOURSELF 1**

**Listen.** Circle the word that you hear. (For answers to Check Yourself 1–3, see Appendix II, pages 276–277.)

**EXAMPLES**

[ʌ]

luck

hut


[a]

lock

hot

- |           |        |
|-----------|--------|
| 1. cut    | cot    |
| 2. stuck  | stock  |
| 3. come   | calm   |
| 4. wonder | wander |
| 5. color  | collar |
| 6. nut    | not    |
| 7. bum    | bomb   |
| 8. pup    | pop    |

- |          |      |
|----------|------|
| 9. fund  | fond |
| 10. shut | shot |

 **Check your answers. Then read each pair of words aloud. Remember, when you pronounce the words with [ʌ], your lips should be completely relaxed and should barely move.**

### CHECK YOURSELF 2

 **Listen. Circle the one word in each group that is not pronounced with [ʌ].**

<b>EXAMPLE</b>	once	lovely	alone	funny
1. something	wonder	ugly	open	
2. trouble	come	locker	once	
3. color	cups	dozen	collar	
4. peanut	muddy	modern	bunny	
5. stood	stuff	stump	stuck	
6. lucky	brother	just	lock	
7. Monday	month	Tuesday	Sunday	
8. comb	coming	cutting	country	
9. cover	over	oven	other	
10. rust	must	rot	nothing	

### CHECK YOURSELF 3

  **Listen to the dialogue. Then work with a partner. Circle the words pronounced with the vowel [ʌ]. Practice reading the dialogue together.**

- Gus:** Hi, Justine! How's my fun-loving cousin?
- Justine:** Very worried. I just had a run of tough luck.
- Gus:** Why, what's up?
- Justine:** My bus got stuck in the mud, and I lost some money. I should carry something for luck!
- Gus:** Yes. Here's some other advice. Never walk under ladders. And run from black cats. They're nothing but trouble!
- Justine:** Oh, Gus. You must be a nut! Do you really believe such mumbo jumbo?
- Gus:** Don't make fun, Justine. Customs come from many countries. You must know some others!
- Justine:** Well, the number 13 is unlucky. And a blister on the tongue means someone is lying!
- Gus:** Right! But you can have good luck, too. Discover a four-leaf clover or find bubbles in your coffee cup and you'll get a sum of money.
- Justine:** OK, Gus. Maybe I'll have some luck this month. Knock on wood!

## More Practice

### EXERCISE A



Read the recipe aloud. Remember that all the boldfaced words should be pronounced with [ʌ].

#### Recipe for **Fudge** Brownies

**Everyone** loves mother's **fudge** brownies. **Just** follow these easy-to-understand **instructions**, and the brownies will **come** out **wonderfully**!

You'll need:

**One cup** flour

**One cup** sugar

Two **country** fresh eggs

**One-half cup** butter

**One cup** nuts

Half-**dozen** tablespoons cocoa

**One** package chocolate **fudge** frosting mix

**One** package tiny marshmallows

Melt **butter** over low heat in **double-boiler**, **uncovered**. Beat eggs and sugar **until color** is clear; add **butter** and cocoa. Stir in flour **just until** smooth. Mix in **nuts**. Pour into **ungreased** eight-inch-square pan. Turn **oven up** to three **hundred** degrees and bake **one-half** hour or **until done**. **Cover** with marshmallows. Leave in **oven until** marshmallows are **runny**. **Once** it is cool to the **touch**, top with **fudge** icing. **Cut up** into squares.

**Yum-yum!**

### EXERCISE B



Read the limerick aloud to a partner. Be sure to pronounce the boldfaced words with [ʌ] correctly.

#### A Man from Kentucky

A man from **Kentucky** named **Bud**,  
Had a **lucky** young racehorse named **Jud**,  
When he bet on his horse,  
**Bud** won **money**, of course,  
But one day **Jud** got **stuck** in the **mud**!

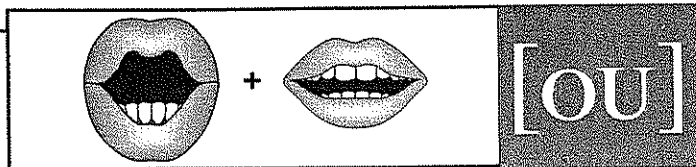
Now work together to write a limerick with words that include the vowel [ʌ].

**Just** relax as you say [ʌ], and you won't **run** into **trouble** with [ʌ]. And may good **luck** be yours!



# Lesson 10 [OU] as in *oh*, *no*, and *boat*

## PRONOUNCING [OU]



**Lips:** Tense and very rounded

**Jaw:** Rises with the tongue and closes slightly

**Tongue:** Glides from midlevel to near the roof of the mouth

[ou] is a diphthong. A diphthong is a compound vowel sound made by blending two vowels together very quickly. The diphthong [ou] begins with [o] and ends with [u].

### Possible Pronunciation Problems

Once again, your pronunciation problems with this sound occur because of confusing English spelling patterns and similarities with other vowel sounds.

**EXAMPLES** If you say [ʌ] instead of [ou]: **coat** will sound like **cut**.  
 If you say [ɔ] instead of [ou]: **bold** will sound like **bald**.  
 If you say [a] instead of [ou]: **note** will sound like **not**.

When producing the diphthong [ou], round your lips into the shape of the letter *o*. [ou] is a long sound; be sure to prolong it.

**Listen and practice and know your [ou] will be OK!**

## Practice

### EXERCISE A



Listen and repeat.

#### [ou] At the Beginning of Words

oat	odor	oval
own	only	open
oak	over	ocean
old		

#### [ou] In the Middle of Words

boat	roam	spoke
both	loan	soul
coast	known	don't
nose		

#### [ou] At the End of Words

go	sew	snow
no	ago	hello
so	show	though
toe		

# [ou] Spelled

<i>o</i>	<i>oa</i>	<i>ow</i>	<i>oe</i>	<i>ou</i>
no	soap	know	toe	dough
rope	goat	owe	hoe	though
vote	loan	grow	goes	shoulder
home	foam	throw		
fold	load	bowl		

## hint

When *o* is in a syllable ending in silent *e*, the letter *o* is pronounced [ou] (the same as the name of the alphabet letter *o*).

phone    note    home    rope

The letters *oa* are usually pronounced [ou].

coal    boat    roasting    toaster

The letter *o* followed by *ld* is usually pronounced [ou].

cold    old    soldier    told

## hint



When speaking English, many international students frequently forget to prolong the diphthong [ou] before consonants.

## EXERCISE B



**Listen and repeat. Remember that the diphthong [ou] is a prolonged sound. The dots in the following exercise are there to remind you to lengthen it.**

toe	toe . . . s (toes)
sew	sew . . . s (sews)
grow	grow . . . s (grows)
know	know . . . n (known)
blow	blow . . . n (blown)

## EXERCISE C



**Listen and repeat. Pay attention to the [ou] sound in the boldfaced words.**

1. Leave me **alone**!
2. I **suppose** so.
3. **only** joking
4. **Hold** the **phone**.
5. **open** and **close**
6. at a **moment's** notice
7. **Tony Jones** **broke** his **toe**.
8. **Don't** go down the **old** road.
9. Repeat the [ou] words **slowly over** and **over**!
10. No one **knows** how **old** Flo is.

# CHECK YOURSELF 1



Listen and circle the word that you hear. (For answers to Check Yourself 1–3, see Appendix II, pages 277–278.)

	[ou]	[ʌ]
EXAMPLES	comb	come
	boat	but
1. phone		fun
2. bone		bun
3. roam/Rome		rum
4. boast		bust/bused
5. tone		ton
6. coat		cut
7. wrote		rut
8. hole/whole		hull
9. rogue		rug
10. most		must/mussed



Check your answers. Then read each pair of words aloud. Be sure to prolong the diphthong [ou].

# CHECK YOURSELF 2



Read the names of the following household items. Circle the items pronounced with the diphthong [ou].

1. toaster	frying pan	bookcase	freezer
2. clock	telephone	faucet	radio
3. stove	sofa	lawn mower	table
4. doorknob	window	television	coatrack
5. can opener	mixing bowl	clothes dryer	iron



Check your answers. Then imagine that the items with names containing the [ou] sound are broken. Work with a partner. Tell each other, “The \_\_\_\_\_ is broken.” Be sure to prolong the sound of [ou].

EXAMPLE “The toaster is broken.”

# CHECK YOURSELF 3



Read the dialogue. Then work with a partner. Circle all the words containing the diphthong [ou].

Joe: (Rose,) let's (go) on a trip. We need to be (alone).

Rose: OK, Joe. Where should we go?

Joe: I know! We'll go to Ohio.

Rose: Great! We'll visit my Uncle Roland.

**Joe:** No, it's too cold in Ohio. We'll go to Arizona.

**Rose:** Fine. We'll stay with your Aunt Mona!


**Joe:** No, it's too hot in Arizona. Let's go to Rome.

**Rose:** Oh, good! You'll meet my Cousin Tony.

**Joe:** No, no, no!! We won't go to Rome. Let's go to Nome, Alaska. We don't know anyone there!!


**Rose:** You won't believe it, but I have an old friend . . .

**Joe:** Hold it, Rose, we won't go anywhere! I suppose we'll just stay home.

 **Check your answers to make sure you circled all the words containing the diphthong [ou]. Practice reading the dialogue aloud with your partner.**

## More Practice


### EXERCISE A

 **What don't you know? List five things. Be sure your responses each contain words with the diphthong [ou]. Then work with a partner. Ask each other "What don't you know?" Answer with the things on your list.**

**EXAMPLE A:** What don't you know?

**B:** I don't know (if Joe will go alone/how I'll get home/when Tony wrote the note . . .)

### EXERCISE B

 **Read the limericks aloud. Pay attention to the pronunciation of the boldfaced words with the [ou] sound.**

#### A Young Lady Named **Joan**

Moe loved a young lady named **Joan**.

But she spent all her time on the **phone**.

**Though** Moe did **propose**,

It was voicemail **Joan chose**.

**So** they each lived their lives out, **alone**.

#### A **Fellow** Named **Joe**

There once was a **fellow** named **Joe**.

Who wore **yellow** wherever he'd go.

His **clothes** were **so** bright

You'd **know** him on sight.

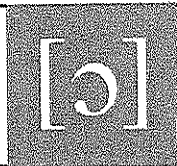
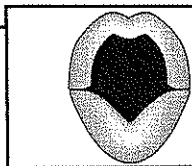
He **glowed** from his head to his **toe**.

**Practice [ou] over and over and your [ou] will be OK!**

# Lesson 11

[ɔ] as in *all, caught, and boss*

## PRONOUNCING [ɔ]



**Lips:** In a tense oval shape and slightly protruded

**Jaw:** Open more than for [ou]

**Tongue:** Low, near the floor of the mouth

### Possible Pronunciation Problems

The vowel [ɔ] is another troublemaker. Confusing English spelling patterns can cause you to substitute more familiar vowels.

**EXAMPLES** If you say [a] instead of [ɔ]: **caller** will sound like **collar**.  
 If you say [ou] instead of [ɔ]: **bought** will sound like **boat**.  
 If you say [ʌ] instead of [ɔ]: **bought** will sound like **but**.

Listen carefully and your pronunciation of [ɔ] will improve.

**Remember to protrude your lips and drop your jaw as you say [ɔ].**

## Practice

### EXERCISE A



Listen and repeat.

#### [ɔ] At the Beginning of Words

all	awful	always
off	often	August
also	ought	audience

#### [ɔ] In the Middle of Words

boss	wrong	taught
fall	broad	across
song	bought	naughty

#### [ɔ] At the End of Words

awe	flaw	thaw
raw	draw	straw
law	claw	jaw

#### [ɔ] Spelled

<i>o</i>	<i>a</i>	<i>aw</i>	<i>au</i>
dog	fall	jaw	auto
toss	call	lawn	fault
lost	mall	dawn	cause
long	salt	drawn	taught
offer	stall	awful	auction

**note**

Less frequent spelling patterns for [ɔ] consist of the letters *oa* and *ou*.

**broad**    **cough**    **thought**

**hint**

The letter *o* followed by *ff*, *ng*, and *ss* is usually pronounced [ɔ].

**offer**    **off**    **long**    **strong**    **loss**    **tossing**

The letters *aw* are usually pronounced [ɔ].

**lawn**    **draw**    **awful**

The letter *a* followed by *ll*, *lk*, *lt*, and *ld* is usually pronounced [ɔ].

**ball**    **talk**    **salt**    **bald**

**EXERCISE B**

**Listen and repeat the pairs of words. When you pronounce the [ɔ] words, remember to protrude your lips.**

I		II		III	
[ɔ]	[ʌ]	[ɔ]	[oʊ]	[ɔ]	[a]
1. dog	dug	saw	so	for	far
2. dawn	done	law	low	stalk	stock
3. long	lung	tall	toll	taught	tot
4. cough	cuff	bald	bold	caught	cot
5. bought	but	bought	boat	caller	collar

**EXERCISE C**

**Listen and repeat. Pay attention to the boldfaced words containing the vowel [ɔ].**

1. **call** it off
2. **call** it quits
3. **call** the **shots**
4. **all** talk
5. **walk** **all** over
6. It's **all** wrong.
7. Is **Paul's** hair **long** or short?
8. How much does **coffee** **cost**?
9. What is the **reward** for the **lost** dog?
10. Did you make a **long**-distance **call** to **Boston**, **Albany**, or **Baltimore**?

# CHECK YOURSELF 1



**Listen. You will hear two sentences. Circle the letter of the sentence that contains a word with the vowel [ɔ]. (For answers to Check Yourself 1–3, see Appendix II, page 278.)**

**EXAMPLE**    *You hear*    (a) It's in the hall.    (b) It's in the hole.  
                   *You circle*    (a)    (b)

1. (a)    (b)
2. (a)    (b)
3. (a)    (b)
4. (a)    (b)
5. (a)    (b)

# CHECK YOURSELF 2



**Listen to the following sentences. Some words that should be pronounced with [ɔ] will be pronounced incorrectly. Circle C for correct or I for incorrect.**

**EXAMPLES**    *You hear*    She played with the small child.    *You circle*    (C)    I  
                   *You hear*    Please sew the piece of wood.    *You circle*    C    (I)

1. C    I
2. C    I
3. C    I
4. C    I
5. C    I
6. C    I
7. C    I
8. C    I
9. C    I
10. C    I

# CHECK YOURSELF 3



**Read the dialogue. Circle the words pronounced with the vowel [ɔ].**

**Audrey:**    Hi, (Paula). Did you hear the (awful) news? (Maude) called off her wedding to Claude!

**Paula:**    Why, Audrey? I thought they were getting married in August.

**Audrey:**    Maude kept stalling and decided Claude was the wrong man.


**Paula:**    Poor Claude. He must be a lost soul.

**Audrey:**    Oh, no. He's abroad in Austria having a ball!

**Paula:**    I almost forgot. What about the long tablecloth we bought them?


**Audrey:** I already brought it back. The cost of the cloth will cover the cost of our lunch today.

**Paula:** Audrey, you're always so thoughtful!

 Check to make sure you circled the words with the vowel [ɔ]. Practice reading the dialogue aloud with a partner.

## More Practice

### EXERCISE A

 Read aloud the following story of the Gettysburg Address. Pay attention to the boldfaced words containing the vowel [ɔ]. Remember to drop your jaw when you say [ɔ].

### hint


When followed by *r*, the sound of the vowel [ɔ] changes slightly.

### The Story of the Gettysburg Address

"**Four score** and seven years ago, our fathers **brought forth** upon this continent a new nation, conceived in liberty and dedicated to the proposition that **all** men are created equal."

**Four** months after the Gettysburg Civil **War** battle was **fought**, President Abraham Lincoln delivered these **immortal** words in the Gettysburg Address. He **talked** to an **audience** of **more** than **fourteen** thousand to dedicate this battlefield to those **unfortunate** soldiers who had **lost** their lives **for** the **cause**. He stood **tall** and gave a **short** but **strong oration**. Many **stories** about the Address are **false**. Lincoln did not write it on a train right **before** he arrived. He worked on it in his **office**, as **authors often** do. He **also** made at least **four** revisions. **Nor** was there a **lukewarm** response to the speech. From the start, people were **awed** by his words, and **according** to newspaper **reports**, his speech was **lauded**. **Almost all** of us **recall** being **taught** these famous words in school. His **thoughts** seem as **authentic** today as they were **long** ago.

### EXERCISE B

 Find an advertisement for a department store. List the names of ten items in the ad. Bring the ad and your list to class. Exchange lists with a partner, but keep your ad. Ask the prices of items on each other's lists, using the phrase "How much do/does the \_\_\_\_\_ (s) cost?" Use your ads to answer.

**EXAMPLE** A: How much does the toaster *cost*?

B: It *costs* \$19.99.

Remember you *ought* to protrude your lips and drop your jaw whenever you try to produce the sound [ɔ]! Practice often!



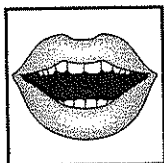
# Lesson 12 Contrast and Review of [ʌ], [oʊ], [ɔ], and [a]

## PRONOUNCING [ʌ], [oʊ], [ɔ], AND [a]

JAW LOWERS (MOUTH OPENS)

English key words: up but come

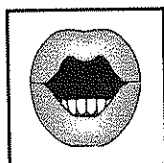
[ʌ]



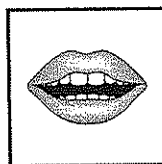
[ʌ] is a short, quick sound; your lips are just slightly parted.

English key words: oh boat no

[o]



+ [u]

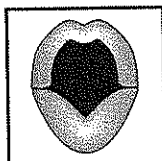


= [oʊ]

[oʊ] is a long sound; be sure to prolong it!

English key words: all boss caught

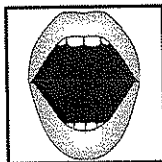
[ɔ]



The lips are in a protruded oval shape for [ɔ]; your whole jaw should be dropped more than for [oʊ].


English key words: arm hot father

[a]



The jaw is completely dropped for [a]; the mouth is open wider than for any other sound.

## EXERCISE A

 Listen and repeat. Feel your mouth open wider as you progress through the pronunciation of [ʌ], [ou], [ɔ], and [a] words.

[ʌ]	[ou]	[ɔ]	[a]
1. cut	coat	caught	cot
2. nut	note	naught	not
3. mud	mode	Maude	mod
4. fund	phoned	fawned	fond
5. Chuck	choke	chalk	chock
6. The dog <b>bucks</b> .		The dog <b>balks</b> .	The dog <b>barks</b> .
7. Here's a <b>nut</b> .	Here's a <b>note</b> .		Here's a <b>knot</b> .
8. It's in the <b>hull</b> .	It's in the <b>hole</b> .	It's in the <b>hall</b> .	
9. Don't <b>suck</b> it.	Don't <b>soak</b> it.		Don't <b>sock</b> it.
10.	Was it <b>sewed</b> ?	Was it <b>sawed</b> ?	Was it <b>sod</b> ?

## EXERCISE B

 Read each sentence aloud. Pay attention to the [ʌ], [ou], [ɔ], and [a] sounds in the boldfaced words.

- [a] [ʌ] [ɔ] 1. **Don** was **done** at **dawn**.
- [ɔ] [ou] [ɔ] [ʌ] 2. **Maude** mowed the **lawn** in the **mud**.
- [ʌ] [ɔ] [ou] 3. **Bud** **bought** a **boat**.
- [ɔ] [ou] [a] 4. She **caught** her **coat** on the **cot**.
- [ɔ] [a] [ʌ] 5. The **caller's** **collar** is a nice **color**.

# Lesson 13 [ə] as in *a, upon, and soda*

## PRONOUNCING [ə]

The schwa vowel [ə] is a very short, quick sound. Your lips should be completely relaxed and barely move during its production.


[ə] is the sound that results when ANY vowel in English is unstressed in a word. The vowels in all unstressed syllables almost always sound like [ə]. Any letter or combination of letters can represent the schwa [ə].

### Possible Pronunciation Problems

In most languages, vowels are pronounced clearly and distinctly. The schwa [ə] does not exist. In English, unstressed vowels should receive much less force than other vowels in the word. In order to speak fluent English, you must unstress or reduce any vowels that are NOT in accented syllables of words. Vowel reduction to [ə] is not sloppy speech. It is an important feature of spoken English.

## Practice

### EXERCISE A

 Listen and repeat. Notice how the syllable with the [ə] vowel receives less stress than the other syllables in the word.

#### [ə] At the Beginning of Words

ago      upon  
away      contain  
along      asleep  
amaze      suppose

#### [ə] In the Middle of Words

agony      relative  
holiday      seventy  
company      telephone  
buffalo      photograph

#### [ə] At the End of Words

sodaa      famous  
sofaa      lemon  
zebraa      cousin  
reasono      circus

#### [ə] Spelled

<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
arr <u>i</u> ve	ove <u>n</u>	liqu <u>i</u> d	occ <u>u</u> r	u <u>p</u> on
ashamed	ope <u>n</u>	hum <u>i</u> d	ob <u>o</u> tain	suppo <u>u</u> se
aslee <u>p</u>	ce <u>m</u> ent	cap <u>i</u> tal	le <u>o</u> mon	circ <u>u</u> s
awa <u>y</u>	jack <u>e</u> t	typ <u>i</u> cal	less <u>o</u> n	colum <u>u</u> n
signa <u>l</u>	beli <u>e</u> f	cous <u>i</u> n	cont <u>o</u> in	suppo <u>u</u> rt

### note

Other spellings of [ə] include *eo, ou, iou, io, and ai*.

pigeon      famous      delicious      nation      certain

**note**

The schwa [ə] can occur more than once and can be represented by different letters in the same word.

president      elephant      accident

**EXERCISE B**

**Listen and repeat. Be sure to pronounce the syllable with [ə] with less force than other syllables.**

1. How are you today?
2. See you tonight.
3. See you tomorrow.
4. Don't complain.
5. I suppose so.
6. I suppose it's possible.
7. Consider my complaint.
8. Complete today's lesson.
9. Don't complain about the problem.
10. My cousin will arrive at seven.

**CHECK YOURSELF 1**

**Listen and circle the schwa vowel [ə] in each word. (For answers to Check Yourself 1-3, see Appendix II, page 279.)**

**EXAMPLE**    tel@graph

- |               |              |
|---------------|--------------|
| 1. alphabet   | 6. prevent   |
| 2. utilize    | 7. imitate   |
| 3. depending  | 8. breakfast |
| 4. photograph | 9. control   |
| 5. papa       | 10. alarm    |

**CHECK YOURSELF 2**

**Read aloud each group of four words. Circle the one word in each group that does NOT contain [ə].**

- EXAMPLE**    (slipper)    soda    finally    agree
- |              |          |        |         |
|--------------|----------|--------|---------|
| 1. about     | oven     | create | olive   |
| 2. minute    | second   | seven  | leaving |
| 3. after     | attend   | allow  | annoy   |
| 4. something | support  | supply | suppose |
| 5. combine   | complete | camper | compare |

- |               |        |         |           |
|---------------|--------|---------|-----------|
| 6. Canada     | Russia | Norway  | Colombia  |
| 7. lavender   | maroon | yellow  | orange    |
| 8. strawberry | banana | vanilla | chocolate |
| 9. lettuce    | tomato | carrot  | cucumber  |
| 10. giraffe   | zebra  | monkey  | camel     |

### CHECK YOURSELF 3



Read the words aloud. Each word contains TWO unstressed syllables. Circle the schwa [ə] vowels in BOTH unstressed syllables of each word.

#### EXAMPLES

ma g*ə*c*ə*l

el*ə*p h*ə*nt

1. favorite
2. principal
3. assistance
4. medical
5. attendance
6. evidence
7. offended
8. diploma
9. apartment
10. Canada

## More Practice

### EXERCISE A



Read aloud the verses from the poem "Annabel Lee," by Edgar Allen Poe. Remember, the underlined schwa [ə] vowels receive less stress than other vowels.

*from "Annabel Lee"*

*Edgar Allen Poe*


It was many and many a year ago in a kingom by the sea  
That a maiden there lived whom you may know  
By the name of Annabel Lee,  
And this maiden she lived with no other thought  
Than to love and be loved by me.

I was a child and she was a child, in this kingom by the sea  
But we loved with a love that was more than love  
I and my Annabel Lee,  
With a love that the winged seraphs of heaven coveted her and me.

And this was the reason that long ago, in this kingdom by the sea,  
 A wind blew out of a cloud, chilling my beautiful Annabel Lee,  
 So that her highborn kinsman came and bore her away from me,  
 To shut her up in a sepulchre in this kingdom by the sea.

And neither the angels in heaven above  
 Nor the demons down under the sea,  
 Can ever dissever my soul from the soul  
 Of the beautiful Annabel Lee.

## EXERCISE B

 Names of ten of the presidents of the United States are listed on the left. On the right are listed the names of ten states in the United States. Look up the birth states of each of the presidents in an encyclopedia or on the Internet. Match the president on the left with the correct state on the right. Then work with a partner. Ask each other where each president was born. Pay attention to the underlined schwa [ə] sound.

**EXAMPLE** A: Where was Thomas Jefferson born?

B: Thomas Jefferson was born in Virginia.

President	State
<u>b</u> 1. Thomas Jefferson	a. Kentucky
2. Lyndon Johnson	b. Virginia
3. Bill Clinton	c. California
4. Harry Truman	d. Illinois
5. Gerald Ford	e. Massachusetts
6. Richard Nixon	f. Texas
7. Ronald Reagan	g. Nebraska
8. Andrew Jackson	h. Arkansas
9. Abraham Lincoln	i. South Carolina
10. John Kennedy	j. Missouri

Spend a few minutes every day practicing the schwa, and progress is possible!

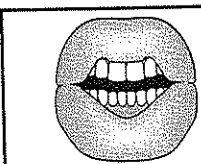
## Answers to More Practice Exercise B

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

# Lesson 14

[ɜː] as in *turn, first, and serve*  
and [ə] as in *father and actor*

## PRONOUNCING [ɜː]



[ɜː]

**Lips:** Protruded and slightly parted

**Jaw:** Slightly lowered

**Tongue:** Midlevel in the mouth

[ɜː] is a sound that occurs only in stressed syllables of words.

### Possible Pronunciation Problems

The vowel [ɜː] does not exist in most languages. Just remember that [ɜː] always receives strong emphasis and is found only in stressed syllables. It is produced with slightly protruded lips and tense tongue muscles.

**Be sure to practice and you'll be certain to learn [ɜː]!**

## Practice

### EXERCISE A



Listen and repeat.

#### [ɜː] At the Beginning of Words

urge	early
herb	urban
earn	earnest
earth	irk

#### [ɜː] In the Middle of Words

turn	curve
word	learn
verb	circus
third	Thursday

#### [ɜː] At the End of Words

fur	prefer
sir	stir
her	purr
occur	defer

#### [ɜː] Spelled

<i>ir</i>	<i>ur</i>	<i>er</i>
bird	hurt	fern
girl	curl	term
firm	curb	stern
third	purple	German
circle	turkey	servant

**note**

Less frequent spelling patterns for [ɜː] consist of the letters *ear*, *our*, and *or*.

heard journey work

**EXERCISE B**

**Listen and repeat. The boldfaced words in the following phrases and sentences all include the vowel [ɜː].**

1. **turn** it off
2. **heard** the words
3. slow as a **turtle**
4. **first** things **first**
5. a **turn** for the worse
6. left **work** early
7. The **early** **bird** catches the **worm**.
8. The **girl** saw the **circus** **first**.
9. The **servant** **served** dessert.
10. Irma had **her** **thirty-third** birthday.

**CHECK YOURSELF**

**The boldfaced words in the following sentences contain the vowel [ɜː]. Work with a partner. Read the following sentences aloud, filling in each blank with a word from the box. (For answers, see Appendix II, page 279.)**

purse	perfume	curly	church	bird
work	desserts	turkey	verbs	skirt

1. The **girl** wore a **purple** \_\_\_\_\_.
2. The **Germans** bake good \_\_\_\_\_.
3. At Thanksgiving we **serve** \_\_\_\_\_.
4. Some people **worship** in a \_\_\_\_\_.
5. I **heard** the **chirping** of the \_\_\_\_\_.
6. Another **word** for handbag is \_\_\_\_\_.
7. A **permanent** makes your hair \_\_\_\_\_.
8. I **prefer** the scent of that \_\_\_\_\_.
9. You should **learn** your nouns and \_\_\_\_\_.
10. A **person** collects unemployment when he is out of \_\_\_\_\_.



## More Practice

### EXERCISE



Read aloud the paragraph about turkeys. Pay attention to your pronunciation of the boldfaced words with the [ɜ] sound.

#### The Turkey

Everyone **learns** about the **early** settlers who **journeyed** to America. These Pilgrims celebrated their **first** Thanksgiving feast with the famous **turkey**. One Native American name for turkey is “**firkee**,” and this may have been how the **bird** got its name. **Turkey** is always **served** for Thanksgiving dinner on the fourth **Thursday** in each November, but it is **certain** to please on other occasions. Age will **determine** the taste of a **turkey**. An older male or younger “**girl**” **turkey** is **preferred**. **Turkeys** are **nourishing** and can be **turned** into **versatile** meals. There is some **work** involved in cooking a **turkey**, but it is **worth** the trouble. The **world** **concurs** that Americans prepare the most **superb** **turkeys**.

## PRONOUNCING [ɜ]

It is difficult to hear the difference between [ɜ] and [ɝ] when these sounds are produced in isolation. However, [ɜ] is produced with much less force and occurs only in unstressed syllables.

### Possible Pronunciation Problems

[ɜ] does not exist in most languages. The position of the lips and jaw is the same as for [ɝ], but the tongue muscles are completely relaxed. [ɜ] never receives strong emphasis and is found only in unstressed syllables.

## Practice

### EXERCISE A



Listen and repeat. Be sure to emphasize [ɜ] less than the other vowels in words.

#### [ɜ] In the Middle of Words

liberty	butterfly
perhaps	flowerpot
surprise	understood

#### [ɜ] At the End of Words

baker	sooner
butter	teacher
mirror	deliver
mother	weather

The vowel [ɜ] does not occur at the beginning of words.

### [ə] Spelled

<i>ar</i>	<i>er</i>	<i>or</i>	<i>ure</i>
sugar	after	color	nature
dollar	paper	actor	picture
collar	father	flavor	feature
regular	farmer	doctor	failure
grammar	silver	razor	measure

### note

The major spellings of [ə] are *ar*, *er*, and *or* when the sound occurs in the middle or at the ends of words.

sugar   advertise   summer   colorful   doctor

### EXERCISE B



Listen and repeat the following phrases and sentences. Pay attention to the boldfaced words that include the [ə] sound. Remember that syllables with the sound [ə] are unstressed and should be pronounced with much less force than other syllables in the same word.

1. sooner or later
2. Measure the sugar.
3. better late than never
4. Water the flowers.
5. Consider the offer.
6. The actor was better than ever.
7. Was the afternoon paper delivered?
8. The razor is sharper than the scissors.
9. Summer is warmer than winter.
10. A wonderful picture is showing at the theater.

### CHECK YOURSELF



Read the words aloud. Circle the words that are pronounced with [ə]. (For answers, see Appendix II, page 280.)

EXAMPLE	(acre)	shirt	(afternoon)
1. return	supper	purple	
2. enter	curtain	dirty	
3. third	backward	inform	
4. nurse	soldier	pleasure	
5. silver	weather	Saturday	

## More Practice

### EXERCISE



Read aloud the paragraph about Mother Goose. Remember NOT to stress the [ɜ] sound.

### Mother Goose

Mother Goose was supposed to be an **older** lady who told **popular** rhymes to **younger** children. **Printers** and **publishers** put **together** these **familiar** rhymes. Some were **finger** plays such as “**Tinker, tailor, soldier, sailor**, rich man, poor man, **beggar** man, thief!” Many **remember** such favorites as “Little Jack **Horner** sat in a **corner** eating his Christmas pie.” The king of England’s **steward** was called Jack **Horner**. He was a **messenger** who may have **delivered** a Christmas pie with hidden **papers** baked inside. **Whether** or not we believe these **colorful** tales, we know that **nursery** rhymes are **wonderful**!

## LESSON REVIEW: [ɜ] AND [ə]

### Practice

### EXERCISE



Listen and repeat. The words in the three columns contain both the [ɜ] and [ə] sounds. The first syllable of each word should be pronounced with much more stress than the second syllable.

murder  
curler  
surfer

firmer  
server  
burner

Herbert  
furniture  
merger

### CHECK YOURSELF 1



Read aloud the following phrases and sentences. Identify the [ɜ] and [ə] sounds. Write the sounds above the syllables. Remember the [ɜ] sound is stressed and the [ə] sound is unstressed. (For answers to Check Yourself 1 and 2, see Appendix II, page 280.)

[ ] [ ]

1. silver urn

[ ] [ ]

2. dangerous curve

[ ] [ ]

3. sermon in church

[ ] [ ]

4. regular exercise

[ ] [ ]

5. grammar teacher

[ ] [ ] [ ] [ ]

6. The grammar teacher worked on verbs.

7. One good turn deserves another.
8. Birds of a feather flock together.
9. Actions speak louder than words.
10. Actors perform better after rehearsing.

## CHECK YOURSELF 2



Read the following paragraph about pearls carefully. Underline words pronounced with [ɜː], and circle words pronounced with [ə].

### Pearls

The pearl is one of the world's most treasured gems. Pearls are formed inside the shells of oysters. The largest pearl fisheries are in Asia. Cultured pearls were developed by the Chinese in the twentieth century. They are larger than nature's pearls. A perfect pearl that is round and has great luster is worth a lot of money. Perhaps "diamonds are a girl's best friend," but pearls will always win a woman's favor!

Check your answers to see if you underlined all the words pronounced with [ɜː] and circled words pronounced with [ə]. Practice reading the paragraph again.

## More Practice

### EXERCISE A



Work with a partner. Complete the dialogue together by choosing one word in each set of parentheses. Practice reading the dialogue aloud together. Pay attention to the words with the [ɜː] and [ə] sounds.

- Bert:** Hello, Mrs. Kirk. I'm here to buy a birthday present for my (sister/brother/daughter). (Her/his) name is (Irma/Curtis). I think (he/she) would like a new (sweater/skirt/shirt).
- Mrs. Kirk:** We have a wonderful selection. Tell me, Bert, what is (her/his) favorite color?
- Bert:** (Irma/Curtis) loves (purple/turquoise/amber). I like that (sweater/skirt/shirt) over there.
- Mrs. Kirk:** Do you know (her/his) size?
- Bert:** Well, (Irma/Curtis) is (taller/shorter) than you and a little (heavier/thinner).

**Mrs. Kirk:** I just remembered that I have (Irma's/Curtis's) measurements on file. I will order the (sweater/skirt/shirt) today, and you should have it by Thursday.

**Bert:** Perfect. (Her/His) birthday is on Saturday, September 1st. By the way, I like that (purse/pearl necklace/perfume). I'll give my younger daughter a gift as well.

**Mrs. Kirk:** (Irma/Curtis) certainly has a generous (brother/father).

**Bert:** Well, one good turn deserves another. My birthday is coming up on (October/November/December) 3rd. You could do me a favor. Tell (her/him) you heard I like those (silver/copper) cufflinks!

### EXERCISE B



**Make a list of all the occupations you can think of that are pronounced with [ɜ] or [ə] (doctor, dancer, clerk). Then work with a partner. Practice pronouncing the occupations in the context of sentences.**

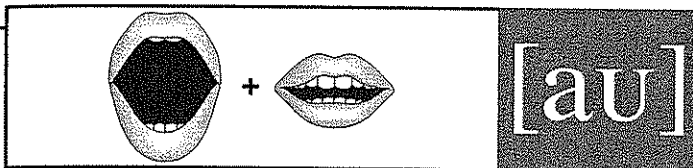
**EXAMPLES** Mr. Rogers is a wonderful dancer.

I saw my doctor yesterday.

**Learn to say [ɜ] and [ə], and your pronunciation of many words will sound better than ever!**

# Lesson 15 [au] as in *out, house, and cow*

## PRONOUNCING [au]



**Lips:** Glide from an open position

**Jaw:** Rises with the tongue and closes

**Tongue:** Glides from low to high near the roof of the mouth

[au] is a diphthong. A diphthong is a compound vowel sound made by blending two vowels together very quickly. [au] begins with [a] and ends with [u].

### Possible Pronunciation Problems

[au] should be easy for you to pronounce if you remember it is a diphthong, which is a combination of two vowel sounds. [au] is a combination of the sounds [a] and [u]. Be sure your lips glide from a wide, open position to a closed one, or you might simply be pronouncing the vowel [a].

**EXAMPLES** If you say [a] instead of [au]: **pound** will sound like **pond**.  
**down** will sound like **Don**.

[au] is always represented by the letter *o* followed by *u*, *w*, or *ugh*.

**You won't have many doubts about which words include the sound [au]!**

## Practice

### EXERCISE A



**Listen and repeat.**

#### [au] At the Beginning of Words

owl	ounce	ourselves
out	outlet	outside
hour	outfit	outline

#### [au] In the Middle of Words

loud	mouse	mountain
down	vowel	pronounce
crowd	flower	scout

#### [au] At the End of Words

cow	allow
how	plough
now	

#### [au] Spelled

<i>ou</i>	<i>ow</i>
foul	town
sour	crown
cloud	power
thousand	eyebrow
announce	clown

**note**

A less frequent spelling pattern for [au] consists of the letters *ough*.

bough      drought      plough

**EXERCISE B**

**Listen and repeat. When producing words with the diphthong [au], be sure to glide your articulators from [a] to [u].**

[au]	[a]
bound	bond
pound	pond
shout	shot
proud	prod
doubt	dot

**EXERCISE C**

**Listen and repeat the following phrases and sentences. The boldfaced words should be pronounced with the diphthong [au].**

1. **How** are you?
2. **How** about it?
3. **round** and **round**
4. I **doubt** it!
5. **hour** after **hour**
6. **around** the **house**
7. **Pronounce** the **vowel sounds**.
8. Don't **shout** out **loud** in the **house**.
9. The ball **bounced** out of **bounds**.
10. **Howard** is **proud** of his **town**.

**CHECK YOURSELF 1**

**Circle the word in each group of four that does NOT contain the diphthong [au].**  
(For answers to Check Yourself 1 and 2, see Appendix II, pages 280–281.)

<b>EXAMPLE</b>	bounce	round	found	would
1.	brown	down	flow	frown
2.	foul	group	shout	loud
3.	know	how	now	cow
4.	sour	hour	tour	our
5.	could	count	crown	crowd
6.	thought	plough	drought	thousand

7. ounce	out	own	ouch
8. flounder	flood	flour	pounce
9. allow	about	power	arose
10. noun	consonant	vowel	sound

## CHECK YOURSELF 2



Read the following dialogue. Circle the words that contain the diphthong [au].

Mr. Brown: You look out of sorts. How come?

Mrs. Brown: I'm tired out. Didn't you hear the loud noise outside all night?

Mr. Brown: I didn't hear a sound. I was out like a light!

Mrs. Brown: Our neighbors had a big crowd; they were shouting and howling!

Mr. Brown: Why didn't you tell them to stop clowning around?

Mrs. Brown: I didn't want to sound like a grouch.

Mr. Brown: Next time I'll go out. I'm not afraid to open my mouth.

Mrs. Brown: I knew I could count on you. Here comes our noisy neighbor,  
Mr. Crowley, right now.

Mr. Brown: Sorry, dear, I have to go downtown, NOW!

Mrs. Brown: Come back, you coward!



Check to make sure you circled all the words pronounced with the diphthong [au]. Then read the dialogue with a partner.

## More Practice

### EXERCISE A



Read the poem aloud. Be sure to pronounce the boldfaced words containing the diphthong [au] correctly.

### The Hungry Owl

*Anonymous*

The **owl** looked **down** with his great **round** eyes  
At the lowering **cloud** and the darkening skies.

"A good night for **scouting**," says he,

"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 **tower**,

The **mouse** and birdie **crouch** and **cower**,

Back he flies in an **hour**,

"A very good supper," says he.





Work with a partner. Practice pronouncing the phrases in the box.

down and out

loud mouth

beats around the bush

throw in the towel

three's a crowd

count on you

a wallflower

paint the town red

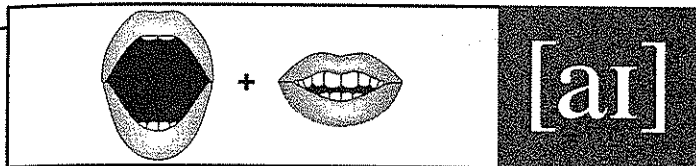
Now take turns making statements and responses, completing each response with a phrase from the box. Pay attention to your pronunciation of the boldfaced words containing the diphthong [au].

1. Statement: **Howard** is always **shouting** and attracting attention.  
Response: **Sounds** like he's a \_\_\_\_\_.
2. Statement: Mr. **Crowley** has lost all his money.  
Response: **Sounds** like he's \_\_\_\_\_.
3. Statement: Tim wouldn't leave my **spouse** and me alone last night.  
Response: **Sounds** like \_\_\_\_\_.
4. Statement: We may not be able to attend your **house** party.  
Response: **Sounds** like we won't \_\_\_\_\_.
5. Statement: Betty stayed in the corner for **hours** at the party.  
Response: **Sounds** like she's \_\_\_\_\_.
6. Statement: The **accountant** talks on and on and never gets to the point.  
Response: **Sounds** like she \_\_\_\_\_.
7. Statement: My **housekeeper** wants to quit.  
Response: **Sounds** like he is ready to \_\_\_\_\_.
8. Statement: **Paulo** is going **out** to party and dance all night.  
Response: **Sounds** like he wants to \_\_\_\_\_.

Practice [au] out loud, and you will have few doubts about the sound [au]!

# Lesson 16 [aɪ] as in *I, my, and pie*

## PRONOUNCING [aɪ]



**Lips:** Glide from an open to a slightly parted position

**Jaw:** Rises with the tongue and closes

**Tongue:** Glides from low to high near the roof of the mouth

[aɪ] is a diphthong. A diphthong is a compound vowel sound made by blending two vowels together very quickly. The diphthong [aɪ] begins with [a] and ends with [ɪ].

### Possible Pronunciation Problems

The diphthong [aɪ] should be quite easy for you to pronounce. Just watch out for irregular spelling patterns. Remember that [aɪ] is frequently represented by the letters *i* or *y*.

**EXAMPLES** ice my

**Keep trying. Your [aɪ] will be quite fine.**

## Practice

### EXERCISE A



**Listen and repeat.**

#### [aɪ] At the Beginning of Words

eye/I	item	idea
ice	aisle	icon
I'm	island	ivory
I've		

#### [aɪ] In the Middle of Words

bite/byte	fight	kind
five	rhyme	time/thyme
mind	while	height
sign		

#### [aɪ] At the End of Words

by/buy	lie/lye	sigh
cry	rye	apply
die/dye	try	deny
tie		

#### [aɪ] Spelled

<i>i</i>	<i>y</i>	<i>ie</i>	<i>igh</i>
I	my	die	high
ice	fly	pie	sight
fire	why	tie	night
bite	type	cries	delight
nice	style	fried	frighten

**hint**

The letter *i* followed by *gh*, *ld*, or *nd* is usually pronounced [aɪ].

sight wild find

When *i* is in a syllable ending in silent *e*, the letter *i* is pronounced [aɪ] (the same as the alphabet letter *i*).

bite fine refinement confine

**EXERCISE B**

**Listen and repeat. Pay attention to the boldfaced words containing the diphthong [aɪ].**

1. **Hi**!
2. **Nice** to meet you.
3. **I'm fine**.
4. What **time** is it?
5. **Nice try**!
6. **Rise** and **shine**!
7. The store is open from **nine** to **five**.
8. **I'll buy** the **item** if the **price** is **right**.
9. **I'm trying** to **type** it by **tonight**.
10. **My driver's license expires** in **July**.

**CHECK YOURSELF 1**

**Read the words aloud. Circle the word in each group that does NOT contain the diphthong [aɪ]. (For answers to Check Yourself 1 and 2, see Appendix II, page 281.)**

<b>EXAMPLE</b>	pie	line	<u>rich</u>	rice
1.	price	crime	pity	pile
2.	mind	kind	spinning	finding
3.	sign	high	fright	freight
4.	list	cite	aisle	cried
5.	gyp	bye	cry	reply
6.	niece	nice	knife	night
7.	style	failed	filed	fire
8.	pretty	try	resign	good-bye
9.	ice	eye	aim	aisle
10.	flight	fine	duty	dying

## CHECK YOURSELF 2



Read the dialogue. Practice it with a partner. Circle all the words that contain the diphthong [aɪ].

Mike: (Hi), (Myra). It's (nice) to see you.

Myra: Likewise, Mike. How are you?

Mike: I'm tired. I just came in on a night flight from Ireland.

Myra: What time did your flight arrive?

Mike: I arrived at five forty-five in the morning.

Myra: I'm surprised the airlines have a late-night flight.

Mike: If you don't mind, Myra, I think I'll go home and rest for a while. I'm really wiped out!

Myra: Why, Mike, I have a whole night lined up—dining out and going night-clubbing!

Mike: Myra, are you out of your mind?

Myra: I'm only joking. You're going right home. Sleep tight!

## More Practice

### EXERCISE A



Read the paragraph aloud. Pay attention to the boldfaced words containing the diphthong [aɪ].

### Lying!

Psychologists say that **lying** well is a special talent that is not easily **acquired**. Good **liars** can be **quite likeable**, have a charming **style**, and can look you **right** in the **eye**. **Lie**-detector tests are used about 1 million **times** a year by **private** companies, police departments, and even the **CIA**. Some people insist that **lie**-detector tests are **reliable**. However, many experts **find** that **lie**-detectors can be fooled by **biting** one's tongue. From the beginning of **time**, people have **tried** to detect **lies**. In ancient India, suspected **liars** were sent **by** themselves into a hut without any **light**. They were instructed to pull the tail of a donkey in the hut. They were told the donkey would **cry** out if the person pulling its tail was **lying**. They had no **idea** that the donkey's tail was covered in soot. The real **liars** were **identified** because they had no soot on their hands when they came out of the hut!

## EXERCISE B



Read "Going to St. Ives" aloud. Pay attention to your pronunciation of the boldfaced words with the diphthong [aɪ]. Then answer the question in the last line.

### Going to St. Ives

As I was going to St. **Ives**

**I** met a man with **nine wives**.

Each **wife** had **nine** sacks

Each sack had **nine** cats

Each cat had **nine** kits

Kits, cats, sacks, **wives**.

How many were going to St. **Ives**?

## EXERCISE C



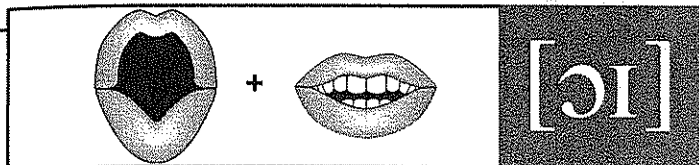
List five things that you like. The names of the things should contain the diphthong [aɪ]. Then work with a partner. Ask each other, "What do you like?" Answer with the things on your list.

**EXAMPLE** A: What do you like?

B: I like (to spend time by myself/to ride my bike at night/. . .)

Keep trying and in time your [aɪ] will be quite fine!

## PRONOUNCING [ɔɪ]



**Lips:** Glide from a tense oval shape to a relaxed, slightly parted position

**Jaw:** Rises with the tongue and closes

**Tongue:** Glides from a low position to a high position near the roof of the mouth

[ɔɪ] is a diphthong. A diphthong is a compound vowel sound made by blending two vowels together very quickly. The diphthong [ɔɪ] begins with [ɔ] and ends with [ɪ].

## Possible Pronunciation Problems

You shouldn't have many problems with the diphthong [ɔɪ]. English words with this diphthong are spelled *oy* or *oi*. There are virtually no exceptions to this rule!

**You'll enjoy pronouncing [ɔɪ]!**

## Practice

## EXERCISE A



Listen and repeat.

[ɔɪ] At the Beginning of Words

oil oyster  
oink ointment  
oily

[ɔɪ] In the Middle of Words

join foil noise  
boil coin poison  
broil avoid choice

[ɔɪ] At the End of Words

toy enjoy destroy  
boy annoy  
ploy decoy

## EXERCISE B



Read the phrases aloud. Pay attention to the boldfaced words containing the diphthong [ɔɪ].

1. girls and **boys**
2. flip a **coin**
3. Don't **annoy** me!
4. **Enjoy** yourself.
5. Lower your **voice**.

# CHECK YOURSELF 1



Read the following words. Circle the word in each group that is NOT pronounced with [ɔɪ]. (For answers to Check Yourself 1 and 2, see Appendix II, pages 281–282.)

EXAMPLE	joy	join	enjoy	jaunt
1.	voice	avoid	void	vows
2.	noise	nose	hoist	annoy
3.	towel	toy	toil	spoil
4.	Detroit	Illinois	St. Croix	New York
5.	oil	oily	foil	owl
6.	boil	broil	bow	boy
7.	poison	pounce	point	appoint
8.	poise	Joyce	Joan	soil
9.	coil	coal	coy	coin
10.	lobster	sirloin	oyster	moist

# CHECK YOURSELF 2



Read the dialogue. Circle the words that are pronounced with the diphthong [ɔɪ].

Mrs. Royce: Hi, Mr. Lloyd. Can I help you?

Mr. Lloyd: Yes, Mrs. Royce. I'd like a toy for my son, Floyd.

Mrs. Royce: We have quite a choice of toys. What about a fire truck?

Mr. Lloyd: That's too noisy. Besides, my boy would destroy it!

Mrs. Royce: Here's an oil paint set.

Mr. Lloyd: That's messy. His mother will be annoyed if he soils anything.

Mrs. Royce: Let me point out this electric train.

Mr. Lloyd: Wow! I never had a toy like that as a boy!

Mrs. Royce: Your boy will enjoy it. Mr. Lloyd? Please turn off the set. Mr. Lloyd!

Mr. Lloyd: Did you say something, Mrs. Royce? I'm playing with Floyd's new toy!

Mrs. Royce: I guess you've made your choice! I hope you let your boy use it once in a while!



Check to make sure you circled all the [ɔɪ] words. Then practice the dialogue with a partner.

## More Practice

### EXERCISE A



Read the limerick aloud. Pay attention to your pronunciation of the boldfaced words with the [ɔɪ] sound.

#### The Boy from Troy

Roy was a **boy** from **Troy**.

Who ate **oysters** with absolute **joy**.

He **boiled** them, he **broiled** them

He baked them, he **oiled** them,

And sometimes he dipped them in **soy**.

### EXERCISE B



Ask and answer the questions with a partner.

1. A: Would you rather have **broiled** or **boiled** lobster?

B: I'd rather have \_\_\_\_\_.

2. A: Would you prefer to cook fish in **oil** or wrap it in **foil** and steam it?

B: \_\_\_\_\_.

3. A: Do you ever buy **choice sirloin** or pork **loin**?

B: \_\_\_\_\_.

4. A: Do you think **noisy** children are **annoying** or **enjoyable**?

B: I think **noisy** children are \_\_\_\_\_.

5. A: Which would you **enjoy** more—a trip to **Detroit** or a trip to **Troy**?

B: I'd **enjoy** a trip to \_\_\_\_\_.

You'll soon enjoy pronouncing [ɔɪ]!





**Part 2**

**Stress, Rhythm,  
and Intonation**



Thus far, you have been studying the individual sounds of English. The sounds can be significantly affected by vocal features known as stress, rhythm, and intonation. These vocal features help to convey meaning and must be used correctly if you are to be completely understood.

**Stress** is the first vocal feature we will deal with. Speakers must stress certain syllables in words; otherwise the words would be misunderstood or sound strange. For example, improperly placed stress when pronouncing *invalid* (a chronically ill or disabled person) may make it sound like *invalid* (null; legally ineffective). Stress can also change the meaning of a sentence. “I saw a movie” is different from “I saw a **movie**.” “**He** won’t go” implies a meaning different from “He won’t **go**.” In English, proper use of stress enables you to clearly understand the difference between such words as the noun *present* (a gift) and the verb *present* (to introduce; to offer).

**Rhythm** is the second feature we will present. Rhythm is created by the strong stresses or beats in a sentence. In many languages, the rhythm is syllable-timed. This means that all vowels in all syllables are pronounced almost equally. Syllables are rarely lost or reduced as they are in English. For example, a three-word phrase in your language is not likely to become two words. In English, “ham and eggs” is squeezed into two words, “ham’n eggs.”

This reduction results because English has a stress-timed rhythm. This means that its rhythm is determined by the number of stresses, not by the number of syllables. English speakers slow down and emphasize heavily stressed words or syllables. They speed up and reduce unstressed ones. For example, the five-word phrase “I will see you tomorrow” may become “I’ll seeya t’morrow.”

**Intonation** is the final vocal feature you will learn about. Intonation patterns involve pitch and are responsible for the melody of the language. Speakers frequently depend more on intonation patterns to convey their meaning than on the pronunciation of the individual vowels and consonants. For example, in English, the same words can be used to make a statement or ask a question. If your vocal intonation rises, you are asking a question: “He speaks English?” The sentence “That’s Bill’s car” becomes the question “That’s Bill’s car?” when you raise the pitch of your voice at the end.

So now you can appreciate the common expression, “It’s not **what** you say, it’s **how** you say it!”

Although your English grammar might be perfect and you might be able to pronounce individual sounds correctly, you will still have a noticeable foreign accent until you master the stress, rhythm, and intonation patterns of English.

### Definition

Stress refers to the amount of volume that a speaker gives to a particular sound, syllable, or word while saying it. Stressed sounds and syllables are **louder** and **longer** than unstressed ones. The words *accent*, *stress*, and *emphasis* are frequently used interchangeably.

### Stress in English

A major characteristic of the English language is the use of strong and weak stress. Every word of more than one syllable has a syllable that is emphasized more than the others. Accented syllables receive more force and are **louder** than unaccented ones. Correct use of stress is essential for achieving proper pronunciation of words.

### Possible Pronunciation Problems

Many languages have specific rules for accenting words. When there is an exception to the rule, an accent mark is generally written above the stressed syllable. There are NO consistent rules in English. Consequently, you may have difficulty when attempting to accent syllables correctly.

1. If you place the stress on the **wrong** syllable:

#### EXAMPLES

**désert** (dry barren region) will sound like **dessért** (sweet foods)  
**ínvalid** (bedridden/ill person) will sound like **inválid** (void, null)

2. If you stress every vowel in a word equally and forget to reduce vowels in unaccented syllables:

#### EXAMPLES

**tomórrrow** will sound like **tómórrów**  
**becáuse** will sound like **bécaúse**

As you practice imitating your teacher or the instructor on the CD, your ability to use proper stress patterns when speaking English will improve. **BE POSITIVE AND KEEP PRACTICING!**

### Words Stressed on the First Syllable

1. The majority of two-syllable words are accented on the **FIRST** syllable.

**EXAMPLES** Túesday áwful éver bróther óven wíndow

2. Compound nouns are usually accented on the FIRST syllable.

**EXAMPLES** bédroom stóplight schoóthouse bóokstore

3. Numbers that are multiples of ten are accented on the FIRST syllable.

**EXAMPLES** twéntry thírty fórtý fífty síxty séventy

### Words Stressed on the Second Syllable

1. Reflexive pronouns are usually accented on the SECOND syllable.

**EXAMPLES** mysélf yoursélf himsélf hersélf ourséives

2. Compound verbs are usually accented on the SECOND or LAST syllable.

**EXAMPLES** outdóne outsmárt outdó outrún overloók

## Practice

### EXERCISE A



**Listen and repeat. Be sure to stress the FIRST syllable of the words on the left and the SECOND syllable of the words on the right.**

#### Stress on FIRST Syllable

ápple  
táble  
móther  
téacher  
wínter  
páper  
báseball  
bréakfast  
síxty  
éíghty

#### Stress on SECOND Syllable

aróund  
allów  
invíte  
compléte  
suppórt  
beliéve  
mysélf  
outrún  
behínd

### EXERCISE B



**The following three-syllable words have a variety of stress patterns. Listen and repeat. Remember to EMPHASIZE the stressed syllable.**

#### Primary Stress on FIRST Syllable

áccident  
stráwberry  
séventy  
yésterday  
président  
sálarý  
pérsonal  
tránsulating  
élephant  
Fébruary

#### Primary Stress on SECOND Syllable

accéptance  
vanílla  
exámine  
tomórrrow  
policeman  
emplóyer  
repaírman  
translátion  
gorílla  
Decémber

#### Primary Stress on THIRD Syllable

afternoón  
absolúte  
seventéen  
recomménd  
guarantée  
employée  
personnél  
gasolíne  
kangaróo  
overloók

## Stress in Noun / Verb Homographs

There are many two-syllable nouns and verbs that are the same in the written form. We can distinguish between these word pairs in their spoken form through the use of stress. In these pairs, the noun will always be stressed on the first syllable and the verb on the second syllable.

### EXERCISE C



Listen and repeat the noun / verb pairs. Remember to stress the *noun* on the **FIRST** syllable and *verb* on the **SECOND**.

#### Nouns

cónflict	(controversy)
cónduct	(one's behavior)
cóntent	(subject matter)
désert	(barren region)
díggest	(synopsis)
cóntest	(competition)
pérmit	(written warrant)
éxploit	(notable act, adventure)
óbject	(material thing)
íncrease	(enlargement)

#### Verbs

conflict	(to clash)
conduct	(to lead or guide)
contént	(to satisfy)
desért	(to abandon)
digést	(to absorb)
contést	(to dispute or challenge)
perμίt	(to allow or consent)
exploít	(to take advantage of)
objéct	(to oppose or disagree)
incréase	(to make larger)

### EXERCISE D



Listen and repeat the sentences. Carefully pronounce the stress pattern differences between the boldfaced words in each sentence.

1. Please **recórd** the **récord**.
2. Please don't **desért** me in the **désert**.
3. We **projéct** that the **próject** will be good.
4. The sheik was **fifty** with **fifteen** wives!
5. His hairline began **recéding** **récently**.
6. The teacher was **contént** with the **cóntent** of the report.
7. He **objécts** to the ugly **óbjects**.
8. I **mistrúst** **Míster** Smith.
9. She will **présént** you with a **présent**.
10. He will **contést** the results of the **cóntest**.

## The Prefix re-

1. When the prefix *re-* means "again," it receives strong stress.

**EXAMPLES** rédo réname ré-dress ré-sort rémake

2. When the syllable *re* begins a word, and it doesn't mean "again," it is unstressed.

**EXAMPLES** remárk redeém remínd rewárd requíre

## EXERCISE E



Listen and repeat the pairs of words and the sentences. Remember to stress **re-** only when it means "again."

- |  |   |
|--|---|
| 1. ré-mark (to mark something again)                   | remárk (to comment)                         |
| 2. ré-press (to press or iron something again)         | représs (to inhibit)                        |
| 3. ré-lay (to lay something down again)                | reláy (to pass on a message)                |
| 4. ré-dress (to dress again)                           | redréss (to correct a wrong)                |
| 5. ré-sort (to arrange or organize again)              | resórt (to take action in order to succeed) |
| 6. Rédo this model, but redúce the size.               |   |
| 7. Remínd me to ré-sort the index cards.               |   |
| 8. Will he refúse to ré-press the shirts?              |   |
| 9. The teacher will requíre you to réwrite the letter. |   |
| 10. His mom remárked that she ré-marked the clothes.   |   |

## CHECK YOURSELF 1



Read the sentences aloud. Fill in the blank with compound nouns formed from the two boldfaced words. Be sure to stress the first syllable of each compound noun. (For answers to Check Yourself 1–4, see Appendix II, pages 282–284.)

EXAMPLE A rack that holds **coats** is a coatrack.

1. **Juice** made from **oranges** is called \_\_\_\_\_.
2. A **box** used for storing **bread** is called a \_\_\_\_\_.
3. A **store** that sells **books** is called a \_\_\_\_\_.
4. A **ball** you kick with your **foot** is called a \_\_\_\_\_.
5. A **hat** you wear in the **rain** is called a \_\_\_\_\_.
6. A **store** that sells **toys** is called a \_\_\_\_\_.
7. A **man** that delivers the **mail** is called a \_\_\_\_\_.
8. A **sign** that signals you to **stop** is called a \_\_\_\_\_.
9. When you have an **ache** in your **head**, you have a \_\_\_\_\_.
10. A **store** that sells **drugs** is called a \_\_\_\_\_.



## CHECK YOURSELF 2



Listen and repeat the words. Circle the ONE word in each group that has a stress pattern different from the others.

EXAMPLE	connect	control	contain	constant
1.	agent	annoy	allow	agree
2.	upon	until	undo	under
3.	protect	program	pronoun	protein
4.	token	toaster	today	total
5.	supper	sunken	suffer	support
6.	explain	extra	excite	exam
7.	deepen	deny	devote	degree
8.	repair	reason	recent	reader
9.	invite	invent	inform	instant
10.	open	oppose	over	only

## CHECK YOURSELF 3



Listen and repeat the sentences. Circle the number of the stressed syllable in each italicized word.

- EXAMPLE      ① 2  
The *convict* escaped from jail.
- 1   2  
1. Keep a *record* of your expenses.
- 1   2  
2. The police don't *suspect* anyone.
- 1   2  
3. The student will *present* a speech.
- 1   2  
4. The *present* was not wrapped.
- 1   2   3  
5. The *invalid* was in the hospital.
- 1   2  
6. Please print your *address* clearly.
- 1   2  
7. I will send a *survey* to all students.
- 1   2  
8. Be sure to *record* your speech.
- 1   2   3  
9. The letter is in the *envelope*.
- 1   2   3  
10. I want to *envelop* the baby in my arms.

CHECK YOURSELF 4



Read the poem aloud line by line. Observe how the noun in each line is emphasized. Circle the number of the stressed syllable in each two-syllable word.

① 2

**Money**

① 2    ① 2

*Richard Armour*

1 2

Workers earn it,

1 2

Spendthrifts burn it,

1 2

Bankers lend it,

1 2

Women spend it,

1 2

Forgers fake it,

1 2

Taxes take it,

1 2

Dying leave it,

1 2

Heirs receive it,

1 2

Thrifty save it,

1 2

Misers crave it,

1 2

Robbers seize it,

1 2

Rich increase it,

1 2

Gamblers lose it . . .

I could use it!

Check your answers. Then read the poem aloud again using proper stress patterns.

## More Practice

### EXERCISE



Work with a partner. Take turns explaining the type of work that each person in the list does. Then use the word in a sentence. Be sure to stress the correct syllable in each compound noun.

**EXAMPLES** A **mailman** puts the mail in our **mailbox**.

**Mailman** is another name for **postman** or **mail** carrier.

1. mailman
2. fisherman
3. milkman
4. fireman
5. policeman
6. garbage man
7. paperboy
8. seamstress
9. lifeguard
10. babysitter
11. disc jockey
12. repairman
13. lineman
14. quarterback
15. ice skater
16. movie star
17. cameraman
18. bartender
19. dog trainer
20. saleswoman
21. salesman
22. busboy

### Sentence Stress in English

You have already learned that word stress is a major feature of English. Stress patterns go beyond the word level. Just as it sounds awkward to stress the syllables in a word incorrectly or to stress them all equally, it sounds unnatural to stress all the words in a sentence equally or improperly. Effective use of strong and weak emphasis in phrases and sentences will help you achieve your goal of sounding like a native English speaker.

### Possible Pronunciation Problems

English sentence-level stress patterns may not be used the same way as in your language. In English, specific words within a sentence are emphasized or spoken louder to make them stand out. ("It's not **his** house; it's **her** house.") Your language may use its grammar instead of word stress to convey the same meaning. Consequently, you may be confused about when to use strong stress (and when not to use it!) in English sentences. Using the stress patterns of your native language when speaking English will contribute to your foreign accent.

1. If you place the stress on the wrong word, you will:

a. completely change the meaning of your statement.

EXAMPLE

"He lives in the green **house**" (the house painted green) will sound like  
"He lives in the **greenhouse**" (where plants are grown).

b. distort your intended meaning of the sentence.

EXAMPLE

"**Steve's** my cousin" (not Sam) will sound like  
"Steve's my **cousin**" (not my brother).

2. If you give too much or equal stress to unimportant or "function words":

EXAMPLES

"I'm in the **house**" will sound like "I'm **in the** house."  
"He's at the **store**" will sound like "**He's at the** store."

After reading the explanations and listening to the CD a few times, you will begin to understand the use of English sentence stress patterns. YOU SHOULD BE VERY PROUD OF YOURSELF. YOU'VE ALREADY COME A LONG WAY!

### Words Generally Stressed in Sentences: Content Words

Content words are the important words in a sentence that convey meaning. We normally STRESS content words when speaking. Content words include all the major parts of speech such as nouns, verbs, adjectives, adverbs, and question words.

## Words Generally Unstressed in Sentences: Function Words

Function words are the unimportant words in a sentence. They don't carry as much meaning as content words. We normally do NOT stress function words when speaking. Function words include the following parts of speech:

	Examples
1. Articles	<i>the, a</i>
2. Prepositions	<i>for, of, in, to</i>
3. Pronouns	<i>I, her, him, he, she, you</i>
4. Conjunctions	<i>but, as, and</i>
5. Helping verbs	<i>is, was, are, were, has, can</i>

### Practice

#### EXERCISE A



Listen and repeat the common expressions. Be sure to stress the content words, NOT the function words.

1. sooner or later
2. in a moment
3. an apple a day
4. to tell the truth
5. as soft as a kitten
6. Silence is golden.
7. Honesty is the best policy.
8. Truth is stranger than fiction.
9. A penny saved is a penny earned.
10. To err is human; to forgive is divine.

### Stressing Words to Clarify or Change Meaning

Sometimes a speaker wants his or her sentence to convey a special meaning that it wouldn't have in the written form. This can be done by stressing a specific word in order to call attention to it. The word that receives the stress depends on the personal motive of the speaker.

**EXAMPLES** I **bought** ten ties. (I wasn't *given* the ties; I *bought* them.)  
I bought ten **ties**. (I didn't buy *shirts*; I bought *ties*.)

#### EXERCISE B



Listen and repeat the questions and responses. The boldfaced words should receive more emphasis than the other words.

- |                               |                            |
|-------------------------------|----------------------------|
| 1. <b>Who</b> likes candy?    | <b>Sam</b> likes candy.    |
| 2. <b>What</b> does Sam like? | Sam likes <b>candy</b> .   |
| 3. Is that <b>his</b> car?    | No, that's <b>her</b> car. |
| 4. Will she <b>stay</b> ?     | No, she'll <b>leave</b> .  |

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 5. <b>Where</b> are you going?     | I'm going <b>home</b> .          |
| 6. <b>Who's</b> going home?        | <b>I'm</b> going home.           |
| 7. <b>When</b> are you going home? | I'm going home <b>now</b> .      |
| 8. Did Mary <b>buy</b> a book?     | No, Mary <b>borrowed</b> a book. |
| 9. Did <b>Mary</b> buy a book?     | No, <b>Sue</b> bought a book.    |
| 10. Did Mary buy a <b>book</b> ?   | No, she bought a <b>pen</b> .    |

### Stress in Adjective/Noun Combinations

When you speak, it's important to use words that describe what you are talking about. Words that describe nouns (people, places, or things) are called adjectives. When you use adjective/noun combinations, the noun normally receives greater stress.

**EXAMPLES** big **dog**    good **book**    pretty **dress**    nice **boy**

By accidentally stressing the adjective, you might mistakenly say a compound noun with a completely different meaning. Your listeners will be confused!

**EXAMPLES** cheap **skates** (inexpensive skates) will sound like **cheapskates** (stingy people)  
yellow **jacket** (a yellow coat) will sound like **yellowjacket** (a stinging insect)

#### EXERCISE C

 **Listen and repeat the sentences. Be sure to stress only the boldfaced words or syllables.**

#### Sentences with Adjective/ Noun Combinations

I like all *blue* **birds**.  
We live in the *white* **house**.  
I don't like *dark* **rooms**.  
He sawed a *black* **board**.  
I don't like the *green* **house**.

#### Sentences with Compound Nouns

I like *blue***jays** and *blue***birds**.  
The president lives in the *White* **House**.  
Photographers work in *dark***rooms**.  
The teacher writes on the *black***board**.  
Plants grow in the *green***house**.

#### EXERCISE D

 **Listen to the dialogue. Pay careful attention to the sentence stress patterns used.**

**John:** Anna, who was on the **phone**?  
**Anna:** My old friend **Mary**.  
**John:** Mary **Jones**?  
**Anna:** No. Mary **Hall**.  
**John:** I don't know Mary **Hall**. Where is she **from**?  
**Anna:** She's from **Washington**.  
**John:** Washington the **state** or Washington the **city**?  
**Anna:** Washington, **D.C.**, our nation's **capital**.  
**John:** Is that where she **lives**?

**Anna:** Yes, she still lives in the white **house**.

**John:** The **White House**? With the **president**?

**Anna:** No, **silly**. The white **house** on **First Street**.

**John:** What did she **want**?

**Anna:** She wants to **come** here.

**John:** Come **here**? **When**?

**Anna:** In a **week**. She's bringing her black **bird**, her **collie**, her **snakes**, her . . .

**John:** **Stop!** She's bringing a **zoo** to **our** house?

**Anna:** No, John. She's opening a **pet** store here in **town**.



Now practice the dialogue with a partner. Be sure to **STRESS** the boldfaced words.

### CHECK YOURSELF 1



Read the sentences aloud. Circle all content words and underline all function words. (For answers to Check Yourself 1–3, see Appendix II, page 284.)

**EXAMPLE**    The dogs are barking.

- |                                |                              |
|--------------------------------|------------------------------|
| 1. Mary is a good friend.      | 6. The store opens at nine.  |
| 2. Steve is tall and handsome. | 7. My shoes hurt my feet.    |
| 3. It's early in the morning.  | 8. Please look for the book. |
| 4. The baby caught a cold.     | 9. He's leaving in a week.   |
| 5. I ate a piece of pie.       | 10. We walked in the snow.   |

Check your answers. Then read the sentences aloud again. Be sure to **stress** all content words and **unstress** all function words.

### CHECK YOURSELF 2



Read the sentences aloud. In each sentence, the function words have been omitted. Fill in the blanks with appropriate function words.

**EXAMPLE**    I went to the store.

1. Mary wants \_\_\_\_\_ cup \_\_\_\_\_ coffee.
2. \_\_\_\_\_ show started \_\_\_\_\_ eight.
3. \_\_\_\_\_ movie \_\_\_\_\_ very funny.
4. Sue ate \_\_\_\_\_ slice \_\_\_\_\_ cake.
5. We met \_\_\_\_\_ couple \_\_\_\_\_ friends \_\_\_\_\_ mine.

Check your answers. Then practice reading the sentences aloud again. Remember, do not stress the function words!

### CHECK YOURSELF 3



Read the sentences aloud. One word in each sentence will be stressed more than the others. Circle the word that you must stress to clarify the intended meaning of the sentence.

EXAMPLES Mary (Hall) will visit John and Anna. (Not Mary Jones.)

Mary is from (Washington). (She isn't from New York.)

1. Mary is Anna's friend. (She isn't her cousin.)
2. John is married to Anna. (They aren't engaged anymore.)
3. She's from Washington, D.C. (She's not from Washington state.)
4. She lives in the white house. (She doesn't live in the White House.)
5. Her house is on First Street. (It isn't on First Avenue.)
6. Anna and John got married three years ago. (They didn't get married five years ago.)
7. They own a small home. (They don't rent.)
8. Mary wants to come in a week. (She doesn't want to wait a month.)
9. She'll bring her collie and snakes. (She's not bringing her poodle.)
10. Mary is opening a pet store. (She isn't opening a toy store.)

### More Practice

#### EXERCISE



Read the paragraph aloud. Remember, the boldfaced words should receive more emphasis than the other words in the sentence.

#### Everybody, Somebody, Anybody, and Nobody!

Once upon a **time**, there were **four** people. They were named **Everybody**, **Somebody**, **Anybody**, and **Nobody**. An **important** job had to be done. **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it. **Somebody** got angry about that, because it was **Everybody's** job. **Everybody** thought **Anybody** could do it and that **Somebody** would do it. It ended **up, however**, that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done!

We hope this chapter on stress didn't cause you any stress! You did a beautiful job! It's time to take a break and **RELAX** for a while. When you're well rested, move on to the next lesson. *You'll soon get the RHYTHM!*



### Rhythm in English

The rhythm of conversational English is more rapid than that of formal speech. Every spoken sentence contains syllables or words that receive primary stress. Certain words within the sentence must be emphasized, while others are spoken more rapidly. To keep the sentence flowing smoothly, words are linked together into phrases and separated by pauses to convey meaning clearly. Effective use of rhythm will help you to achieve more natural-sounding speech.

### Possible Pronunciation Problems

In many languages, all vowels in all syllables are pronounced almost equally. Syllables are rarely lost or reduced as they are in English. It is likely that you are using your language's conversational rhythm patterns when speaking English. This habit will contribute to a noticeable foreign accent.

1. If you stress each word equally or too precisely:

**EXAMPLE** "He will leave at **three**" will sound like "**He** will leave at **three**."

2. If you avoid the use of contractions or reduced forms:

**EXAMPLES** "I **can't** go" will sound like "I **can not** go."

"He likes **ham'n eggs**" will sound like "He likes **ham and eggs**."

3. If you insert pauses incorrectly between the words of the sentence, you will distort the meaning of your sentence and create a choppy rhythm.

**EXAMPLE** "I don't know Joan" will sound like "I don't know, Joan."

We know this can be slightly confusing at first. Please do not be concerned!  
THE EXERCISES IN THIS CHAPTER WILL GET YOU RIGHT INTO THE RHYTHM!

### Contractions

Contractions are two words that are combined together to form one. Contractions are used frequently in spoken English and are grammatically correct. If you use the full form of the contraction in conversation, your speech will sound stilted and unnatural.

#### Contraction

I'll  
you're  
he's  
we've  
isn't

#### Full Form

I will  
you are  
he is  
we have  
is not

## Practice

### EXERCISE A



Read the pairs of sentences aloud. The first sentence is written in full form; the second contains a contraction. Listen to how smooth and natural the second sentence sounds compared with the choppy rhythm of the first sentence.

- |                          |                      |
|--------------------------|----------------------|
| 1. I am late again.      | I'm late again.      |
| 2. Mary does not know.   | Mary doesn't know.   |
| 3. You are next in line. | You're next in line. |
| 4. We have already met.  | We've already met.   |
| 5. That is right!        | That's right!        |
| 6. They will not sing.   | They won't sing.     |
| 7. Steve has not eaten.  | Steve hasn't eaten.  |
| 8. He is very nice.      | He's very nice.      |
| 9. Please do not yell.   | Please don't yell.   |
| 10. We will be there.    | We'll be there.      |

### Blending and Word Reductions

In conversational English, the words in phrases and short sentences are often blended together as if they were one word.

**EXAMPLES** "How are you?" is often pronounced "Howaryou?"  
"Do it now!" is often pronounced "Doitnow!"

When words are blended together in this manner, sounds are frequently reduced or omitted completely. (The blending of words and the reductions and omissions of sounds occur **ONLY** in conversational speech. They are **NEVER** written this way.)

**EXAMPLES** "I miss Sam" sounds like "I misam."  
"Don't take it" sounds like "Don'take it."

This style of speaking (the use of *contractions*, *blending*, and *word reductions*) is used by American English speakers in normal conversation and is perfectly acceptable spoken language. Try to use these forms as often as possible when speaking English. **YOU'LL SOON GET THE RHYTHM!**

### EXERCISE B



Listen and repeat the phrases. Be sure to blend the words together smoothly and to use reduced forms.

- |                         |                           |
|-------------------------|---------------------------|
| 1. cream'n sugar        | (cream and sugar)         |
| 2. bread'n butter       | (bread and butter)        |
| 3. ham'n cheese         | (ham and cheese)          |
| 4. pieceapie            | (piece of pie)            |
| 5. I gota school.       | (I go to school.)         |
| 6. He had a cupacoffee. | (He had a cup of coffee.) |
| 7. I wanna takeabreak.  | (I want to take a break.) |

- |                  |                    |
|------------------|--------------------|
| 8. Seeyalater.   | (See you later.)   |
| 9. Leavmealone.  | (Leave me alone.)  |
| 10. Whatimeisit? | (What time is it?) |

## Linking

Linking sounds while speaking is necessary to speak English smoothly and to sound like a native speaker of English. Linking is the connecting of the last sound in one word to the first sound of the next word. The amount of linking in a person's speech varies from speaker to speaker. However, there are two situations in which most native speakers of English use linking regularly.

When a word begins with a vowel sound, it is often pronounced as if it began with the final consonant sound of the previous word.

**EXAMPLES** "Don't ask" sounds like "Don 'task."  
 "We've eaten" sounds like "We 'veaten."

When the same consonant sound that ends one word also begins the next word, that sound should not be pronounced twice. It should be pronounced one time but with a slightly lengthened articulation.

**EXAMPLES** warm milk = war milk  
 cold day = col day

### EXERCISE C



**Listen and repeat the phrases. Be sure to pronounce the words beginning with vowel sounds as if they begin with the last consonant sound of the previous word.**

- |                         |                       |
|-------------------------|-----------------------|
| 1. take over            | (ta kover)            |
| 2. look up              | (loo kup)             |
| 3. It's open.           | (It sopen.)           |
| 4. Make a wish.         | (Ma ka wish.)         |
| 5. Kiss aunt Alice.     | (Ki saun talice.)     |
| 6. Leave him alone.     | (Leave hi malone.)    |
| 7. Let's eat now.       | (Let seat now.)       |
| 8. Call another friend. | (Ca lanother friend.) |
| 9. Jump up and down.    | (Jum pu pan down.)    |
| 10. Buy a red envelope. | (Buy a re denvelope.) |

### EXERCISE D



**Listen and repeat the phrases. Be sure to pronounce the identical consonant letters in the adjacent words as ONE sound.**

- |                           |                         |
|---------------------------|-------------------------|
| 1. Get two tickets.       | (Ge two tickets.)       |
| 2. Stop pushing me.       | (Sto pushing me.)       |
| 3. It's less serious.     | (It's le serious.)      |
| 4. My mom made lemon pie. | (My mo made lemon pie.) |
| 5. Will Linda be there?   | (Wi Linda be there?)    |

## Double Consonants

Many words in English are spelled with the same two consecutive consonant letters (e.g., “little” or “coffee”). Pronouncing the same sound twice will disrupt your rhythm of spoken English and contribute to your accent.

**EXAMPLES** pretty will sound like pret-ty  
happen will sound like hap-pen

### EXERCISE E



Read the words aloud. Be sure to pronounce the identical consonant letters in each word as ONE sound.

- |            |             |
|------------|-------------|
| 1. trigger | 9. parrot   |
| 2. coffee  | 10. paddle  |
| 3. fussy   | 11. little  |
| 4. silly   | 12. passing |
| 5. cotton  | 13. butter  |
| 6. happy   | 14. pillow  |
| 7. penny   | 15. traffic |
| 8. offer   |             |

## Phrasing and Pausing

**Phrase:** A phrase is a thought group or a group of words that convey meaning.

**Pause:** A pause is a brief moment during which the speaker is silent.

Sentences should be divided into phrases or thought groups through the use of pauses. The speaker can use a pause to convey or emphasize meaning or simply to take a breath!

### EXERCISE F



Listen and repeat the sentences. Be sure to PAUSE between phrases (marked by the slanted lines) and to blend the words in each phrase.

1. The phone book//is on the shelf.
2. Steve said//“Sue is gone.”
3. “Please help me//Sally.”
4. Mr. White//our neighbor//is very nice.
5. I don’t agree//and I won’t change my mind.
6. Please finish your homework//before you go out.
7. Dr. Stevens//our new dentist//cancelled my appointment.
8. Do you prefer to eat//steak with French fries//or steak with rice?
9. I like to go for long walks//when the weather is sunny and cool.
10. My dog barks at people//when they knock on the door.

## EXERCISE G



**Read the pairs of sentences aloud. Be sure to pause between phrases. Listen to how the meanings of the sentences change when you vary your phrasing and pausing.**

1. I know Ana. (You're talking to someone else *about* Ana.)  
I know//Ana. (You're talking directly *to* your friend Ana.)
2. Please call me Mary. (You're telling someone that *your* name is Mary.)  
Please call me//Mary. (You're asking *your friend* Mary to telephone you.)
3. Who will help Steve? (You're making an inquiry *about* Steve.)  
Who will help//Steve? (You're *directly* asking Steve a question.)
4. Tammy said//“The teacher is smart.” (Tammy says her teacher is smart.)  
“Tammy”//said the teacher//“is smart.” (The teacher says Tammy is smart.)
5. Ricky thought his friend was lazy. (Ricky is thinking his friend is lazy.)  
“Ricky”//thought his friend//“was lazy.” (The friend is thinking Ricky is lazy.)

## Sound Changes

The rapid speech of native American English speakers might be difficult for you to understand at times. Sounds in words may run together, disappear, or actually change.

**EXAMPLES** “When did you see her?” might sound like “Whenja see-er?”  
“I’ll meet you” might sound like “I’ll meetcha.”

It’s true that such expressions are not “the King’s English.” In fact, the king would probably turn over in his grave if he were to hear them! Nevertheless, American English speakers use such rhythm patterns in informal, rapid speech. It is important for you to be able to understand these expressions when you hear them.

## EXERCISE H



**Listen to the commonly used expressions presented using the rapid, informal rhythm.**

- |                   |                        |
|-------------------|------------------------|
| 1. Whatsidoin?    | (What is he doing?)    |
| 2. Whenjarive?    | (When did you arrive?) |
| 3. Saniceday!     | (It’s a nice day!)     |
| 4. Nicetameetcha. | (Nice to meet you.)    |
| 5. Whervyabeen?   | (Where have you been?) |

**CHECK YOURSELF 1**

Read the sentences aloud. Fill in the blanks with the contraction.  
Check your answers. (For answers to Check Yourself 1–3, see Appendix II, pages 285–286.)

**EXAMPLES**     He's my favorite teacher. (He is)  
                  We're good friends. (We are)

1. \_\_\_\_\_ a good student. (I am)
2. Lynn \_\_\_\_\_ play tennis. (does not)
3. \_\_\_\_\_ seen that movie. (We have)
4. \_\_\_\_\_ quite right. (You are)
5. His brother \_\_\_\_\_ come. (cannot)

**CHECK YOURSELF 2**

Read the sentences aloud, pausing where indicated. Underline the sentence in each pair that is correctly marked for pauses.

**EXAMPLE**     I finished my homework // and watched TV.  
                  I finished my // homework and watched TV.

1. Meet me at the bus stop // after you're done.  
   Meet me at the bus // stop after you're done.
2. Bill Brown the mayor will // speak tonight.  
   Bill Brown // the mayor // will speak tonight.
3. Please clean your room // before leaving.  
   Please clean your // room before leaving.
4. The truth is I don't // like it.  
   The truth is // I don't like it.
5. Cervantes // the famous author // wrote Don Quixote.  
   Cervantes the famous author wrote // Don Quixote.
6. He was there // for the first time.  
   He was there for // the first time.
7. Where there's a will // there's a way.  
   Where there's a // will there's a // way.
8. Do unto others as // you would have them do // unto you.  
   Do unto others // as you would have them // do unto you.
9. Patrick Henry said // "Give me liberty // or give me death."  
   Patrick Henry // said "Give me // liberty or give me death."
10. When in Rome do // as the Romans do.  
     When in Rome // do as the Romans do.

Check your answers. Then read aloud again the correctly marked sentences. Be sure to PAUSE where marked by the slanted lines and blend the words in each phrase.

# CHECK YOURSELF 3



Read the dialogue aloud with a partner. Circle all contractions and linked words. Then on the lines below, list these shortened forms and write their full form equivalent.

**Frances Black:** Hello, this is the Black residence. This is Frances Black speaking.

**Ellie White:** Howarya Frannie? It's Ellie. Doyawanna come over for a cupacoffee?

**Frances Black:** Eleanor, I am very sorry I can not visit you. I am going to lunch at the club.

**Ellie White:** That's OK. I'm gonna eat at Burger Palace. Why don't we go tathamovies tonight?

**Frances Black:** We will not be able to join you. We have tickets for the opera.

**Ellie White:** My husband Sam won't like that. He's more of a wrestling fan. We'll meetcha some other night.

**Frances Black:** Eleanor, I really have to go now. It has been most pleasant speaking with you.

**Ellie White:** I hafta go now, too. It's been great talking to you. (*hangs up the phone*) Frannie's a nice girl, but she hasta learnta relax!

## Reduced Forms

Howarya?  
It's

## Full Form

How are you?  
It is

Check your answers. Then change roles and read the dialogue again with a partner. Be sure to blend the words together smoothly and use the appropriate shortened forms.

## More Practice

### EXERCISE A

Record yourself while speaking to a friend by telephone. Listen to your responses carefully. Write down any sentences in which you could have used a contraction instead of the full form. Practice saying the sentences again using the contractions.

## EXERCISE B



Read the poems aloud several times. Thought groups or phrases have been marked for you to follow. Be sure to blend the words within each phrase together smoothly without chopping them up with unnecessary pauses. Also, concentrate on linking the final consonant of one word to the initial vowel sound of the next word within each phrase.

### Gifts

*James Thomson*

Give a man// a horse he can ride, //  
Give a man// a boat he can sail; //  
And his rank and wealth, // his strength and health //  
On sea // nor shore // shall fail. //

Give a man// a pipe he can smoke, //  
Give a man// a book he can read; //  
And his home is bright // with a calm delight, //  
Though the room be poor // indeed. //

Give a man// a girl he can love, //  
As I, // O my love, // love thee; //  
And his hand is great // with the pulse of Fate, //  
At home, // on land, // on sea.

### Paul Revere's Ride (Excerpt)

*Henry Wadsworth Longfellow*

*Paul Revere is famous for his part in the American Revolution. He rode through the streets at midnight, warning "The British are coming!" to everyone who would listen.*

Listen, // my children, // and you shall hear //  
Of the midnight ride // of Paul Revere, //  
On the eighteenth of April, // in Seventy-Five: //  
Hardly a man // is now alive //  
Who remembers // that famous day // and year. //

He said to his friend, // "If the British march //  
By land or sea // from the town tonight, //  
Hang a lantern aloft // in the belfry arch //  
Of the North Church tower // as a signal light, //  
One // if by land, // and two // if by sea; //  
And I // on the opposite shore will be, //  
Ready to ride // and spread the alarm //  
Through every Middlesex village // and farm, //  
For the country-folk // to be up // and to arm." //



So through the night//rode Paul Revere;//  
And so through the night//went his cry of alarm//  
To every Middlesex village//and farm, //  
A cry of defiance//and not of fear, //  
A voice in the darkness, //a knock at the door, //  
And a word//that shall echo//forevermore! //  
For, //borne on the night-wind//of the Past, //  
Through all our history, //to the last, //  
In the hour of darkness//and peril//and need, //  
The people will waken//and listen to hear//  
The hurrying hoof-beats//of that steed, //  
And the midnight message//of Paul Revere. //

## Lesson 22 Intonation

### Definition

Intonation refers to the use of melody and the rise and fall of the voice when speaking. Each language uses rising and falling pitches differently and has its own distinctive melody and intonation patterns. In fact, babies usually recognize and use the intonation of their native language before they learn actual speech sounds and words.

### Intonation in English

Intonation can convey grammatical meaning as well as the speaker's attitude. It will "tell" whether a person is making a statement or asking a question; it will also indicate if the person is confident, doubtful, shy, annoyed, or impatient. Correct use of intonation is necessary to convey your message correctly and to make you sound like a native English speaker.

### Possible Pronunciation Problems

English has several basic intonation contours. However, there are many more possible variations that change with a speaker's intended meaning, attitude, and emotional state of mind. Without realizing it, you can confuse your listeners by using incorrect English intonation patterns.

1. If your voice rises when it should fall, you will:
  - a. change a declarative sentence into a question.
  - b. sound doubtful or annoyed.
2. If your voice stays level when it should either rise or fall, you will:
  - a. sound bored or uninterested.
  - b. confuse your listeners into thinking you didn't finish your sentence or question.

**EXAMPLE**

"That's Bill's car" will sound like "That's Bill's car?"

**EXAMPLE**

"I went home" will sound like "I went home . . . and . . ."

Listen to the CD several times before trying to imitate the instructor. With practice, you will soon notice a great improvement. KEEP UP THE GOOD WORK!

## Phrases Ending with a Falling Pitch

1. Declarative sentences

**EXAMPLES** Linda is my sister. ↘ He is not going. ↘

2. Questions that require more than a *yes/no* response (such question words include *who, what, when, why, where, which, how*)

**EXAMPLES** Where is my book? ↘ (On the table. ↘)  
When did he leave? ↘ (At three o'clock. ↘)

## Phrases Ending with a Rising Pitch

1. Questions that ask for a *yes/no* response (such question words include *can, do, will, would, may, and is*)

**EXAMPLES** Will you stay? ↗ (No, I can't. ↘)  
Do you like school? ↗ (Yes, I do. ↘)

2. Statements that express doubt or uncertainty

**EXAMPLES** I'm not positive. ↗  
I think he's coming. ↗

## Practice

### EXERCISE A



**Listen and repeat the statements. Make your voice *fall* at the end of each of the sentences. Remember, questions that cannot be answered with *yes* or *no* take the same *downward* intonation as declarative sentences.**

1. I have four brothers. ↘
2. He is not my friend. ↘
3. We like ice cream. ↘
4. Tim bought a new car. ↘
5. She likes to play tennis. ↘
6. What is your name? ↘
7. How is your family? ↘
8. Who will drive you home? ↘
9. Why did he leave? ↘
10. Which book is yours? ↘

## EXERCISE B



Listen and repeat the *yes/no* questions and sample responses. Be sure your voice *rises* ↗ at the end of each question and *falls* ↘ at the end of each response.

<u>Yes/No Questions</u> ↗	<u>Responses</u> ↘
1. Can you see?	Yes, I can.
2. Does he play golf?	Yes, he does.
3. May I borrow it?	Yes, you may.
4. Will she help?	No, she won't.
5. Did he arrive?	Yes, he's here now.
6. Is Susan your sister?	No, she's my friend.
7. Have they eaten?	Yes, they ate at two.
8. May I help you?	Yes, please do.
9. Are we leaving?	No, we're staying.
10. Can my friends stay?	Yes, they can.

## Sounding Confident Instead of Uncertain

As was already discussed, a *falling* pitch should be used at the end of declarative sentences. It will help you sound confident and sure of yourself. On the other hand, using an *upward* pitch at the end of the same sentences indicates that the speaker is doubtful or uncertain about what he or she is saying.

**EXAMPLE** They have twenty children. ↘ (stated as a fact)

They have twenty children. ↗ (stated with doubt or disbelief)

## EXERCISE C



Listen and repeat the statements. Use a *falling* pitch to end the sentences on the left and an *upward* pitch to end the sentences on the right. (Notice how the *falling* pitch in the first reading helps you to sound sure of yourself, while the *rising* pitch in the second reading makes you sound doubtful or uncertain.)

<u>Stated with Certainty</u> ↘	<u>Stated with Doubt</u> ↗
1. He ate twenty-five hot dogs.	He ate twenty-five hot dogs.
2. The boss gave him a raise.	The boss gave him a raise.
3. You ran 55 miles.	You ran 55 miles.
4. Mike was elected president.	Mike was elected president.
5. It's already three o'clock.	It's already three o'clock.

## Intonation in Sentences with Two or More Phrases

Intonation also tells the listener whether a speaker has completed the statement or question or whether he or she has more to say. Many sentences are spoken with two or more phrases joined together with such connecting words as *and*, *if*, *so*, or *but*.

**EXAMPLES** He can sing, **but** he can't dance.

We were hungry, thirsty, **and** tired.

If your voice drops after the first phrase, your listener will think you are finished with the sentence. To make it clear that you have more to say, you must keep your voice *level* → before the connecting word. There are three main types of sentences:

1. Declarative sentences with two or more phrases

Keep your voice *level* → before the connecting word and *lower* it at the end. ↘

**EXAMPLES** I must buy coffee →, tea →, and milk. ↘  
She speaks French → but not Spanish. ↘

2. Questions presenting two or more choices

This intonation pattern is the same as for declarative sentences with two or more phrases. Keep your voice *level* → before the connecting word and *lower* it when you finish your question. ↘

**EXAMPLES** Would you like cake → or pie? ↘  
Is he leaving tomorrow → or Sunday? ↘

3. Yes/No questions with two or more phrases

Keep your voice *level* → before the connecting word, and use a *rising pitch* ↗ at the end of your question.

**EXAMPLES** Will you come → if I drive you? ↗  
Did he like the new belt → and gloves I bought? ↗

**EXERCISE D**



**Listen and repeat the statements and questions. (The arrows are there to remind you to use the proper intonation patterns.)**

1. May I leave now →, or should I wait ↘?
2. Did you buy a new hat → or pants ↘?
3. He missed his bus → but arrived on time ↘.
4. Call me later →, if it's not too late ↘.
5. Will you visit us → if you're in town ↗?
6. I'll leave early →, so I won't miss the plane ↘.
7. Do you like grapes →, pears →, and plums ↗?
8. He's good at math → but not spelling ↘.
9. You may stay up late → if you finish your homework ↘.
10. He went sailing →, swimming →, and fishing ↘.

# CHECK YOURSELF 1



Listen and repeat the statements and questions. Indicate whether they have a falling or rising intonation by marking an X in the appropriate column. (For answers to Check Yourself 1–3, see Appendix II, pages 286–287.)

	Falling	Rising
EXAMPLES I feel fine.	<u>X</u>	_____
Can you sing?	_____	<u>X</u>
1. When's your birthday?	_____	_____
2. Did you see my friend?	_____	_____
3. How are you?	_____	_____
4. I'm fine, thank you.	_____	_____
5. Why were you absent?	_____	_____
6. Can you have dinner?	_____	_____
7. How do you know?	_____	_____
8. I don't like beets.	_____	_____
9. Where is my pencil?	_____	_____
10. Will you drive me home?	_____	_____

# CHECK YOURSELF 2



Read the multiple-phrase sentences aloud. Draw the correct intonation arrows in the blanks (↘ = voice falls; → = voice stays level; ↗ = voice rises).

EXAMPLE Do you want coffee →, tea →, or milk ↘?

- We enjoy swimming \_\_\_\_\_, hiking \_\_\_\_\_, and tennis \_\_\_\_\_.
- Is a barbecue all right \_\_\_\_\_ if it doesn't rain \_\_\_\_\_?
- If it rains tomorrow \_\_\_\_\_, the game is off \_\_\_\_\_.
- Is he sick \_\_\_\_\_? I hope not \_\_\_\_\_.
- Please bring me the hammer \_\_\_\_\_, nails \_\_\_\_\_, and scissors \_\_\_\_\_.
- Do you like grapes \_\_\_\_\_, pears \_\_\_\_\_, and plums \_\_\_\_\_?
- May I leave now \_\_\_\_\_, or should I wait \_\_\_\_\_?
- He's good at math \_\_\_\_\_ but not spelling \_\_\_\_\_.
- Call me later \_\_\_\_\_ if it's not too late \_\_\_\_\_.
- Will you visit us \_\_\_\_\_ if you're in town \_\_\_\_\_?



Read the joke. In the blank spaces, draw the correct intonation arrows (↘ = voice falls; → = voice stays level; ↗ = voice rises). To help you, sentence stress patterns and some intonation arrows are already provided.

### Sam Can't Tell a Joke!

Sam →, a convicted **felon** \_\_\_\_\_, was sentenced to life in **prison** ↘. When he arrived at the **prison** \_\_\_\_\_, the other inmates were sitting around calling out **numbers** \_\_\_\_\_. He heard **Bill** call \_\_\_\_\_, "One thousand **twenty**" \_\_\_\_\_. Then **Joe** bellowed \_\_\_\_\_, "Two hundred **forty**" \_\_\_\_\_. "Does anyone know three thousand **two**" ↗? asked **Mark** happily \_\_\_\_\_. Each time a number was **called** \_\_\_\_\_, the men **roared** with laughter \_\_\_\_\_. **Sam** asked \_\_\_\_\_, "**What's** so funny \_\_\_\_\_? **What** is everyone laughing at" \_\_\_\_\_?

**Bill** explained \_\_\_\_\_. "**Well** \_\_\_\_\_, we know **thousands** of jokes \_\_\_\_\_. It would take **too** long to **tell** each one \_\_\_\_\_. So we've **numbered** all of them \_\_\_\_\_. When we want to tell a **joke** \_\_\_\_\_, we simply call out its **number**" \_\_\_\_\_. Sam asked hopefully \_\_\_\_\_, "Will you guys teach **me** all the jokes \_\_\_\_\_ **and** their numbers" \_\_\_\_\_?

Bill taught Sam **all** of the jokes **and** their numbers \_\_\_\_\_. One **day** \_\_\_\_\_, while the inmates were telling **jokes** \_\_\_\_\_, **Sam** called \_\_\_\_\_, "**Five hundred**" \_\_\_\_\_. **No** one laughed \_\_\_\_\_. He **shouted** \_\_\_\_\_, "**Five hundred**" \_\_\_\_\_. Still **no** one laughed \_\_\_\_\_. "I don't get it \_\_\_\_\_. **Why** isn't anyone laughing \_\_\_\_\_? Isn't number **five hundred** one of our **funniest** jokes" \_\_\_\_\_? "**Yes**" \_\_\_\_\_, replied **Bill** \_\_\_\_\_, "but you didn't **tell** it right" \_\_\_\_\_!

### More Practice

#### EXERCISE



Read the dialogue aloud with a partner. Use the correct sentence stress and intonation patterns as indicated by the boldfaced words and intonation arrows (↘ = voice falls; → = voice stays level; ↗ = voice rises).

**Husband:** **Hi, honey** ↘. What did you do **today** ↘?

**Wife:** I went **shopping** ↘.

**Husband:** You went **shopping** ↗? **Again** ↗?

**Wife:** **Yes** ↘. The store had a **big** sale ↘. **Everything** was **half-price** ↘.

**Husband:** What did you buy **now** ↘?

**Wife:** I bought this **blouse** for thirty dollars \. Isn't it **stunning** ↗?

**Husband:** **Yes** →, it's stunning \. **I'm** the one that's stunned \.

**Wife:** Do you like the **green** hat → or the **red** one \?

**Husband:** I like the **cheaper** one \.

**Wife:** I also bought a **belt** →, **scarf** →, **dress** →, and **shoes** \.

**Husband:** **Stop** it \! I'm afraid to hear **any more** \. Do we have **any** money left ↗?

**Wife:** **Yes**, dear →, we have **lots** of money left \. I **saved** two hundred dollars on my new clothes →, so I bought **you** a set of **golf** clubs \.

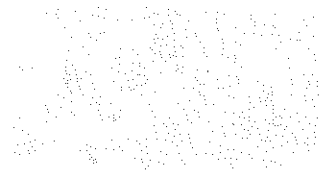
**Husband:** **Really** ↗? I always said you were a **great** shopper \!





**Part 3**

**Consonants**



## Lesson 23 Pronouncing the Consonants of American English

You have probably discovered that English spelling patterns are inconsistent and are not always a reliable guide to pronunciation. For example, in the following words, the letters *ch* represent *three* different sounds.

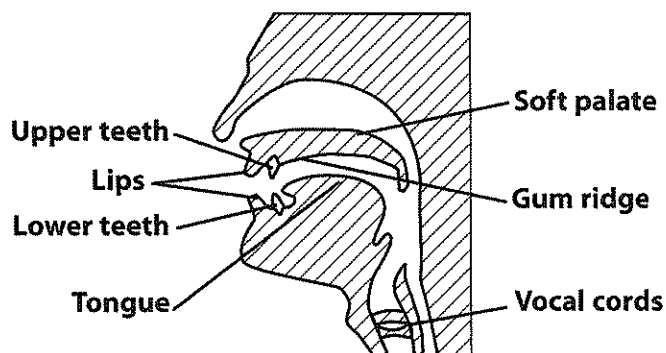
machine      chain      mechanic

Pretty confusing, right? That's why the International Phonetic Alphabet (IPA) is helpful. The IPA, which is used all over the world, consists of a set of symbols in which ONE symbol always represents ONE sound.

As with the vowels in Part 1, each consonant will be introduced and explained one at a time. To help you learn the exact pronunciation of the phonetic symbols and key words, a Key to Pronouncing the Consonants of American English is presented on page 117. Refer to it, and listen to the pronunciation of the sounds, as needed.

### Definitions

As you progress through the consonant lessons, you will frequently see the terms *gum ridge*, *soft palate*, *aspiration*, *voiced consonant*, *voiceless consonant*, and *articulators*. We will now define these terms for you.



**Articulators:** The articulators are the different parts of the mouth area that we use when speaking, such as the lips, tongue, soft palate, teeth, and jaw.

**Gum ridge:** The gum ridge is the hard part of the roof of your mouth just behind your upper front teeth.

**Soft palate:** The soft palate is the soft, movable, rear portion of the roof of your mouth.

**Aspiration:** Aspiration means the action of pronouncing a sound with a puff of released breath. The English consonants [p], [t], [k], and [h] are “aspirate” sounds. They should be produced with a strong puff of air.

**Voiced consonant:** A voiced consonant is a sound produced when the vocal cords are vibrating. Place your hand on your throat over your vocal cords while making a humming sound. You can feel your vocal cords vibrate as you say “mmmmmmmmmm.”

**Voiceless Consonant:** A voiceless consonant is a sound made with no vibration of the vocal cords. Put your hand over your vocal cords and make the hissing sound “ssssssss.” You will not feel any vibration this time!

The various consonant sounds are created by:

1. The position of your articulators. For example, the tip of your tongue must touch the upper gum ridge to say sounds like [t], [d], [n], or [l], but must protrude between your teeth to say [θ] as in *think* or [ð] as in *them*.
2. The way the breath stream comes from your mouth or nose. For example, the breath stream, or airstream, is continuous for the consonants [s] or [f], but is completely stopped and then exploded for [p] or [t]. The airstream flows through the *nose* for [m], [n], and [ŋ] and through the *mouth* for all other consonants.
3. The vibration of your vocal cords. For example, your vocal cords do not vibrate for the sounds [s], [f], or [t], but you must add “voicing” for the sounds [z], [v], or [d].

The chart on the right categorizes the voiced and voiceless consonants. Don’t try to memorize the chart! Just put your hand over your vocal cords as you practice saying the sounds. You will be able to hear and *feel* the difference between voiced and voiceless consonants.

Voiced	Voiceless
[b]	[p]
[d]	[t]
[g]	[k]
[v]	[f]
[z]	[s]
[ð]	[θ]
[dʒ]	[tʃ]
[ʒ]	[ʃ]
[m], [n], [ŋ]	[h]
[j], [w], [l], [r]	

## Key to Pronouncing the Consonants of American English

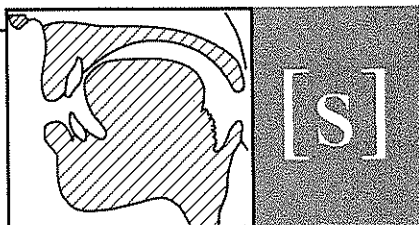
### INTERNATIONAL PHONETIC ALPHABET SYMBOL

### ENGLISH KEY WORDS

[s]	sit, basket, kiss
[z]	zoo, busy, buzz
[t]	top, return, cat
[d]	day, ladder, bed
[θ]	think, bathtub, mouth
[ð]	the, father, smooth
[ʃ]	shoe, nation, wish
[tʃ]	chair, witch
[ʒ]	rouge, vision, measure
[dʒ]	jaw, magic, age
[j]	you, yes
[p]	pay, apple, stop
[b]	boy, rabbit, tub
[f]	fun, office, if
[v]	very, over, save
[k]	cake, car, book
[g]	go, begin, egg
[w]	we, away
[l]	lamp, pillow, bell
[r]	red, marry, car
[h]	hat, behind
[m]	me, swim
[n]	no, run
[ŋ]	sing, playing

# Lesson 24 [s] as in *sit, basket, and kiss* and [z] as in *zoo, busy, and buzz*

## PRONOUNCING [s]



**Tongue tip:** Near but not touching gum ridge behind upper front teeth

**Airstream:** Continuous without interruption

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The sound [s] is a common sound. Some speakers may incorrectly say [ε] before [s] in English. Others may say [ʃ] instead of [s] before [i] and [r].

**EXAMPLES** If you produce [ε] before [s]: **state** will sound like **estate**.

If you say [ʃ] instead of [s]: **sip** will sound like **ship**.

As you say [s], keep the airstream steady, like the hissing sound of a snake (ssssssss)!

**So study and practice; you'll soon have success with [s]!**

## Practice

### EXERCISE A



Listen and repeat.

#### [s] At the Beginning of Words

sky	skip	snake
sad	spell	skate
spin	study	school
slow		

#### [s] In the Middle of Words

lesson	custom	castle
racing	basket	history
listen	answer	fast
pencil		

#### [s] At the End of Words

bus	face	course
yes	makes	class
box	house	plus
miss		

#### [s] Spelled

s	c	x ([ks])	ss
spy	cell	six	kiss
ski	ice	fix	less
smoke	lace	fox	dresser
steal	cent	tax	message
desk	center	oxen	

**note**

Less frequent spelling patterns for [s] consist of the letters z and sc.

waltz    pretzel    scent    scene

**hint**

The letter c followed by e, i, or y is usually pronounced [s].

cent    place    society    fancy

The letter s in plural nouns is pronounced [s] when it follows most voiceless consonants.

books    coats    cuffs    maps

**EXERCISE B**

**Listen and repeat. Pay attention to the consonant [s] in the boldfaced words.**

1. stop sign
2. small mistake
3. start and stop
4. Nice to see you.
5. Stand straight.
6. Sit still!
7. Speak for yourself.
8. The swimmer was slow and steady.
9. The grocery store started selling seafood.
10. Stan stopped smoking cigars.
11. We had steak and spinach for supper.
12. Students study in school.
13. I rest on Saturday and Sunday.
14. The sportsman likes to ski and skate.
15. Stacy speaks Spanish.

**CHECK YOURSELF**

**Listen and circle the letter s in each word that is pronounced [s]. (Only ONE s in each word is actually pronounced [s].) (For answers, see Appendix II, page 287.)**

**EXAMPLE**    ⑤urprise

- |             |              |
|-------------|--------------|
| 1. suppose  | 6. salesman  |
| 2. Susan    | 7. season    |
| 3. disaster | 8. resist    |
| 4. easiest  | 9. presents  |
| 5. posters  | 10. business |

**Check your answers. Then practice pronouncing the words.**



## More Practice

### EXERCISE



Read aloud the essay about Thomas Edison. Pay attention to the boldfaced words containing the [s] sound.

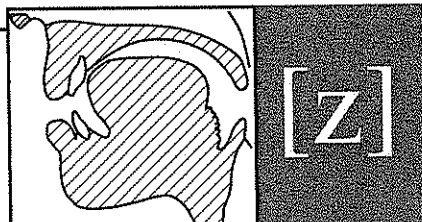
### Silence Is Literally Golden!

**Thomas Edison** was a great American inventor. **This** is a true **story** about how **silence** really paid off for him. He invented a new ticker; the **Western Union Company** wanted to **purchase** it. **Edison** didn't know how much to **ask**. He **requested** **several** days to think about the **selling price**.

**Thomas** and **Mrs. Edison** **discussed** **Western Union's** offer. **Mrs. Edison** **suggested** that he **ask** twenty thousand dollars (\$20,000). He was **stunned** by this **staggering price** but **accepted** his **wife's advice**.

When the **Western Union officer** **asked** Mr. **Edison**, "What **price** have you **decided** to **ask**?" Mr. **Edison** **started** to **state** \$20,000, but the amount got **stuck** on his tongue. He **stood** there **speechless**. The **Western Union** negotiator became impatient with Mr. **Edison's silence** and **asked**, "Will you **accept** one hundred thousand dollars (\$100,000)?" **So**, as you can **see**, **silence** can be golden!

## PRONOUNCING [z]



**Tongue tip:** In the same position as for [s]

**Airstream:** Continuous without interruption

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

The sound [z] is not a common sound. Many students pronounce the letter z in English as an [s] or [d]. Also, irregular English spelling patterns contribute to problems with this consonant.

**EXAMPLES** If you say [s] instead of [z]: **zoo** will sound like **Sue**.  
**eyes** will sound like **ice**.

If you say [dʒ] instead of [z]: **zest** will sound like **jest**.

Remember, [z] is a voiced sound; your vocal cords **MUST** vibrate or you will say [s] by mistake.

**Think of the buzzing sound of a bee (bzzzzzzzzzz) and you'll say your Zs with ease!**

## Practice

### EXERCISE A



**Listen and repeat. Put your hand on your throat so that you can feel your vocal cords vibrate as you pronounce the consonant [z].**

#### [z] At the Beginning of Words

zoo	zinc	zebra
zeal	zero	zipper
zest	zone	

#### [z] In the Middle of Words

lazy	crazy	dizzy
busy	razor	cousin
easy	dozen	puzzle

#### [z] At the End of Words

as	was	raise
is	buzz	amaze
his	daze	breeze

#### [z] Spelled

z	s
zip	has
size	eyes
seize	rose
lizard	these
sneeze	bruise

### note

The letter x is a less common spelling pattern for [z].

xylophone      Xerox

### hint

The letter s is usually pronounced [z] when between vowels and in a stressed syllable.

deserve      because      resign

The letter s in plural nouns is pronounced [z] when it follows a vowel or most voiced consonants.

shoes      legs      leaves      beds      cars

The vowel BEFORE [z] at the end of a word is always prolonged more than before [s]. (Vowels are also prolonged before [b], [d], [v], and [g] at the end of a word.) Prolonging the vowel before [z] helps to distinguish it from [s].

eyes      breeze      rise      buzz

## EXERCISE B



Listen and repeat. Remember to add voicing when pronouncing the consonant [z] in the boldfaced words.

1. Easy does it.
2. zero degrees
3. a cool breeze
4. a dozen eggs
5. busy as a bee
6. Close your eyes.
7. The puzzle is easy.
8. Does Zachary raise flowers?
9. There are zebras and lions at the zoo.
10. His cousin comes from New Zealand.
11. The museum is closed on Tuesday.
12. My husband gave me a dozen roses.
13. I'm crazy about raisins and apples.
14. Zelda took a cruise to Brazil.
15. The jazz music is pleasant.

## CHECK YOURSELF



Listen and circle the word in each group that is NOT pronounced with [z]. (For answers, see Appendix II, pages 287–288.)

EXAMPLE	is	was	his	(this)
1. eyes	nose	wrist	ears	
2. walls	waltz	wells	ways	
3. carrots	apples	peas	raisins	
4. pleasing	pleasant	pleasure	please	
5. deserve	daisy	serve	design	
6. cease	seize	size	sings	
7. Tuesday	Thursday	Wednesday	Saturday	
8. east	ease	easy	tease	
9. rose	rice	raise	rise	
10. fox	xylophone	clothes	zero	

## More Practice

### EXERCISE



Zelda and Zachary need help completing their crossword puzzle. Read the dialogue with a partner, filling in the missing words containing [z]. Also pay attention to your pronunciation of the boldfaced words containing [z].

**Zelda:** Zachary, this crossword **puzzle** is driving me **crazy**. What's a seven-letter word that **means** "surprising or unbelievable"?

**Zachary:** Zelda, I'll give you a hint. It **rhymes** with *hazing*.

**Zelda:** Oh, "a \_ \_ \_ z \_ \_ \_." Thanks. How about a four-letter word **representing** a form of American **Music**? Never mind, I've got it: " \_ \_ \_ z \_ ." That was easy.

**Zachary:** These are **flowers**, but they're not **zinnias** or **daisies**.

**Zelda:** " \_ \_ \_ s \_ e \_ s ." Let's try another one. What is a trip on a boat called? It **rhymes** with **lose**. Oh, wait; I know. It's " \_ \_ \_ \_ \_ s \_ ."

**Zachary:** I got this one. The name of a mineral that **begins** with **z**: "z \_ \_ \_ \_ ."

**Zelda:** This **quiz** is getting **easier**. An animal with stripes that **is** seen at the **zoo**.

**Zachary:** "Z \_ \_ \_ \_ \_ ." Here **is** the last one. A **musical** instrument that **begins** with *x*. **Please** help me.

**Zelda:** I always want to **please** my husband. So **here's** the word: "x \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ."

## LESSON REVIEW: [s] and [z]

### EXERCISE A



Listen and repeat each pair of words or sentences. Remember, [z] is a voiced sound; your vocal cords should vibrate. And be sure to prolong any vowel BEFORE the sound [z].

[s]

1. Sue
2. face
3. race
4. bus
5. ice
6. We saw the **place**.
7. They made **peace**.
8. The **price** was \$100.
9. Did you see the **racer**?
10. He lost the **race**.

[z]

- zoo
- phase
- raise
- buzz
- eyes
- We saw the **plays**.
- They made **peas**.
- The **prize** was \$100.
- Did you see the **razor**?
- He lost the **raise**.

## EXERCISE B



Listen and repeat.

1. Sue went to the zoo.  
[s] [z]
2. Put ice on your eyes.  
[s] [z]
3. My niece hurt her knees.  
[s] [z]
4. The president set a precedent.  
[z] [s]
5. The baby will lose his loose tooth.  
[z] [s]

## [s] vs. [z] in Noun/Verb Homographs

Several nouns and verbs are the same in the written form. However, we can distinguish between these word pairs in their spoken form. The letter *s* in the noun form is usually pronounced [s]; in the verb form, it is usually pronounced [z].

## EXERCISE C



Listen and repeat. Be sure to add "voice" to the letter *s* when saying the verbs.

### Nouns

*s* = [s]

- excuse (a reason)
- house (residence)
- use (purpose) use (utilize)
- abuse (mistreatment)

### Verbs

*s* = [z]

- excuse (to forgive)
- house (to shelter)
- abuse (injure)

## EXERCISE D



Listen and repeat. Pay attention to the boldfaced words. Be sure to distinguish between the voiceless [s] in the nouns and the voiced [z] in the verbs.

1. Please excuse me.  
[z] [z]
2. He has a good excuse.  
[z] [s]
3. May I use your car?  
[z]
4. The object has no use.  
[z] [s]
5. The museum will house the painting.  
[z] [z]
6. We bought a new house.  
[s]
7. Child abuse is a terrible thing.  
[s]
8. Please don't abuse me.  
[z] [z]

# CHECK YOURSELF 1



Listen. Two of the words in each group will be the same; one will be different. Circle the number of the word that is different. (For answers to Check Yourself 1-4, see Appendix II, pages 288-289.)

EXAMPLE      You hear      prize      price      price  
                          You circle      ①      2      3

1. 1      2      3
2. 1      2      3
3. 1      2      3
4. 1      2      3
5. 1      2      3
6. 1      2      3
7. 1      2      3
8. 1      2      3
9. 1      2      3
10. 1      2      3

# CHECK YOURSELF 2



Read the sentences aloud. In the brackets above each boldfaced word, write [s] or [z].

EXAMPLE      [s]    [s]    [z]  
                          Silence is golden.

1. It's raining **cats** and **dogs**.  
                               []                []                []
2. Come **as** **soon** **as** **possible**.  
                               [] []                []                []
3. **Strike** while the iron **is** hot.  
                               []                                        []
4. Kill two **birds** with one **stone**.  
                               []                                        []
5. **Misery** loves company.

## CHECK YOURSELF 3



Listen and circle the word used to complete each sentence.

EXAMPLE The sweater was (fussy/[s] [z]fuzzy).

1. We finally won the ([s] [z]race/raise).
2. I know that ([s] [z]face/phase).
3. He gave me a good ([s] [z]price/prize).
4. Look at her small ([s] [z]niece/knees).
5. We must accept the ([s] [z]loss/laws).
6. The sheep have ([s] [z]fleece/fleas).
7. Did you hear the ([s] [z]bus/buzz)?
8. His dog has a large ([s] [z]muscle/muzzle).
9. How much is the ([s] [z]sink/zinc)?
10. I can identify the ([s] [z]spice/spies).

## CHECK YOURSELF 4



Listen. Circle the words pronounced with [s] and underline the words pronounced with [z]. Then practice reading the limericks aloud.

## A Man Named (Stu)

A man from (Texas) named Stu  
Was crazy about Silly Sue.

He proposed twenty times,  
 Using song, dance, and rhymes  
 Until Sue said to Stu, "I do!"

## A Girl Named Maxine

There was a slim girl called Maxine  
 Who loved cooking Spanish cuisine.  
 She spent days eating rice,  
 Lots of chicken and spice.  
 Now Maxine is no longer lean!

## More Practice

### EXERCISE



Read the paragraph about Julius Caesar aloud. Be sure to pronounce all the boldfaced [s] and [z] words correctly.

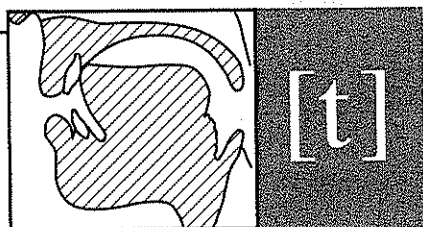
#### Julius Caesar

[s] [s] [z] [z] [s] [s] [z] [s]  
**Julius Caesar** is one of the **most famous leaders** in **history**. He  
[s] [z] [z][s] [z] [z][s]  
became **master** of Italy **because** of **his skills** as **soldier** and  
[s] [s] [z][z] [z] [z] [z]  
**statesman**. **His zeal** and **wisdom** brought **positive changes**.  
[z] [z] [s] [s]  
He **reorganized** the government and **raised** the **status** of the poor. But  
[z][s] [z] [z] [s] [s]  
he **was stabbed** to death by **his enemies Brutus** and **Cassius**.  
[s] [s] [z] [s][s] [z] [s]  
**Shakespeare said** in **his** play about **Julius Caesar**, "Men at **some** time  
[s] [z] [s] [s] [z] [s] [z]  
are **masters** of their **fates**: The fault, dear **Brutus**, **is** not in our **stars**,  
[s] [z] [z]  
but in **ourselves**, that we are **underlings**."



# Lesson 25 [t] as in *top*, *return*, and *cat*

## PRONOUNCING [t]



**Tongue tip:** Firmly pressed against gum ridge behind upper front teeth

**Airstream:** Stopped and then exploded

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The consonant [t] is a common sound and, for many learners, it does not cause much difficulty. When pronouncing [t], your tongue tip should touch the upper gum ridge, NOT the back of your upper front teeth. [t] must be said with strong aspiration and a puff of air or it might sound like [d]. Some speakers tend to say [ts] instead of [t] before [u] or [tʃ] in place of [t] before [i] and [ɪ].

**EXAMPLES** If you say [d] instead of [t]: **two** will sound like **do**.  
 If you say [ts] instead of [t]: **tune** will sound like **tsune**.  
 If you say [tʃ] instead of [t]: **tease** will sound like **cheese**.

Practice saying [t] while loosely holding a tissue in front of your mouth. If you aspirate [t] correctly and say it with a puff of air, your tissue will flutter.

**So—be sure to practice all the time; you'll make a terrific [t].**

## Practice

### EXERCISE A



Listen and repeat.

#### [t] At the Beginning of Words

to	talk	time
ten	tell	table
try	tree	terrible
top		

#### [t] In the Middle of Words

until	attend	between
after	return	contain
empty	winter	printing
wanted		

#### [t] At the End of Words

it	went	state
but	late	fruit
ate	light	apart
boat		

**hint**

The letter *t* is usually pronounced [t].

The letters *ed* in past tense verbs are pronounced [t] when they follow a voiceless consonant.

stopped      looked      kissed      washed

When [t] is between two vowels and follows a stressed syllable (as in *water*, *butter*, and *city*), it is NOT aspirated.

When [t] follows *s* (as in *stop*, *stay*, *stick*), it is NOT aspirated with a puff of air.

**hint**

Some speakers of various Asian languages tend to add the sound [o] to words ending in [t] in English (the word *cat* becomes *cato*, the word *sit* becomes *sito*). Be sure you avoid this extra vowel when practicing words with final [t].

**EXERCISE B**

**Listen and repeat. The letter *t* in the following words occurs between vowels, so it is NOT aspirated.**

city	water
pretty	writing
better	sitting
notice	pattern
butter	cutting

**EXERCISE C**

**Listen and repeat. Pay attention to the [t] sound in the boldfaced words and phrases. Be sure to aspirate [t] at the beginning of words.**

1. **Tell** the teacher.
2. **tea** and **toast**
3. **to** be or **not to** be
4. **Take** your **time**.
5. **Today** is **Tuesday**, **October tenth**.
6. **Turn** off the **light**.
7. **Tim** bought two tickets to the **tennis tournament**.
8. **Pat** wrote a poem.
9. The **boat** won't return until **eight**.
10. Should we leave a **fifteen percent tip**?

## CHECK YOURSELF 1



Read the words aloud. Circle the ONE letter **t** in each word that is pronounced [t].  
(For answers to Check Yourself 1 and 2, see Appendix II, page 289.)

EXAMPLE    though<sup>Ⓣ</sup>

- |                |                 |
|----------------|-----------------|
| 1. traction    | 6. tooth        |
| 2. that        | 7. presentation |
| 3. patient     | 8. arithmetic   |
| 4. texture     | 9. together     |
| 5. temperature | 10. subtraction |

## CHECK YOURSELF 2



Complete each sentence with a word from the box. Then practice saying the sentences aloud. Pay attention to the boldfaced words containing the consonant [t].

too	write	not	two	aunt
knot	right	ant	knight	night
toe	tow	thyme	time	tail
tale				

1. Tess had \_\_\_\_\_ much to **eat**.
2. I **must return** \_\_\_\_\_ books.
3. **Two** wrongs **don't** make a \_\_\_\_\_.
4. Please \_\_\_\_\_ me a **note**.
5. **Tim's** \_\_\_\_\_ is **twenty-two**.
6. **Tie** a **tight** \_\_\_\_\_.
7. When you go **to** bed, please leave the \_\_\_\_\_ **light** on.
8. **Tony** broke his **little** \_\_\_\_\_.
9. **What** \_\_\_\_\_ is the **party**?
10. **That tiger** has a **tiny** \_\_\_\_\_.

## More Practice

### EXERCISE A



Read the dialogue aloud with a partner. Pay attention to the boldfaced words containing the consonant [t].

Tom: Tina, who were you **talking to** on the **telephone**?

Tina: **Terry White**. She **wanted to** know **what time** the **party** is **tonight**.

Tom: **Terry** is always **late**. She **missed** our **tennis** game **last Tuesday**.

**Tina:** Two days ago, she **didn't** come to **breakfast** until **two**. **Terry** is always in a **tizzy**.

**Tom:** **Terry** missed her **flight** to **Texas** last week.

**Tina:** She's never on **time** for any **appointment**.

**Tom:** This is **terrible**! What **time** did you **tell** her to come **tonight**?

**Tina:** **Don't** worry. I had a **terrific** idea. I **told** **Terry** to come at six **fifteen**.  
The **party** really is **set** for **eight**!

**Tom:** To **tell** the **truth**, I wish you **told** her it was at **two fifteen**. I **just** **don't** trust her!


#### EXERCISE B

 Read the anecdote aloud. Pay attention to the consonant [t] in the boldfaced words.

A **hotel** **guest** went **into** the bar one **night** to have a few drinks. He had **caught** a bad cold and **kept** sneezing. The **bartender**, who had known the **guest** for the **past ten** days, **told** him, "You look **tired** and sound **terrible**."

"Yes, I have a **terrific** cold," the **hotel** **guest** stated. The **bartender** turned to him and said, "It's too bad **that** you **don't** have pneumonia. The **doctors** know **what** to do for **that**!"

#### EXERCISE C

 Practice reading the questions and answers aloud with a partner. Fill in the blanks with words containing the consonant [t]. Pay attention to the boldfaced words containing [t].

1. **A:** What **time** does the **party** start?

**B:** The **party** starts at \_\_\_\_\_.

2. **A:** What **time** is your **appointment** with the **dentist**?

**B:** My **appointment** is at \_\_\_\_\_ on \_\_\_\_\_  
afternoon.

3. **A:** What is your **telephone** number?

**B:** My **telephone** number is \_\_\_\_\_.

4. **A:** Do you **turn left** or **right** on **Tenth Street**?

**B:** Turn \_\_\_\_\_ on **Tenth Street**.

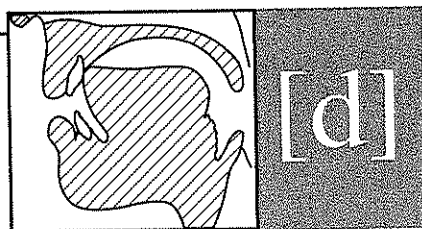
5. **A:** Where are you **taking** a **trip** this **winter**?

**B:** I'm taking a **trip** to \_\_\_\_\_.

Every time you talk, try to achieve perfect pronunciation of [t]!

# Lesson 26 [d] as in *day, ladder, and bed*

## PRONOUNCING [d]



**Tongue tip:** Firmly pressed against gum ridge behind upper front teeth

**Airstream:** Stopped and then exploded

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

1. The sound [d] should be produced with the tongue tip touching the upper gum ridge. It should NOT touch the back of your upper front teeth or be placed between your teeth.

#### EXAMPLES

If you say [ð] instead of [d]: **ladder** will sound like **lather**.  
**breeding** will sound like **breathing**.

2. When [d] is the last sound in a word, many speakers forget to make their vocal cords vibrate. This will make [d] sound like a [t] and confuse your listeners.

#### EXAMPLES

If you say [t] instead of [d]: **card** will sound like **cart**.  
**bed** will sound like **bet**.

Press your tongue tip against the gum ridge behind your upper front teeth and add voicing when you pronounce [d].

**Don't forget to practice [d] every day!**

## Practice

### EXERCISE A



**Listen and repeat. Be sure your tongue tip touches the upper gum ridge.**

#### [d] At the Beginning of Words

do	door	dozen
dog	dime	doctor
day	down	different
desk		


#### [d] In the Middle of Words

body	older	pudding
soda	order	Sunday
under	window	medicine
today		

#### [d] At the End of Words


bad	food	bread
did	card	build
end	cold	would/wood
said		

## EXERCISE B

 Listen. Repeat the pairs of words. Be sure to press your tongue against the upper gum ridge and to make your vocal cords vibrate for [d]. Remember to prolong any vowel BEFORE the consonant [d].


[d]	[t]
bed	bet
mad	mat
need	neat
hard	heart
bride	bright
hide	height
wade	wait

## EXERCISE C

 Listen and repeat. Pay attention to the consonant [d] in the boldfaced words.

1. a good idea
2. one **hundred** dollars
3. **end** of the road
4. a **bad** cold
5. What's **today's** date?
6. How **do** you **do**?
7. What **did** you **order** for **dinner**?
8. **Wendy** is a wonderful dancer.
9. We **landed** in London at **dawn**.
10. **Send** dad a birthday card.

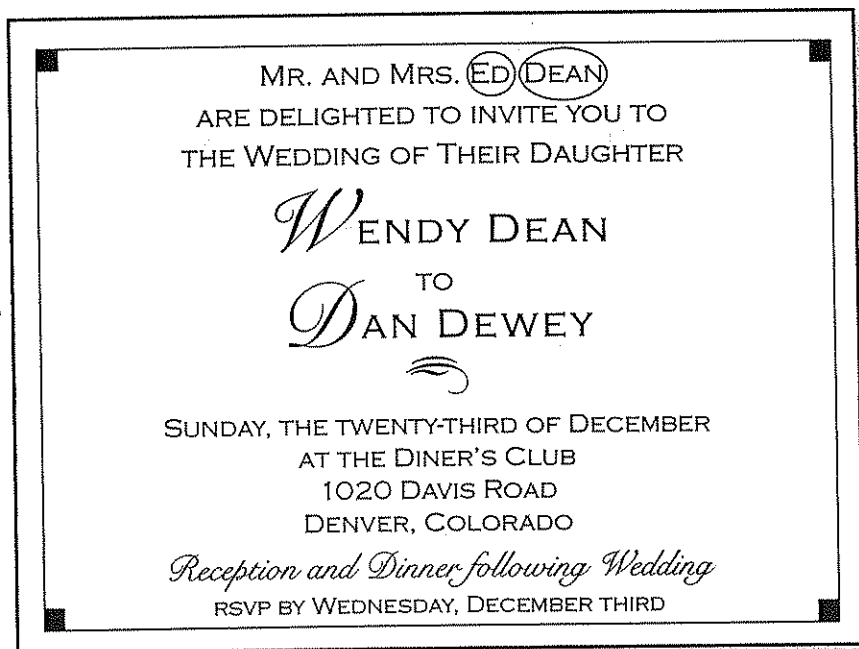
## CHECK YOURSELF 1

 Listen carefully. Some words that should be pronounced with the consonant [d] will be said incorrectly. Circle C for Correct or I for Incorrect. (For answers to Check Yourself 1 and 2, see Appendix II, page 290.)

EXAMPLES	<i>You hear</i>	I'm reading a <b>good</b> book.	<i>You circle</i>	Ⓒ	I
	<i>You hear</i>	<b>Sat</b> is the opposite of happy.	<i>You circle</i>	C	Ⓘ
1.	C	I			
2.	C	I			
3.	C	I			
4.	C	I			
5.	C	I			



Read this wedding invitation. Circle the words that contain the consonant [d].



Now read the invitation aloud. Pay attention to the words containing the consonant [d].

## More Practice

### EXERCISE A



Read the essay aloud. Pay attention to the boldfaced words containing the consonant [d].

#### Daydreaming

Almost all people **daydream** during a normal day. They **tend** to **daydream** the most **during** quiet times. Most people have **said** that they enjoy their **daydreams**. Some have very **ordinary daydreams**, while others have unrealistic ones, such as inheriting a million **dollars**. Men **daydream** as much as women **do**, but the subject of their **dreams** is **different**. Men **daydream** about being **daring** heroes or **good** athletes. Women **delight** in **daydreaming** about fashion and beauty. As **individuals** grow **older**, they **tend** to **daydream** less, although it is still **evident** in their **old** age. **Children daydream**, too. Psychologists believe **daydreaming** is an important part of **children's development** because it helps them to **develop** their imaginations. **Daydreaming** has **advantages** and **disadvantages**. It can keep people **entertained under dull conditions**. The **downside** is that, when **daydreaming**, they **need** to **divert** their attention from their **surroundings**. When it is important for people to pay attention to something like **driving**, **daydreaming** can be a risky or **dangerous diversion**.

## EXERCISE B



Work with a partner. Write a short conversation beginning with one of the following questions:

- What **day** is today?
- Can you **drive** me to the **doctor** on **Monday**?
- Do you think we **should do** something for **Don's birthday**?

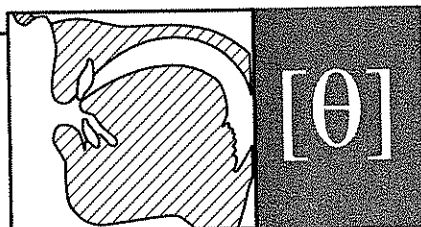
Practice your conversation together. Pay attention to all the words containing the consonant [d].

Don't forget to practice [d] every *day*!



# Lesson 27 [θ] as in *think*, *bathtub*, and *mouth*

## PRONOUNCING [θ]



**Tongue tip:** Between the teeth

**Airstream:** Continuous without interruption

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The sound [θ] does not exist in most languages. Because it may be difficult for you to recognize, you probably substitute more familiar sounds.

#### EXAMPLES

If you say [s] instead of [θ]: **thank** will sound like **sank**.

If you say [ʃ] instead of [θ]: **thin** will sound like **shin**.

If you say [f] instead of [θ]: **Ruth** will sound like **roof**.

If you say [t] instead of [θ]: **path** will sound like **pat**.

When you pronounce [θ], concentrate on placing your tongue between your teeth. Look in a mirror, and keep the airstream continuous.

**Keep *thinking* about [θ]!**

## Practice

### EXERCISE A



**Listen and repeat. Remember to place your tongue between your teeth when you say [θ].**

#### [θ] At the Beginning of Words

thaw	theme	theory
thin	thick	thirsty
thank	thorn	thought
thief		

#### [θ] In the Middle of Words

wealthy	healthy	anything
nothing	toothpaste	birthday
method	something	northwest
author		

#### [θ] At the End of Words

bath	teeth	truth
both	mouth	south
cloth	month	oath
path		

### note

The consonant [θ] is always spelled *th*.

## EXERCISE B



Listen and repeat. Remember to place your tongue BETWEEN your teeth for [θ] and BEHIND your teeth for [t] and [s].

[θ]	[t]	[s]
thank	tank	sank
thin	tin	sin
thought	taught	sought
bath	bat	bass
thick	tick	sick
Beth	bet	Bess
path	pat	pass

## EXERCISE C



Listen and repeat. Pay attention to the consonant [θ] in the boldfaced words.

1. **Thank** you.
2. I **think** so.
3. **something** else
4. Open your **mouth**.
5. **healthy** and **wealthy**
6. a penny for your **thoughts**
7. **Thanksgiving** Day falls on **Thursday**.
8. Do birds fly **north** or **south** in the winter?
9. **Thank** you for your **thoughtful birthday** card.
10. The baby got his **third tooth** this **month**.
11. **Thelma** had her **thirty-third birthday**.
12. Brush your **teeth** with a **toothbrush** and **toothpaste**.
13. Good friends stick **with** you **through thick** and **thin**!
14. **Beth** walked back and **forth** on the **path**.
15. The **oath** is, "Tell the **truth**, the whole **truth**, and **nothing** but the **truth**."

## CHECK YOURSELF 1



Listen. Ten of the following words contain the consonant [θ]. Circle the words containing the consonant [θ]. (For answers to Check Yourself 1 and 2, see Appendix II, page 290.)

Thomas	clothes	teeth	feather
Ruth	further	moth	father
although	thick	other	faith
throw	clothing	breathe	breath
rather	method	cloth	thorough



Read aloud the paragraph about Jim Thorpe. Circle the words that should be pronounced with the consonant [θ].

### Jim Thorpe

Do you know anything about Jim Thorpe? He was a Native American athlete. He excelled in everything at the Olympics. Thousands were angry when Thorpe's medals were taken away because he was called a professional athlete. In 1973, long after his death, Thorpe's medals were restored. Throughout the world, Jim Thorpe is thought to be one of the greatest male athletes.

Check your answers, and practice reading the paragraph aloud again.

## More Practice

### EXERCISE A



Work with a partner. Practice these tongue twisters. Which of you will be first to read them quickly with no mistakes? Pay attention to the boldfaced words containing the consonant [θ]. Remember to place your tongue between your teeth when you say [θ].

1. **Theopholus Thistle**, the successful **thistle** sifter, in sifting a sievelful of unsifted **thistles**, **thrust** three thousand **thistles** through the **thick** of his **thumb**.
2. **Thirty thousand thoughtless** boys **thought** they'd make a lot of noise. So with **thirty thousand thumbs**, they banged on **thirty thousand** drums!

### EXERCISE B

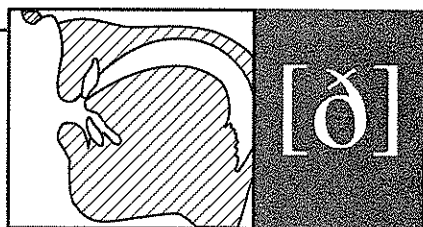


No one ever gets tired of hearing "Thank you!" Work with a partner. Write a dialogue in which one person thanks another person for something. Remember to pay attention to the consonant [θ] in *thank you* and in other words.

Keep *thinking* about [θ]!

# Lesson 28 [ð] as in *the, father, and smooth*

## PRONOUNCING [ð]



**Tongue tip:** Between the teeth

**Airstream:** Continuous without interruption

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

The sound [ð] is another unfamiliar sound. It may be difficult for you to recognize and produce. You probably substitute the more familiar sound [d] or possibly [z] or [dʒ].

- EXAMPLES**
- If you say [d] instead of [ð]: **they** will sound like **day**.
  - If you say [z] instead of [ð]: **bathe** will sound like **bays**.
  - If you say [dʒ] instead of [ð]: **than** will sound like **Jan**.

When pronouncing [ð], remember to place your tongue between your teeth and to keep the airstream from your mouth continuous.

Look in the mirror as you pronounce [ð]. Make sure you can see the tip of your tongue, and there won't be a problem with **these**, **them**, and **those**.

## Practice

### EXERCISE A



**Listen and repeat.**

#### [ð] At the Beginning of Words

the	that	there
this	they	these
then	those	though
them		

#### [ð] In the Middle of Words

other	gather	leather
mother	either	together
father	neither	whether
brother		

#### [ð] At the End of Words

bathe	breathe
clothe	soothe
smooth	

**hint**

The letters *th* followed by *e* are usually pronounced [ð].

**the      them      other      bathe**

**EXERCISE B**

**Listen and repeat.**

- | [ð]        | [d]   | [ð]        | [z]    |
|------------|-------|------------|--------|
| 1. they    | day   | 6. then    | Zen    |
| 2. breathe | breed | 7. breathe | breeze |
| 3. there   | dare  | 8. soothe  | sues   |
| 4. though  | dough | 9. writhe  | rise   |
| 5. bathe   | bade  | 10. bathe  | bays   |

**EXERCISE C**

**Listen and repeat. Pay attention to the boldfaced words containing the consonant [ð].**

1. **That's** right.
2. **father** and **mother**
3. **either** one of **them**
4. **This** is it!
5. under **the** weather
6. Don't **bother** me!
7. **This** is my **other** brother.
8. I'd **rather** get **together** **another** day.
9. **That** **leather** belt feels **smooth**.
10. I like **this** one better **than** **the** **other** one.
11. **Mother** must **bathe** **the** baby.
12. Will **Grandmother** and **Grandfather** be **there**?
13. Birds of a **feather** flock **together**.
14. **This** **clothing** is as light as a **feather**.
15. **The** **rhythm** of **the** music is **soothing**.

**CHECK YOURSELF 1**

**Circle the word in parentheses that correctly completes each sentence. Then read each sentence aloud. Be sure to place the tip of your tongue between your teeth as you say [θ]. (For answers to Check Yourself 1–3, see Appendix II, pages 291–292.)**

**EXAMPLE** I like **this** book better (then/**than**)/**that** book.

1. (This/**These**) shoes are **weatherproof**.
2. I **loathe** **this** wet (weather/whether).
3. (This/These) board is **smoother** **than** **the** **other** one.
4. **The** family will be (there/their) for **the** wedding.

5. **Mother** told (they/ them) not to be late.
6. (They/ Them) are **worthy** of **the** award.
7. (Those/ That) **brothers** are **rather** tall.
8. I don't know (weather/ whether) to buy **this** one or **that** one.
9. (That/ Those) **lather** is **soothing**.
10. (Their/ There) **father** likes **the** **weather** in **southern** Florida.

### CHECK YOURSELF 2



Listen and circle the word in each group that is NOT pronounced with [ð].

EXAMPLE	brother	mother	broth	father
1.	cloth	clothing	clothes	clothe
2.	though	although	thought	those
3.	then	them	themselves	den
4.	feather	father	faith	further
5.	bathing	bath	bathe	breathe
6.	thank	than	that	then
7.	soothe	sues	soothing	smooth
8.	dare	there	their	theirs

### CHECK YOURSELF 3



Read the dialogue with a partner and circle the words containing the consonant [ð].

**Daughter:** (Mother), I like (these) old pictures. Who's (this)?

**Mother:** That's your great-grandmother.

**Daughter:** The feathered hat is funny! Who's that man?

**Mother:** That's your grandfather. He was from the Netherlands.

**Daughter:** I know these people! Aren't they Uncle Tom and Uncle Bob?

**Mother:** That's right. Those are my brothers. They always bothered me!

**Daughter:** This must be either Father or his brother.

**Mother:** Neither! That's your father's uncle.

**Daughter:** Why are there other people in this photo?

**Mother:** This was a family gathering. We got together all the time.

**Daughter:** Mother, who's this "smooth-looking" man?

**Mother:** Shhhhhhhhh! I'd rather not say. Your father will hear!

**Daughter:** Is that your old boyfriend?

**Mother:** Well, even mothers had fun in those days!

Read the dialogue again and check to make sure you circled the words containing the consonant [ð]. Then change roles and read the dialogue aloud again with a partner.

## More Practice

### EXERCISE A



Read the weather report aloud. Pay attention to the boldfaced words containing the consonant [ð].

This is **Heather Worthington**, here to give you **another** weather report. **The** weather is **rather** rainy in **northern** areas. Don't **bother** with umbrellas or heavy **clothing** in **the** **southern** region. **There** will be warm weather, **although** **there** is a slight chance of **either** rain or storms. Seas are **smooth**, so you might take **those** **bathing** suits out. **Neither** tornado nor hurricane warnings are in effect **this** week, so everyone can **breathe** easy. **That's** all for tonight.

### EXERCISE B



Select a brief newspaper or magazine article. Circle all words pronounced with the consonant [ð]. Look in a mirror as you read it aloud. Be sure to see and feel the tip of your tongue between your teeth as you say [ð].

[ð] is *another* sound *that* you can master, if you remember *that the* tip of your tongue goes between your teeth!

# Lesson 29 Contrast and Review of [s], [z], [t], [d], [θ], and [ð]

## EXERCISE



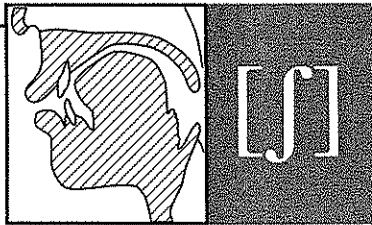
Listen and repeat the words and sentences.

- |    |      |      |     |      |       |      |
|----|------|------|-----|------|-------|------|
|    | [s]  | [z]  | [t] | [d]  | [θ]   | [ð]  |
| 1. | pass |      | pat |      | path  |      |
| 2. | sink | zinc |     |      | think |      |
| 3. |      |      | set | said | Seth  |      |
| 4. | Stan |      |     | Dan  |       | than |
| 5. |      | Zen  |     | den  |       | then |
6. <sup>[d]</sup> **Dan** is older <sup>[ð]</sup> **than** <sup>[s]</sup> **Stan**.
7. Did you <sup>[s]</sup> **pass** <sup>[t]</sup> **Pat** on the <sup>[θ]</sup> **path**?
8. I <sup>[θ]</sup> **think** there is <sup>[z]</sup> **zinc** in the <sup>[s]</sup> **sink**.
9. <sup>[θ]</sup> **Seth** <sup>[d]</sup> **said** to <sup>[t]</sup> **set** the table.
10. <sup>[s]</sup> **Sue** is <sup>[d]</sup> **due** at the <sup>[z]</sup> **zoo** at <sup>[t]</sup> **two**.



# Lesson 30 [ʃ] as in *shoe, nation, and wish* and [tʃ] as in *chair, teacher, and witch*

## PRONOUNCING [ʃ]



**Tongue tip:** Near but not touching upper gum ridge

**Middle of tongue:** Near but not touching hard palate

**Airstream:** Continuous without interruption

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The consonant [ʃ] may not be familiar to you. You may accidentally substitute the more familiar [s] or [tʃ] sound (the sound to be covered next).

**EXAMPLES** If you say [s] instead of [ʃ]: **she** will sound like **see**.  
If you say [tʃ] instead of [ʃ]: **shoe** will sound like **chew**.

The sound [ʃ] will be easy to pronounce if you keep the airstream steady and smooth. Be careful not to let your tongue touch your teeth or upper gum ridge or you will say [tʃ] by mistake.

[ʃ] is a steady, quiet sound. *Shhhhhhh*.

## Practice

### EXERCISE A



Listen and repeat. Remember, your tongue should not touch the roof of your mouth.

#### [ʃ] At the Beginning of Words

shy	shoe	sugar
shop	short	shape
ship	share	shower
shine		

#### [ʃ] In the Middle of Words

ocean	nation	official
washer	patient	machine
tissue	mission	brushing
insure		

#### [ʃ] At the End of Words

dish	rush	foolish
wish	finish	Spanish
cash	punish	English
wash		

#### [ʃ] Spelled

<i>sh</i>	<i>ti</i>	<i>ci</i>	<i>ss</i>	<i>ch</i>
shelf	option	social	issue	chef
shirt	section	special	assure	chute
brush	fiction	musician	depression	machine
crash	mention	physician	profession	Chicago
shadow	election	conscious	expression	chauffeur

**note**

Less frequent spelling patterns for [ʃ] consist of the letters *s*, *ce*, and *xi*.

sugar      pension      ocean      anxious

**hint**

The letters *t*, *ss*, and *c* before suffixes beginning with *i* are usually pronounced [ʃ].

nation      profession      social

**EXERCISE B**

Listen and repeat. Be sure to pucker your lips for [ʃ] and "smile" for [s].

[ʃ]

[s]

ship

sip

sheet

seat

shelf

self

sheen

seen

mash

mass

**EXERCISE C**

Listen and repeat. Pay attention to the boldfaced words and phrases containing the [ʃ] sound.

1. **Shake** hands.
2. **washing** machine
3. I'm **sure**!
4. **short** on **cash**
5. **Shut** the door!
6. **Polish** your **shoes**.
7. There are many **fish** in the **ocean**.
8. **Shirley** **shopped** for **shoes**.
9. The **shirt** **should** be **washed**.
10. The **mushrooms** and **shrimp** are **delicious**.
11. We had a **short** vacation in **Washington**.
12. **Shine** the **flashlight** in this **direction**.
13. **She** **showed** us the **chic** new **fashions**.
14. **Charlotte** speaks **English** and **Spanish**.
15. I **wish** you would **finish** **washing** the **dishes**.

## CHECK YOURSELF



Listen and circle the word in each group that is NOT pronounced with the consonant [ʃ]. (For answers, see Appendix II, page 292.)

EXAMPLE	pleasure	sure	surely	sugar
1.	crush	cash	catch	crash
2.	chef	chief	chute	chiffon
3.	machine	parachute	mustache	kitchen
4.	China	Russia	Chicago	Michigan
5.	facial	conscience	science	conscious
6.	pressure	pressed	assure	permission
7.	division	subtraction	addition	multiplication
8.	position	action	patio	motion
9.	Charlotte	Cheryl	Sharon	Charles
10.	tension	resign	pension	mention

## More Practice

### EXERCISE A



Read the paragraph aloud. Pay attention to the consonant [ʃ] in the boldfaced words.

Fashion is a **passion** for every **generation**. **Should** skirts be **short** or **should** we switch to long? That is always the question. **Should** men wear **shirts** with button-down collars? **Should** they change to wider ties? What **shade** is in style, charcoal gray or **chartreuse** green? **Should** **shoes** and handbag match? Today's purchase may be **ancient** history tomorrow! Despite future trends and despite our **shapes**, we must look **chic** for that luncheon or **social** event. **Shopping** is **sure** to be fun!

### EXERCISE B



Work with a partner. Take turns reading the hints and identifying the correct occupation from the box. Pay attention to the consonant [ʃ] in the boldfaced words.

EXAMPLE A: A person with this **occupation** **should** be good at investments.  
B: a financial advisor

financial advisor	musician	social worker	sheriff
physician	chef	fashion designer	chauffeur

1. **A:** A person with this **occupation should** be a good driver.

**B:** \_\_\_\_\_

2. **A:** A person with this **occupation should** be a lover of food.

**B:** \_\_\_\_\_

3. **A:** A person with this **occupation should** have a sense of style.

**B:** \_\_\_\_\_

4. **A:** A person with this **occupation should** have **compassion**.

**B:** \_\_\_\_\_

5. **A:** A person with this **occupation should** know about the body and healing.

**B:** \_\_\_\_\_

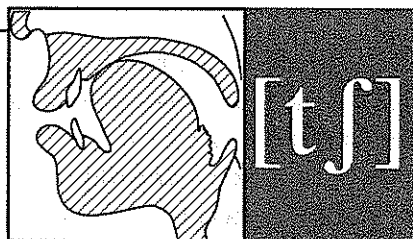
6. **A:** A person with this **occupation should** fight against crime.

**B:** \_\_\_\_\_

7. **A:** A person with this **occupation should** play an instrument.

**B:** \_\_\_\_\_

## PRONOUNCING [tʃ]



**Tongue tip:** Firmly pressed against gum ridge behind upper front teeth

**Airstream:** Stopped (as for [t]) and then released (as for [ʃ])

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The sounds [tʃ] and [ʃ] are easily confused with one another.

**EXAMPLES** If you say [ʃ] instead of [tʃ]: **chair** will sound like **share**.  
**which** will sound like **wish**.

Just remember to start [tʃ] with your tongue in the same place as for the sound [t]. Be sure to press your tongue tip against the gum ridge behind your upper front teeth, or you will say [ʃ] by mistake.

**[tʃ] is an explosive sound like a sneeze! Think of Ah-CHOO and you'll meet the challenge of pronouncing [tʃ].**

## Practice

### EXERCISE A



Listen and repeat the following words. Be sure to begin [tʃ] just like the sound [t].

#### [tʃ] At the Beginning of Words

chew	chest	chicken
chair	choose	Charles
child	cherry	cheerful
chalk		

#### [tʃ] In the Middle of Words

nature	butcher	question
teacher	richer	future
picture	orchard	catcher
hatchet		

#### [tʃ] At the End of Words

itch	reach	watch
each	touch	speech
match	sandwich	
much	peach	

#### [tʃ] Spelled

<i>ch</i>	<i>tu</i>	<i>tch</i>
chop	mature	patch
rich	culture	catch
cheap	posture	butcher
cheese	fortune	kitchen
March	picture	pitcher

### note

Less frequent spelling patterns for [tʃ] consist of the letters *t* and *ti*.

righteous    digestion    question

### EXERCISE B



Listen and repeat.

[tʃ]	[t]	[ʃ]
cheer	tear	sheer
chip	tip	ship
chin	tin	shin
match	mat	mash
watch	what	wash

### EXERCISE C



Listen and repeat. Pay attention to the [tʃ] sound in the boldfaced words.

1. **Watch** out!
2. **inch** by **inch**
3. I'm **catching** a cold.
4. **cheese sandwich**
5. Don't **touch** that!
6. **chocolate chip** cookies
7. Does the **butcher charge much** for **chickens**?
8. **Which** furniture did you **choose**?
9. **Natural cheddar cheese** is not **cheap**.
10. Please **watch** the **children** in the **lunchroom**.

11. I purchased a picture of **China**.
12. The **coach** chose **Charles** for the team.
13. The **bachelor** plays **checkers** and **chess**.
14. Don't count your **chickens** before they're **hatched**!

### CHECK YOURSELF



Listen to the sentences. Some words that should be pronounced with [tʃ] will be said INCORRECTLY. Circle C for Correct or I for Incorrect to indicate whether the [tʃ] word in each sentence is pronounced properly. (For answers, see Appendix II, page 292.)

- |          |                 |                                  |                   |   |   |
|----------|-----------------|----------------------------------|-------------------|---|---|
| EXAMPLES | <i>You hear</i> | Sit in the <b>share</b> .        | <i>You circle</i> | C | Ⓘ |
|          | <i>You hear</i> | I had to <b>change</b> the tire. | <i>You circle</i> | Ⓒ | I |
- 
1. C    I
  2. C    I
  3. C    I
  4. C    I
  5. C    I
  6. C    I
  7. C    I
  8. C    I
  9. C    I
  10. C    I

## More Practice

### EXERCISE A



Read aloud the paragraph about Chubby Checker. Be sure to pronounce all the boldfaced [tʃ] words correctly.

#### Chubby Checker

**Children** and teenagers in the 1960s were **charmed** by the performer known as **Chubby Checker**. **Chubby** became "King of the Twist" and **changed** the **future** of music forever. While he was working in a **chicken** store, **Chubby's** boss recognized **natural** talent and had him sing to the customers. His "**catchy**" name, **Chubby Checker**, was **chosen** over his **actual** name, Ernest Evans. He **actually** recorded the "Twist" while still in high school and was **fortunate** to hit the **charts** immediately. His career was **launched**. His records **reached** people around the world. **Chubby** was **featured** on TV and **watched** by millions in movies and shows. Although **Chubby** is no longer the top-**notch** king of rock, he is still everyone's **champion**.

## EXERCISE B



Rachel and Chuck made a list of all the chores to do around the house. Work with a partner. Pretend you are Rachel and Chuck. Decide which eight chores are the most important and which of you will do each of the eight. Pay attention to the boldfaced words containing the consonant [tʃ].

1. **Change** the sheets.
2. Repair the steps on the **porch**.
3. **Purchase chicken** and **chops** at the **butcher**.
4. **Exchange** the **chair** at the **furniture** store.
5. Prepare the **children's lunch**.
6. Make a **batch** of **chocolate chip** cookies.
7. Make a **pitcher** of lemonade.
8. **Charge** the battery of the lawn mower.
9. Hang the new **picture** over the **couch**.
10. Write the monthly **checks** and pay the **charge** accounts.
11. Bring in **Charles's watch** to be repaired.
12. Put the **china** dishes in the **chest**.
13. **Patch** the leaking roof.
14. **Chop** vegetables for dinner.
15. **Check** the oil in the car.

## LESSON REVIEW: [ʃ] AND [tʃ]

### EXERCISE A



Listen and repeat. Remember: Your tongue tip must touch the upper gum ridge for [tʃ] but NOT for [ʃ].

[ʃ]

1. **shoe**
2. **share**
3. **ship**
4. **wash**
5. **cash**
6. I have a **crush**.
7. Please **wash** the dog.
8. He can't **mash** it.
9. Give me my **share**.
10. Get rid of the **sheet**.

[tʃ]

- chew**
- chair**
- chip**
- watch**
- catch**
- I have a **crutch**.
- Please **watch** the dog.
- He can't **match** it.
- Give me my **chair**.
- Get rid of the **cheat**.

## EXERCISE B



Listen and repeat.

1. Let's <sup>[tʃ]</sup> **choose** new <sup>[ʃ]</sup> **shoes**.
2. <sup>[ʃ]</sup> **She's** eating the <sup>[tʃ]</sup> **cheese**.
3. <sup>[ʃ]</sup> **Sherry** likes <sup>[tʃ]</sup> **cherry** pie.
4. The hull of the <sup>[ʃ]</sup> **ship** has a <sup>[tʃ]</sup> **chip**.
5. He paid <sup>[ʃ]</sup> **cash** for the <sup>[tʃ]</sup> **catch** of the day.

## CHECK YOURSELF 1



Listen. Two of the words in each series will be the same; one will be different. Circle the number of the word that is different. (For answers to Check Yourself 1–4, see Appendix II, pages 292–293.)

EXAMPLE      You hear      watch   watch   wash  
                     You circle      1      2      ③

1. 1      2      3
2. 1      2      3
3. 1      2      3
4. 1      2      3
5. 1      2      3
6. 1      2      3
7. 1      2      3
8. 1      2      3
9. 1      2      3
10. 1      2      3

## CHECK YOURSELF 2

Write the correct phonetic symbols in the brackets above the boldfaced letters.

EXAMPLE      <sup>[tʃ]</sup>      <sup>[ʃ]</sup>      <sup>[ʃ]</sup>  
                     Too much milk makes mushy mashed potatoes.

1. The puppy <sup>[ ]</sup> **shouldn't** <sup>[ ]</sup> **chew** the <sup>[ ]</sup> **shoes**.
2. <sup>[ ]</sup> **Shine** the furniture with <sup>[ ]</sup> **polish**.
3. The <sup>[ ]</sup> **chef** prepared a <sup>[ ]</sup> **special** <sup>[ ]</sup> **dish**.



- [ ] [ ] [ ]  
 4. We **should** **change** the dirty **sheets**.  
 [ ] [ ] [ ]  
 5. **Choosing** a **profession** is a **challenge**.



**Check your answers. Then read the sentences aloud.**

### CHECK YOURSELF 3



**Listen and circle the word used to complete each sentence.**

**EXAMPLE** You sure can <sup>[ʃ]</sup> (shop / <sup>[tʃ]</sup> chop).

1. I didn't see the <sup>[ʃ]</sup> (dish / <sup>[tʃ]</sup> ditch).
2. He hurt his <sup>[ʃ]</sup> (shin / <sup>[tʃ]</sup> chin).
3. Did you hear that <sup>[ʃ]</sup> (shatter / <sup>[tʃ]</sup> chatter)?
4. It's a silly <sup>[ʃ]</sup> (wish / <sup>[tʃ]</sup> witch).
5. It was an endless <sup>[ʃ]</sup> (marsh / <sup>[tʃ]</sup> March).
6. She brought me the <sup>[ʃ]</sup> (wash / <sup>[tʃ]</sup> watch).
7. You have a large <sup>[ʃ]</sup> (share / <sup>[tʃ]</sup> chair).
8. We must fix the <sup>[ʃ]</sup> (ship / <sup>[tʃ]</sup> chip).
9. Does she have a new <sup>[ʃ]</sup> (crush / <sup>[tʃ]</sup> crutch)?
10. You completed the <sup>[ʃ]</sup> (shore / <sup>[tʃ]</sup> chore).



**Check your answers. Then read each sentence aloud twice. Use the first word in the first reading and the second word in the second reading.**

### CHECK YOURSELF 4

**Circle the words containing the consonant [ʃ] and underline the words containing the consonant [tʃ].**

**Richard:** Do you have any change for the washing machine? My wife, Sharon, is visiting her parents in Michigan. I'm watching the children and doing the chores.

**Marshall:** Watch out! Don't put bleach on those shirts. You'll wash out the color.

**Richard:** Will you teach me how to wash clothes?

**Marshall:** Be sure to wash white shirts separately. Don't use too much soap.

- Richard:** I wish Sharon would return. It's more natural for a woman to wash and shop.
- Marshall:** You sound like a chauvinist! I don't mind doing chores. I'm great in the kitchen, too!
- Richard:** Would you like to take charge? I'll cheerfully pay you cash.
- Marshall:** Listen, old chap, I'm a bachelor and too old to chase after children. I'm in a rush. It's been nice chatting with you, Richard.
- Richard:** Sure, nice chatting with you, too, Marshall.



Check to make sure you circled the words containing the consonant [ʃ] and underlined the words containing the consonant [tʃ]. Then practice reading the dialogue with a partner.

## More Practice

### EXERCISE A



Read the words aloud. You will see them again in Exercise B.

[tʃ]

creature  
children  
porch  
chimney  
kerchief  
miniature

[ʃ]

sugar  
shutters  
should  
Dasher  
flash  
sash  
shouted  
dash

### EXERCISE B



Read aloud these lines from the poem "The Night Before Christmas." Pay attention to the boldfaced words with the consonants [ʃ] and [tʃ].

#### "Twas the Night Before Christmas

*Clement Clark Moore*

'Twas the night before Christmas, when all through the house  
Not a **creature** was stirring, not even a mouse;  
The stockings were hung by the **chimney** with care,  
In hopes that St. Nicholas soon would be there;  
The **children** were nestled all snug in their beds,  
While visions of **sugar-plums** danced in their heads;  
And Mamma in her '**kerchief** and I in my cap,  
Had just settled down for a long winter's nap,  
When out on the lawn there arose such a clatter,  
I sprang from my bed to see what was the matter.

Away to the window I flew like a **flash**,  
Tore open the **shutters** and threw up the **sash**.  
When what to my wondering eyes **should** appear,  
But a **miniature** sleigh, and eight tiny reindeer  
With a little old driver, so lively and quick,  
I knew in a moment it must be St. Nick.  
More rapid than eagles his coursers they came,  
And he whistled, and **shouted**; and called them by name;  
"Now, **Dasher**! now, Dancer! now, Prancer and Vixen!  
On, Comet! on, Cupid! on, Donner and Blitzen!  
To the top of the **porch**, to the top of the wall!  
Now **dash** away! **dash** away! **dash** away all!"

# Lesson 31 Contrast and Review of [s], [ʃ], [t], and [tʃ]

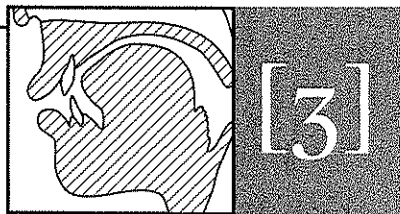
## EXERCISE



Listen and repeat the words and sentences.

- |              | [s]      | [ʃ]     | [t]        | [tʃ]              |
|--------------|----------|---------|------------|-------------------|
| 1. Sue       | shoe     | too     | chew       |                   |
| 2. sear      | sheer    | tear    | cheer      |                   |
| 3. sip       | ship     | tip     | chip       |                   |
| 4. sin       | shin     | tin     | chin       |                   |
| 5. mass      | mash     | mat     | match      |                   |
| 6. Did Sue   | choose   | her new | shoes?     |                   |
| 7. There's a | chip     | on the  | tip of the | ship.             |
| 8. Cass      | paid     | cash    | for the    | catch of the day. |
| 9. Terry     | made a   | cherry  | pie for    | Sherry.           |
| 10. She's    | eating a | cheese  | sandwich.  |                   |

## PRONOUNCING [ʒ]



**Tongue tip:** In the same position as for [ʃ]

**Airstream:** Continuous without interruption

**Vocal cords:** Vibrating

## Possible Pronunciation Problems

Pronunciation problems occur because of similarities between [ʒ] and other sounds.

**EXAMPLES** If you say [ʃ] instead of [ʒ]: **vision** will sound like **vishion**.

If you say [dʒ] instead of [ʒ]: **pleasure** will sound like **pledger**.

Be sure your vocal cords are vibrating when you say [ʒ]. Put your hand on your throat to feel the vibration!

**It will be a pleasure to pronounce [ʒ]!**

## Practice

## EXERCISE A



Listen and repeat.

[ʒ] In the Middle of Words

Asia      measure      decision  
usual      pleasure      division  
vision      occasion      television  
leisure

[ʒ] At the End of Words

rouge      garage      prestige  
beige      corsage      camouflage  
mirage      massage      entourage

In English, [ʒ] does not occur at the beginning of words.

[ʒ] Spelled

<i>si</i>	<i>su</i>	<i>gi</i> or <i>ge</i>
lesion	closure	beige
vision	unusual	regime
explosion	casual	massage
conclusion	composure	negligee
collision		camouflage
illusion		

**note**

A less frequent spelling pattern for [ʒ] consists of the letters **zu**.

**azure**      **seizure**

**EXERCISE B**

**Listen and repeat. Pay attention to the boldfaced words containing the consonant [ʒ].**

1. color **television**
2. long **division**
3. That's **unusual**!
4. big **decision**
5. What's the **occasion**?
6. It's a **pleasure** to meet you.
7. A **mirage** is an **illusion**.
8. The **azure** skies are **unusual**.
9. She bought a **beige negligee**.
10. We **usually** watch **television**.
11. Get a **massage** at your **leisure**.
12. The **excursion** was a **pleasure**.
13. I heard an **explosion** in the **garage**.
14. The **collision** caused great **confusion**.
15. She received a **corsage** for the **occasion**.

**CHECK YOURSELF 1**

**Listen and circle the word in each group that does NOT contain the consonant [ʒ].**  
(For answers to Check Yourself 1–3, see Appendix II, pages 293–294.)

EXAMPLE	composure	exposure	enclosure	<u>position</u>
1.	leisure	pleasure	sure	measure
2.	Asia	Asian	Parisian	Paris
3.	huge	beige	rouge	prestige
4.	passion	collision	occasion	decision
5.	massage	mirage	message	corsage
6.	confusion	conclusive	contusion	conclusion
7.	lesion	profession	explosion	aversion
8.	vision	version	television	visible
9.	seizure	seize	azure	division
10.	treasury	treasurer	treason	treasure

## CHECK YOURSELF 2



Listen and write the phonetic symbol [ʒ] or [ʃ] to represent the consonant sound of the boldfaced letters. Refer back to Lesson 30, practicing [ʃ] as needed.

EXAMPLE We will vacation in Asia.

1. The comm**ission** made a dec**ision**.
2. The class learned div**ision** and add**ition**.
3. Meas**ure** the gar**age**.
4. Your profess**ion** has prest**ige**.
5. That's an un**usual** sh**ade** of rou**ge**.

## CHECK YOURSELF 3



Listen to the newscast, and circle all words pronounced with the [ʒ] sound.

Good evening. This is Frazier White with the 10:00 p.m. television news.

Tonight we have some most unusual stories. Here are the headlines:

- Tourists on a pleasure trip discovered valuable Persian rugs. The rugs dated back to ancient Persia.
- An explosion took place in a garage on First Avenue. Seizure of a bomb was made after much confusion.
- Asian flu is spreading. Asian flu vaccinations will be available to those with exposure to the germ.
- Today was the Parisian fashion show. Everything from casual leisure clothes to negligees was shown. Beige is the big color. Hemlines measure two inches below the knee.
- Carry your raincoat. Occasional showers are due tomorrow. Hope your evening is a pleasure.

This is Frazier White saying GOOD NIGHT!



Listen again to make sure you circled all words containing the consonant [ʒ]. Then pretend to be a newscaster and read the newscast aloud yourself.

## More Practice

### EXERCISE



Read the limerick aloud. Be sure to pronounce the boldfaced words correctly.

#### A Delusion?

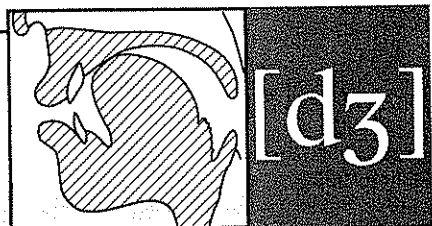
A man woke up in **confusion**.  
In a dream he'd reached the **conclusion**  
That he would have **treasure**,  
**Luxury** and **pleasure**.  
He asked himself, "Truth or **delusion**?"

It will be a pleasure to pronounce [3]!



# Lesson 33 [dʒ] as in *jam*, *magic*, and *age* and [j] as in *you* and *yes*

## PRONOUNCING [dʒ]



**Tongue tip:** Firmly pressed against gum ridge behind upper front teeth

**Airstream:** Stopped (as for [d]) and then released (as for [ʒ])

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

Confusing English spelling patterns and similarities between [dʒ] and other sounds cause your pronunciation problems with [dʒ].

- EXAMPLES** If you say [j] instead of [dʒ]: **Jell-O** will sound like **yellow**.  
 If you say [ʒ] instead of [dʒ]: **legion** will sound like **lesion**.  
 If you say [tʃ] instead of [dʒ]: **badge** will sound like **batch**.  
 If you say [h] instead of [dʒ]: **jam** will sound like **ham**.

Remember to start [dʒ] with your tongue in the same place as for the sound [d]. Be sure your tongue is pressed against your upper gum ridge and that your vocal cords are vibrating when you say [dʒ].

**Just keep practicing! It will be a joy to say [dʒ]!**

## Practice

### EXERCISE A



Listen and repeat.

#### [dʒ] At the Beginning of Words

jam jar  
joy gym  
job gem

#### [dʒ] In the Middle of Words

agent enjoy  
adjust angel  
magic injure

#### [dʒ] At the End of Words

age edge  
cage badge  
large ridge

#### [dʒ] Spelled

<i>j</i>	<i>g</i>	<i>dg</i>
jaw	giant	fudge
joke	gentle	budge
major	ranger	wedge

**note**

Less frequent spelling patterns for [dʒ] consist of the letters *di* and *du*.

soldier      cordial      graduate      educate

**hint**

The letter *j* is usually pronounced [dʒ].

joke      June      January      just

The letter *g* before silent *e* at the end of a word is usually pronounced [dʒ].

age      wedge      village      college

**Practice****EXERCISE B**

**Listen and repeat. Remember, [dʒ] is a voiced sound; your vocal cords should vibrate! (And be sure to prolong any vowel BEFORE the sound [dʒ].)**

[dʒ]

joke

gin

badge

ridge

age

[tʃ]

choke

chin

batch

rich

"H"

**EXERCISE C**

**Listen and repeat. Pay attention to the pronunciation of [dʒ] in the boldfaced words.**

1. **Just** a moment.
2. **Enjoy** yourself!
3. **pledge** of **allegiance**
4. Fourth of **July**
5. **college** **education**
6. **Jack** of all trades
7. **Jim** is **just** **joking**.
8. **Jane** **enjoys** **jogging**.
9. The **major** **joined** the **legion**.
10. **George** **graduates** from **college** in **June**.
11. The **passengers** were **injured** in the **Jeep**.
12. **John** mailed a **large** **package** to **Virginia**.
13. Do you like **fudge**, **Jell-O**, or **gingerbread**?
14. The **engineer** lost his **job** in **January**.
15. The **agent** took a **jet** to **Japan**.

## CHECK YOURSELF 1

Imagine you are taking a jet around the world! You will stop at all the places with names that contain the sound [dʒ]. Circle the names of these places. (For answers to Check Yourself 1 and 2, see Appendix II, page 294.)

Java	Luxemburg	Guatemala	Jerusalem
Greece	England	Germany	Algeria
Hungary	Japan	Greenland	China
Egypt	Belgium	Argentina	Jamaica



Read aloud the names of the places you circled. Then practice saying them to complete the following sentence:

I'm taking a jet to \_\_\_\_\_!

## CHECK YOURSELF 2



Listen and circle the word in each group of four that does NOT contain the consonant [dʒ].

EXAMPLE	get	gym	gypsy	jet
1.	badge	bulge	bug	budge
2.	captain	general	major	soldier
3.	hen	gentle	gem	intelligent
4.	juice	age	angel	angle
5.	huge	hug	jug	July
6.	giraffe	gill	giant	gin
7.	duck	cordial	educate	graduate
8.	large	lounge	lung	lunge
9.	Gary	Joe	Jill	Gene
10.	Virginia	Georgia	Germany	Greenland

## More Practice

### EXERCISE



Read the dialogue aloud with a partner. Pay attention to your pronunciation of [dʒ] in the boldfaced words.

Uncle Jack: Hi, **Jill**, how is my favorite **college** student?

**Jill**: Hi, Uncle **Jack**. I'm a **junior** at **Jackson** University.

Uncle Jack: What are you **majoring** in?

**Jill**: Well, first I **majored** in **engineering**. But I wasn't a **genius**.

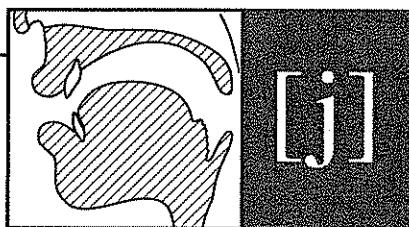
Uncle Jack: So you **changed** majors.

**Jill**: Right. Then I **majored** in **journalism**. But I was **just** an **average** writer, so I **changed** again.

Uncle Jack: **Jill**, you are a "**Jack**-of-all-trades." But did you finally pick the right **subject**?

- Jill:** Yes. Now I'm **enjoying** myself at the **gym** every day!
- Uncle Jack:** I'm disappointed in you, **Jill**! You are at **college** for an **education**, not **just** for **enjoyment**.
- Jill:** But I am in **education**! I'm **majoring** in physical **education** and I have a **job** at the **gym** to help pay my **college** tuition. I'm **graduating** next **June** with honors!
- Uncle Jack:** I **apologize**, **Jill**. To make up for it, I'll give you a **large** gift for **graduation**.
- Jill:** I never hold a **grudge**, **Uncle Jack**. You are an **angel**. **Just** come to my **graduation** and I'll be happy!

## PRONOUNCING [j]



**Tongue tip:** In the same position as for the vowel [i]

**Airstream:** Continuous without interruption

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

The sound [j] may be a difficult sound for you to pronounce. You may confuse it with the similar sound [dʒ] or omit it completely.

**EXAMPLE** If you say [dʒ] instead of [j]: **yet** will sound like **jet**.

If you omit [j]: **year** will sound like **ear**.

To pronounce [j] correctly, be sure the tip of your tongue is against the back of your lower front teeth and NOT touching the roof of your mouth.

**You'll get your [j] sound yet!**

## Practice

### EXERCISE A



**Listen and repeat.**

#### [j] At the Beginning of Words

yes	use	young
you	year	youth
yell	yard	yesterday

#### [j] In the Middle of Words

onion	beyond	backyard
canyon	values	formula
lawyer	regular	unusual

In English, [j] does not occur at the end of words.

### [j] Spelled

y	i	u
yet	union	amuse
your	junior	music
yawn	senior	united
yolk	million	usual
yellow	familiar	university

### note

The most common spelling pattern for [j] is y followed by a vowel.

yeast    you    canyon    farmyard

### hint

When y is the first letter in a word, it is ALWAYS pronounced [j]; it is never pronounced [dʒ].

Distinguish between the vowel [u] and the consonant/vowel combination [ju].

[u]	[ju]
food	feud
booty	beauty
fool	fuel

Some English speakers add [j] after [n], [t], [d], or [s] in certain words: *news, Tuesday, duty, suit*. We will not practice that pronunciation of [j] in this book.

### EXERCISE B



**Listen and repeat. Be sure to differentiate between the boldfaced consonants in each word.**

[j]	[dʒ]	[tʃ]
year	jeer	<b>cheer</b>
you	Jew	<b>chew</b>
yolk	joke	<b>choke</b>
yellow	Jell-O	cello

### EXERCISE C



**Listen and repeat. Pay attention to your pronunciation of the boldfaced words containing the consonant [j].**

1. Nice to see **you**.
2. How are **you**?
3. **Yes** or no?
4. Help **yourself**.
5. **You** look great!
6. in my **opinion**

7. Did **you** get **your** car fixed?
8. The **view** of the **canyon** is **beautiful**.
9. Did **you** eat **yams** or **yellow** rice?
10. **Your** senior class **reunion** is this **year**.
11. **You** shouldn't **yell** at **young** children.
12. **Your** **lawyer** is **brilliant**!
13. The New **York** City **mayor** was **young**.
14. Have **you** had some **yogurt** yet?
15. **Yesterday** we sailed on a **millionaire's** yacht.

### CHECK YOURSELF 1



Read each of the sentences aloud. Complete the words that start with **ye-**; these words all contain the [j] sound. (For answers to Check Yourself 1 and 2, see Appendix II, page 295.)

**EXAMPLE** The young man proposed. She said **yes**\_\_\_\_\_.

1. The youth left. He hasn't come back **ye**\_\_\_\_\_.
2. The player ran 50 yards. The crowds began to **ye**\_\_\_\_\_.
3. Today is Monday. **Ye**\_\_\_\_\_ was Sunday.
4. Egg yolks should be **ye**\_\_\_\_\_.
5. You should go to the doctor to get a checkup once a **ye**\_\_\_\_\_.

### CHECK YOURSELF 2



Listen. Circle **SAME** if both sentences in each pair are the same. If they are not the same, circle **DIFFERENT**.

**EXAMPLES** You hear He is young./He is young. You circle **SAME** **DIFFERENT**  
 You hear I heard yes./I heard Jess. You circle **SAME** **DIFFERENT**

1. SAME DIFFERENT
2. SAME DIFFERENT
3. SAME DIFFERENT
4. SAME DIFFERENT
5. SAME DIFFERENT

## More Practice

### EXERCISE



Read aloud the paragraph about New York. Pay attention to your pronunciation of the boldfaced words containing the [j] sound.

#### New York

New **York** may be one of the most **unique** cities in the world. The largest city in the **United** States, New **York** has a **population** of over eight **million**. People **commute** to the city **regularly**, and visitors come from all over to **view** New **York's** **beauty** and **confusion**. Come to New **York**! Ride the ferry to the **Statue** of Liberty. Enjoy **museums** of every kind. **You'll** see **huge** skyscrapers. **You** can attend Broadway **musicals** and **previews**. **You** don't need an **excuse** to shop on Fifth Avenue. Help **yourself** to the **unusual** ethnic foods in Chinatown and Little Italy. There are even more **amusements** in the five boroughs. Visit some of the fine **universities**. **Young** or old, **you** will be impressed with the diversity of the city.

## LESSON REVIEW: [dʒ] AND [j]

### EXERCISE A



Listen and repeat. Remember, your tongue tip should touch the upper gum ridge for [dʒ] and touch the back of your lower front teeth for [j].

[dʒ]	[j]
jell	yell
Jell-O	yellow
joke	yolk
jeer	year
major	mayor

### EXERCISE B



Listen and repeat. Pay attention to the [dʒ] and the [j] sounds in the boldfaced words.

- | [dʒ]                             | [j]                           |
|----------------------------------|-------------------------------|
| 1. Did they come by <b>jet</b> ? | Did they come by <b>yet</b> ? |
| 2. It has no <b>juice</b> .      | It has no <b>use</b> .        |
| 3. He became a <b>major</b> .    | He became a <b>mayor</b> .    |
| 4. We went to <b>jail</b> .      | We went to <b>Yale</b> .      |
| 5. The <b>jam</b> is sweet.      | The <b>yam</b> is sweet.      |

# EXERCISE C



Listen and repeat. Be careful to pronounce the [dʒ] and the [j] sounds correctly.

1. Do you like yellow <sup>[j]</sup> <sup>[dʒ]</sup> **Jell-O**?
2. <sup>[dʒ]</sup> <sup>[j]</sup> **Jess** said **yes**.
3. Did the <sup>[dʒ]</sup> <sup>[j]</sup> **jet** leave yet?
4. The crowds <sup>[dʒ]</sup> <sup>[j]</sup> **jeered** this year.
5. <sup>[dʒ]</sup> <sup>[dʒ]</sup> <sup>[j]</sup> **Jim** found a **jar** in his yard.

## CHECK YOURSELF 1



Listen. One word in each sentence will be said INCORRECTLY. On the line to the right of each number, write the CORRECT word for the sentence. (For answers to Check Yourself 1 and 2, see Appendix II, page 295.)

EXAMPLES    You hear    I heard a funny **yolk**.    You write    joke  
                   You hear    Please don't **jell** so loud.    You write    yell

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## CHECK YOURSELF 2



Listen. Then circle all words pronounced with [dʒ] and underline all words pronounced with [j].

Do you know what YANKEE means? People from the United States are sometimes called Yankees. Soldiers from the northern region were called Yankees during the Civil War. George M. Cohan wrote a stage hit called "Yankee Doodle Dandy." Jealous baseball fans waged war over the New York Yankees and Dodgers for years. Whether you are from Georgia or New Jersey, you should enjoy being called a Yank!



Check your answers. Then practice reading the paragraph aloud.



## More Practice

### EXERCISE A



Read aloud the following selection, written by William Shakespeare. Pay attention to the consonant [dʒ] in the word *age* and the consonant [j] in *young* and *youth*. Be sure to keep your tongue tip against your upper gum ridge for [dʒ] and in back of your lower front teeth for [j].

#### A Madrigal

Crabbed **Age** and **Youth**  
 Cannot live together.  
**Youth** is full of pleasance,  
**Age** is full of care  
**Youth** like summer morn,  
**Age** like winter weather,  
**Youth** like summer brave,  
**Age** like winter bare:  
**Youth** is full of sport,  
**Age's** breath is short,  
**Youth** is nimble, **Age** is lame:  
**Youth** is hot and bold,  
**Age** is weak and cold,  
**Youth** is wild, and **Age** is tame:  
**Age**, I do abhor thee,  
**Youth**, I do adore thee;  
 O! my Love, my Love is **young**!  
**Age**, I do defy thee—  
 O sweet shepherd, hie thee,  
 For methinks thou stay'st too long.

### EXERCISE B



Read aloud the following story about George Washington. The story contains words pronounced with many of the consonants you have practiced so far. Be sure to pronounce all the [ʃ], [tʃ], [ʒ], [dʒ], and [j] sounds correctly.

#### George Washington

[dʒ] [dʒ] [j]  
 George **W**ashington was the first president of the **U**nited States. He  
 [dʒ] [tʃ] [dʒ] [j]  
 was a **j**ust man with **m**uch courage. His **c**ontributions can never be  
 [ʒ] [j] [j] [dʒ] [dʒ]  
 measured. **W**ashington was born in the **y**ear 1732 in **V**irginia. A legend  
 [ʃ] [tʃ] [tʃ]  
 about his boyhood **s**hows his honesty. He **ch**opped down a **ch**erry tree,  
 [j] [dʒ]  
 but wouldn't lie to his father. **W**ashington was a **g**eneral during the  
 [j] [j] [ʒ] [j] [dʒ]  
 American Revolution. He **s**howed unusual compassion to his **s**oldiers at

Valley Forge. He was in <sup>[dʒ]</sup>charge at the Constitutional Convention. Finally, <sup>[tʃ]</sup>he was elected as the first president of the <sup>[j]</sup>United States. <sup>[ʃ]</sup>Washington was a commander-in-<sup>[tʃ]</sup>chief whose <sup>[ʒ]</sup>decisions helped make America a great <sup>[j]</sup>nation. Past and future <sup>[tʃ]</sup>generations <sup>[dʒ]</sup>shall remember <sup>[ʃ]</sup>George Washington as the father of our country.

### EXERCISE C



**Expressions of greeting often include words containing the consonant [j]. Work with a partner. Create mini-conversations practicing such phrases as "Nice to see you," "How are you?" and "Say hello to your wife."**

**You'll enjoy saying [dʒ] and [j]!**

CONGRATULATIONS! You've just completed the section with some of the most difficult consonants to say. To help perfect your pronunciation of the consonants you have studied so far, we've prepared a series of review activities for you. Please continue to Lesson 34.

## EXERCISE



Listen and repeat the words and sentences.

- |    |       |        |        |
|----|-------|--------|--------|
|    | [tʃ]  | [dʒ]   | [j]    |
| 1. | chess | Jess   | yes    |
| 2. | choke | joke   | yolk   |
| 3. | cheer | jeer   | year   |
| 4. | cello | Jell-O | yellow |
| 5. | chew  | Jew    | you    |

6. Don't <sup>[tʃ]</sup>choke on the <sup>[j]</sup>yolk.

7. <sup>[dʒ]</sup>Jess said, "Yes, I will play <sup>[tʃ]</sup>chess."

8. For <sup>[j]</sup>years there were <sup>[tʃ]</sup>cheers and <sup>[dʒ]</sup>jeers.

9. <sup>[dʒ]</sup>Joe's <sup>[tʃ]</sup>child <sup>[tʃ]</sup>chose <sup>[j]</sup>yellow.

10. <sup>[j]</sup>You should <sup>[tʃ]</sup>chew <sup>[j]</sup>your food.

# Lesson 35 Additional Contrasts

## EXERCISE A



Listen and repeat.

- |          |         |
|----------|---------|
| 1. [θ]   | [ʃ]     |
| thank    | shank   |
| thin     | shin    |
| thigh    | shy     |
| 2. [z]   | [dʒ]    |
| zoo      | Jew     |
| heads    | hedge   |
| zone     | Joan    |
| 3. [ð]   | [dʒ]    |
| they     | Jay     |
| than     | Jan     |
| though   | Joe     |
| 4. [z]   | [ʒ]     |
| bays     | beige   |
| ruse     | rouge   |
| Caesar   | seizure |
| 5. [ʒ]   | [dʒ]    |
| version  | virgin  |
| lesion   | legion  |
| pleasure | pledger |

## EXERCISE B



Listen and repeat.

[dʒ] [j] [ð] [z]  
1. Jan is younger than Zach.

[dʒ][ʃ] [j] [ʒ] [ʃ]  
2. Magicians use illusions in their shows.

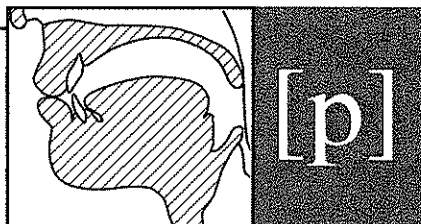
[z] [dʒ] [dʒ]  
3. The zipper on my jeans is jammed.

[ʃ] [θ] [θ] [ʃ]  
4. She thinks Thelma is shy.

[ʒ] [z] [ʒ]  
5. The seizure of Caesar was in Asia.

# Lesson 36 [p] as in *pay*, *apple*, and *stop*

## PRONOUNCING [p]



**Lips:** Pressed together

**Airstream:** Stopped and then exploded

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

This consonant is familiar to speakers of most languages. However, [p] is much more explosive in English than it is in other languages. When speaking English, [p] at the beginning of words must be produced with strong aspiration or it might sound like [b].

**EXAMPLES** If you forget to aspirate [p]: **pear** will sound like **bear**.  
**pat** will sound like **bat**.

When *p* follows *s* (as in *spot*, *spend*, *spy*), it is NOT aspirated. Practice saying [p] by loosely holding a tissue in front of your lips. If you aspirate [p] correctly, releasing a puff of air, the tissue will flutter.

**So puff, puff, puff, and you'll pronounce a perfect [p]!**

## Practice

### EXERCISE A



Listen and repeat.

#### [p] At the Beginning of Words

pen	pay	pain
put	pig	past
pet	pot	person

#### [p] In the Middle of Words

open	happy	supper
apart	pepper	airport
apple	paper	people

#### [p] At the End of Words

top	map	pipe
cap	stop	jump
lip	soap	camp

## EXERCISE B



Listen and repeat. The boldfaced words in the following phrases and sentences should be pronounced with [p].

1. **Stop** it!
2. **pencil** and **paper**
3. a **piece** of **pie**
4. **proud** as a **peacock**
5. **Open** up!
6. **Practice** makes **perfect**!
7. The **apples** and **pears** are **ripe**.
8. The **ship** will **stop** in **Panama**.
9. Wash the **pots** and **pans** with **soap**.
10. Her **purple** **pants** are **pretty**.

## CHECK YOURSELF 1



Choose the correct word from the box to complete each of the sentences. Then practice reading the sentences aloud. (For answers to Check Yourself 1 and 2, see Appendix II, pages 295–296.)

peacock	peanuts	people	peeled	peach
Pete	peace	peeve	peak	P

1. A nickname for **Peter** is \_\_\_\_\_.
2. The **opposite** of war is \_\_\_\_\_.
3. **Pam** bought \_\_\_\_\_ to feed the elephants.
4. The **top** of a mountain is called a \_\_\_\_\_.
5. The **plural** of "**person**" is "\_\_\_\_\_."
6. A **popular** fruit is a \_\_\_\_\_.
7. A bird with bright feathers is a \_\_\_\_\_.
8. The **potatoes** should be washed well if they are not going to be \_\_\_\_\_.
9. The letter **preceding** Q is \_\_\_\_\_.
10. Something that annoys you is called a "**pet** \_\_\_\_\_."

## CHECK YOURSELF 2



Listen to the dialogue. Circle the words that contain the consonant [p].

**Peter:** (Paulette), I have a (surprise!) We're taking a (trip) tonight!

**Paulette:** I'm very happy. But I need more time to prepare.

**Peter:** That's simple. I'll help you pack.

**Paulette:** Who will care for our pet poodle?

**Peter:** Your parents!

**Paulette:** Who will pick up the mail?

**Peter:** Our neighbor, Pat.

**Paulette:** Who will water the plants?

**Peter:** We'll put them on the patio.

**Paulette:** Who will pay for the trip?

**Peter:** The company is paying every penny!

**Paulette:** Peter, you've really planned this.

**Peter:** Of course! I'm dependable, superior, and a perfect . . .

**Paulette:** "Pain in the neck!" Don't get carried away!



Check to make sure you circled the words containing the consonant [p]. Then practice reading the dialogue with a partner.

## More Practice

### EXERCISE A



Read the nursery rhyme aloud. Pay attention to the boldfaced words containing the consonant [p].

#### **Peter, Peter, Pumpkin Eater**

Peter, Peter, **pumpkin** eater  
 Had a wife but couldn't **keep** her;  
 Put her in a **pumpkin** shell,  
 And there he **kept** her very well.

### EXERCISE B



Work with a partner. Take turns reading the tongue twister. Pay attention to the boldfaced words containing the consonant [p].

#### **Peter Piper**

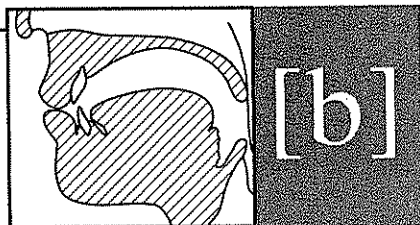
Peter Piper picked a peck of pickled peppers.  
 A peck of pickled peppers Peter Piper picked.  
 But if Peter Piper picked a peck of pickled peppers,  
 Where's the peck of pickled peppers Peter Piper picked?

Remember to *puff, puff, puff*, and you'll pronounce a perfect [p]!



# Lesson 37 [b] as in *boy, rabbit, and tub*

## PRONOUNCING [b]



**Lips:** Pressed together (as for [p])

**Airstream:** Stopped and then exploded

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

1. Although the consonant [b] is a simple sound to pronounce, you may confuse it with the sound [v].

**EXAMPLE** If you say [v] instead of [b]: **boat** will sound like **vote**.

2. When [b] is the last sound in a word, many speakers forget to make their vocal cords vibrate. This will make [b] sound like [p] and confuse your listeners.

**EXAMPLES** If you say [p] instead of [b]: **robe** will sound like **rope**.  
**cab** will sound like **cap**.

The consonant [b] will be easy to say if you make your vocal cords vibrate and firmly press your lips together.

**Be sure to say [b] with a boom and you'll be at your best!**

## Practice

### EXERCISE A



Listen and repeat.

#### [b] At the Beginning of Words

be	best	boat
but	bone	begin
bat	bank	borrow
back		

#### [b] In the Middle of Words

obey	rubber	label
baby	lobby	ribbon
table	cabin	neighbor
habit		

#### [b] At the End of Words

cab	rib	crib
cub	rob	bulb
rub	knob	robe
tub		

**hint**

The letter *b* is almost always pronounced [b]. Exception: When *b* follows *m* in the same syllable, it is NOT pronounced; it is silent.

comb      bomb      lamb      plumber

**EXERCISE B**

**Listen and repeat. Make certain that your lips are pressed together and that you add voicing when saying [b].**

[b]

robe

mob

tab

rib

stable

symbol

[p]

rope

mop

tap

rip

staple

simple

**EXERCISE C**

**Listen and repeat. Pay attention to the consonant [b] in the boldfaced words.**

1. bread and butter
2. above and below
3. baseball game
4. black and blue
5. the bigger, the better
6. I'll be back.
7. Bad habits can be broken.
8. Bill is in the lobby.
9. Bob bought a blue bathrobe.
10. Betty was born in Boston.

**CHECK YOURSELF**

**Circle the word that correctly completes each sentence. Then read the sentences aloud. Pay attention to the boldfaced words containing the consonant [b]. (For answers, see Appendix II, page 296.)**

**EXAMPLE** Ben's bicycle needs new (brakes/breaks).

1. I like rye (bread/bred).
2. Don't walk in your (bear/bare) feet.
3. Bob has (been/bin) here before.
4. Please store the beans in the (been/bin).
5. The wind (blew/blue) my bag away.
6. Betty's (blue/blew) bonnet is becoming.

7. (**Buy** / **By**) a **box** of **black** **buttons**.
8. The dog will (**berry** / **bury**) its **bone** in the **backyard**.
9. My **brother** watches **baseball** when he's (**bored** / **board**).
10. The **builder** needs a **bigger** (**bored** / **board**).

## More Practice

### EXERCISE A



Read the paragraph aloud. Pay attention to the boldfaced words containing the consonant [b].

#### The Heart

The heart is a powerful organ in the chest directly under the **breastbone**. It pumps **blood** around the **body**. **Beating** is an automatic **ability** of the heart. It **begins** **beating** in **embryonic** development **before** the **baby** is **born**. All **body** tissues need oxygen, which is carried to them **by** the circulating **blood**. If a person's heart stops **beating**, death will occur. In 70 years, a human's heart **beats** **about** **2 billion** times. The heart is **able** to **beat** after its nerves have **been** cut. In fact, if it is kept in the proper type of liquid, it will **beat** even when removed from the **body**.

### EXERCISE B



Read the dialogue. Then work with a partner. Carefully pronounce the [b] in the boldfaced word.

**Betty:** **Ben**, I **bet** you forgot my **birthday**!

**Ben:** I **bet** I didn't. I **bought** you a **birthday** present.

**Betty:** I can't **believe** it. What did you **bring**?

**Ben:** It **begins** with the letter **B**.

**Betty:** Oh, **boy**! It must **be** a **bathrobe**. You **buy** me one every **birthday**.

**Ben:** It's not a **bathrobe**!

**Betty:** Is it a **bowling** **ball**?

**Ben:** No, it's not a **bowling** **ball**.

**Betty:** It must **be** a **book** **about** **boating**, your favorite **hobby**.

**Ben:** **Betty**, you're way off **base**. I **bought** you a **bracelet**. A **ruby** **bracelet**!

**Betty:** Wow! This is the **best** **birthday** present I ever got. You didn't **rob** a **bank**, did you?

**Ben:** Don't worry. I didn't **beg**, **borrow**, or steal. Just don't expect any more presents for a long time. I'm **broke**!

EXERCISE C



Work with a partner. Take turns reading the tongue twister aloud. Pay attention to the boldfaced words containing the consonant [b].

Betty Botta bought some butter

"But," said she, "This butter's bitter.

If I put it in my batter, it will make my batter bitter.

But a bit o' better butter will make my batter better."

So she bought a bit o' butter better than the bitter butter.

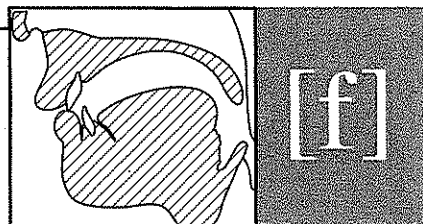
It made her bitter batter better.

So, 'twas better Betty Botta bought a bit o' better butter.

Say [b] with a boom and you'll be at your best!

# Lesson 38 [f] as in *fun*, *office*, and *if*

## PRONOUNCING [f]



**Upper teeth:** Touching lower lip

**Airstream:** Continuous, without interruption

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

The sound [f] should be produced with the upper teeth touching the lower lip. Some students tend to keep their lips apart and produce a sound similar to [h]. Others completely close their lips and make the sound [p].

**EXAMPLES** If you say [h] instead of [f]: **fat** will sound like **hat**.  
If you say [p] instead of [f]: **cuff** will sound like **cup**.

**Feel your upper teeth touching your lower lip and your [f] will be perfectly fine!**

## Practice

### EXERCISE A



**Listen and repeat. Be sure to feel your upper teeth touching your lower lip as you produce [f].**

#### [f] At the Beginning of Words

for	fast	five
far	from	face
few	free	funny

#### [f] In the Middle of Words

sofa	awful	before
offer	office	coffee
after	afraid	telephone

#### [f] At the End of Words

if	leaf	laugh
off	half	cough
life	safe	graph

#### [f] Spelled

<i>f</i>	<i>ph</i>	<i>gh</i>
fat	phone	rough
fine	phrase	tough
foot	Philip	laugh
first	nephew	cough
stiff	physical	enough
effect	phonetics	
careful	telegraph	

**hint**

The letter *f* is usually pronounced [f]. Exception: The *f* in the word **of** is pronounced [v].

The letters *ph* are usually pronounced [f].

**photo**      **telephone**      **graph**

**EXERCISE B**

**Listen and repeat. Pay attention to the pronunciation of the consonant [f] in the boldfaced words.**

1. **half** past **four**
2. **before** or **after**
3. **face** the **facts**
4. I'm **feeling fine**.
5. Do me a **favor**.
6. Answer the **phone**.
7. Are you **free** on **Friday** afternoon?
8. The **office** is on the **first** floor.
9. That **fellow** has a **familiar** face.
10. Do you **prefer** **fish** or **fowl**?

**CHECK YOURSELF 1**

**Read the words in the box. Then read the numbered instructions, and write the appropriate word from the box on each line. (For answers to Check Yourself 1 and 2, see Appendix II, pages 296–297.)**

<b>graph</b>	<b>photograph</b>	<b>phone</b>	<b>phonetics</b>	<b>philosopher</b>
<b>pharmacy</b>	<b>nephew</b>	<b>phonograph</b>	<b>physician</b>	<b>prophet</b>

1. **Find** another name for a drugstore. \_\_\_\_\_
2. **Find** another name for a doctor. \_\_\_\_\_
3. **Find** another name for a snapshot. \_\_\_\_\_
4. **Find** the name for a person who studies **philosophy**.  
\_\_\_\_\_
5. **Find** the short **form** of the word **telephone**. \_\_\_\_\_
6. **Find** another name for a record player. \_\_\_\_\_
7. **Find** the name for a person who predicts the **future**. \_\_\_\_\_
8. **Find** the name for the study of sounds. \_\_\_\_\_
9. **Find** the term that **refers** to your sister's son. \_\_\_\_\_
10. **Find** the name for a chart showing **figures**. \_\_\_\_\_



**Take turns reading aloud the instructions and responses. Pay attention to your pronunciation of the boldfaced words containing the consonant [f].**



Read aloud the paragraph about Florida. Circle the words that contain the consonant [f]. Be sure your upper teeth touch your lower lip as you say [f].

### Florida

Florida was founded by Ponce de Leon in 1513. This famous explorer from Spain was searching for a fountain of youth. He named the land *Florida*, which means "full of flowers" in Spanish. He failed in his efforts to find the fountain. He finally died after fighting the Indians. Unfortunately, no one has ever found the fountain in Florida or the formula for eternal youth. However, the fun and sun in Florida are enough to attract folks from every hemisphere to this famous state.

Check your answers. Then read the paragraph aloud again. Be sure your upper teeth touch your lower lip as you say [f].

## More Practice

### EXERCISE A



Read the horoscope aloud. Pay attention to your pronunciation of the boldfaced words containing [f].

### Horoscope

If you were born on **February 15th**, this is your **fortune** for today . . . You are destined to **find fame** in the near **future**. Your **failures** will be **few** thanks to the help of loving **friends** or **family** members. **Unfortunately**, a **frail** neighbor **falls** and **fractures** a foot. Your social **life** revolves around **food**. In **February** you will attend an important **function** in a **far-off** land. A favorite **nephew** **forgives** you for **forgetting** to **fulfill** a **favor**. You will receive **flowers** and a **fax** from a **friend** in a **foreign** country.

### EXERCISE B



List five characteristics of your favorite friend. Be sure your list includes words containing the consonant [f]. Then work with a partner. Take turns asking each other about your favorite friend.

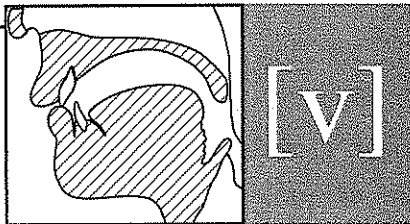
**EXAMPLE** A: Tell me about your **favorite friend**.

B: My **favorite friend** laughs at my jokes even when they are not funny.

Keep practicing and your [f] will be fine!

# Lesson 39 [v] as in *very, over, and save*

## PRONOUNCING [v]



**Upper teeth:** Touching the lower lip (as for [f])

**Airstream:** Continuous, without interruption

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

1. Students frequently substitute [b] for [v] when speaking English.

This can greatly confuse the listener!

**EXAMPLES** If you say [b] instead of [v]: **very** will sound like **berry**.  
**vest** will sound like **best**.

2. When [v] is the last sound in a word, many speakers forget to vibrate their vocal cords. This will make [v] sound like [f] and confuse your listeners.

**EXAMPLES** If you say [f] instead of [v]: **save** will sound like **safe**.  
**leave** will sound like **leaf**.

The sound [v] will be easy for you to say if you concentrate on placing your upper teeth over your bottom lip. Look in the mirror as you practice the consonant [v], and remember to make your vocal cords vibrate.

**Your [v] will be very good!**

## Practice

### EXERCISE A



**Listen and repeat. Remember that you should feel your upper teeth touch your lower lip when you pronounce the consonant [v].**

#### [v] At the Beginning of Words

vine	very	valley
vase	voice	vowel
vote	visit	vacuum
vest		

#### [v] In the Middle of Words

even	cover	movie
over	river	clever
every	heavy	eleven
seven		

#### [v] At the End of Words

of	move	leave
love	drive	carve
live	stove	brave
have		



**hint**

The letter v in English is always pronounced [v]. A less common spelling for [v] is the letter f.  
of

**EXERCISE B**

**Listen and repeat. Remember to place your upper teeth over your bottom lip and add voicing for [v]. Be sure to prolong any vowel before the sound [v].**

<u>[v]</u>	<u>[b]</u>	<u>[v]</u>	<u>[f]</u>
1. vest	best	8. vest	fest
2. vow	bow	9. leave	leaf
3. very	berry	10. very	ferry
4. marvel	marble	11. believe	belief
5. vase	base	12. vase	face
6. veil	bail	13. veil	fail
7. van	ban	14. van	fan

**EXERCISE C**

**Listen and repeat. The boldfaced words should be pronounced with the consonant [v].**

1. **very** good
2. **very** nice
3. **very** truly yours
4. **Move** over!
5. **over** and **over**
6. **rivers** and **valleys**
7. Please **vacuum** the **living** room.
8. **Have** you **ever** been to **Venice**?
9. The **vase** is **very** heavy.
10. Did **everyone** leave at **seven**?
11. **Eve** has a **severe** fever.
12. **Move** the **TV** **over** here.
13. **Vera** **never** eats **liver**.
14. **Steve** was **five** in **November**.
15. The **movie** got **rave** reviews!

# CHECK YOURSELF 1



Listen and indicate whether you hear the [v] sound at the *beginning* (B), *middle* (M), or *end* (E) of the word. (For answers to Check Yourself 1–3, see Appendix II, page 297.)

## EXAMPLES

You hear saving

You circle B (M) E

You hear value

You circle (B) M E

1. B M E
2. B M E
3. B M E
4. B M E
5. B M E
6. B M E
7. B M E
8. B M E
9. B M E
10. B M E

# CHECK YOURSELF 2



Read the sentences aloud. Circle the word that correctly completes the sentence. Be sure your vocal cords are vibrating and you feel your top teeth touch your bottom lip as you produce [v]. Then check your answers.

## EXAMPLES

(calves) / calfs / caves)

My \_\_\_\_\_ are sore from walking.

1. (clever / clover / cover)
2. (clever / clover / cover)
3. (berry / very / ferry)
4. (leaf / leave / live)
5. (leaves / loves / lives)
6. (off / of / if)
7. (alive / arrive / live)
8. (belief / believe / bereave)
9. (several / severe / seventh)
10. (oven / over / overt)

Van is a \_\_\_\_\_ student.

I bought a velvet \_\_\_\_\_.

Vera is \_\_\_\_\_ pretty.

The train will \_\_\_\_\_ at seven.

Vicky \_\_\_\_\_ her sons, Victor and Vance.

My vest is made \_\_\_\_\_ leather.

The plane will \_\_\_\_\_ at five.

I \_\_\_\_\_ Vinny will be eleven in November.

Eve has \_\_\_\_\_ TVs in her living room.

He left before the movie was \_\_\_\_\_.

CHECK YOURSELF 3



Read aloud the poem by Emily Dickinson. Circle the words that should be pronounced with the consonant [v].

I **Never** Saw a Moor  
*Emily Dickinson*

I never saw a moor;

I never saw the sea;

Yet know I how the heather looks,  
And what a wave must be.

I never spoke with God,  
Nor visited in Heaven;  
Yet certain am I of the spot  
As if the chart were given.

Check your answers. Read the poem aloud again. Be sure to feel your top teeth touching your bottom lip as you pronounce the [v] words.

**More Practice**

EXERCISE A



Read the joke aloud. Be sure to pronounce all the boldfaced [v] words correctly.

Two **weevils** named **Vic** and **Van** grew up in a **village** in **Virginia**. **Vic** **moved** to Hollywood and became a **very** famous **television** actor. The other one, **Van**, stayed behind in **Virginia** and **never** amounted to much of anything. **Van**, naturally, became known as the lesser **of** two **weevils**!

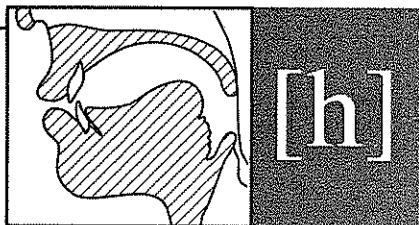
EXERCISE B



Everyone likes to be complimented or praised! Work with a partner. Write a dialogue in which you compliment or praise each other. Use the expressions "very good," "very nice," "You look very well," "You have a very pretty sweater," or other expressions that include words containing the consonant [v].

Keep practicing every day and your [v] will be very good!

## PRONOUNCING [h]



**Tongue:** Glides into position for whichever vowel follows [h]

**Airstream:** Continuous

**Vocal cords:** Not vibrating

## Possible Pronunciation Problems

The sound [h] is a familiar sound for many. However, in some languages it is silent, and you may omit it when speaking English. Some speakers substitute [f] or [ʃ] for [h] before the vowels [u] and [i].

**EXAMPLES** If you omit [h]: **hat** will sound like **at**.  
**hand** will sound like **and**.

If you say [f] instead of [h]: **Hugh** will sound like **few**.

If you say [ʃ] instead of [h]: **heat** will sound like **sheet**.

Relax your throat and tongue when you pronounce [h]. Gently let out a puff of air as if you were sighing.

Work *hard* and you'll be *happy* with [h]!

## Practice

## EXERCISE A



**Listen and repeat. Remember to let out a gentle puff of air as you say [h].**

[h] At the Beginning of Words

he      here      home  
 how    heat      hello  
 who    have      heart

[h] In the Middle of Words

ahead    inhale    perhaps  
 behind    anyhow    inherit  
 behave    unhappy    rehearse

The consonant [h] does not occur at the end of words in English.

**note**

A less frequent spelling pattern for [h] is *wh*.

**who    whom    whose    whole**

**hint**

The letter *h* is silent when it follows *g*, *k*, or *r* at the beginning of words.

ghost      khaki      rhubarb

The letter *h* is always silent in the words *honest*, *heir*, *honor*, *hour*, and *herb*.

**EXERCISE B**

**Listen and repeat. Be sure to distinguish between the words in each column and to pronounce the consonant [h] with a puff of air.**

Initial Vowel	[h]	[f]	[ʃ]
eat	heat	feet/feat	sheet
ear	hear/here	fear	sheer
air	hair	fare/fair	share
Ed	head	fed	shed
all	hall	fall	shawl
ease	he's	fees	she's

**EXERCISE C**

**Listen and repeat. Pay attention to your pronunciation of the consonant [h] in the boldfaced words.**

1. **Hurry** up!
2. **Who** is it?
3. **hand** in **hand**
4. What **happened**?
5. **How**'ve you been?
6. **Henry** **hit** a **home** run.
7. **Helen** **has** brown **hair**.
8. **Hank** **helped** **Herbert** carry the **heavy** box.
9. I **hate** **hot** and **humid** weather.
10. **Heaven** **helps** those **who** **help** themselves.

**CHECK YOURSELF 1**

**Guess what? You're having a holiday! You're visiting places with names that contain the consonant [h]! Read the list aloud and circle the names of places containing [h]. (For answers to Check Yourself 1 and 2, see Appendix II, page 298.)**

Ohio	Michigan	Oklahoma	Houston
Idaho	Massachusetts	Washington	New Hampshire
Chicago	Hartford	Hawaii	Tallahassee



**Check your answers. With a partner, practice the names of these places by using them in the sentence, "I'm having a holiday in \_\_\_\_\_."**

## CHECK YOURSELF 2



Read the dialogue aloud with a partner. Circle the words that contain the consonant [h].

Helen: (Hi), Mom. Welcome (home).

Mother: Hi, honey.

Helen: How was Holland?

Mother: Like a second honeymoon! I'm as happy as a lark. How are you?

Helen: Not so hot! Henry is in the hospital with a broken hip.

Mother: That's horrible. How did that happen?

Helen: He heard a noise outside. He went behind the house and fell over a hose.

Mother: How are my handsome grandsons?

Helen: They won't behave. And my housekeeper had to quit.

Mother: Perhaps you'd like me to help at home.

Helen: Oh, Mom, I was hoping you'd say that. Hurry to the house as soon as possible.

Mother: I guess the honeymoon is over. Here we go again!

Check your answers. Then change roles and read the dialogue aloud again.

## More Practice

### EXERCISE A



Read the paragraph aloud. Remember that all the boldfaced words should be pronounced with a clear, audible [h] sound.

### From **Harrison** to **Hawaii**

*Author Unknown*

Someday, I **hope** to **have** a **happy home** in **Honolulu, Hawaii**. As I **rehash** my **hectic childhood** days, I **have** fond memories of our **household**, especially during the **holidays**. **However**, social life in the one-**horse** town of **Harrison** was not so **hot**. **Who** wants to live permanently amid **herds** of **heifers**? So it's with a not too **heavy heart** that I **head** for the surf. **Here's hoping** I like **Honolulu**!

## EXERCISE B



Read aloud the lines from the poem. Be sure to aspirate the consonant [h] in each boldfaced word.

### My **Heart's** in the **Highlands**

*Robert Burns*

My **heart's** in the **Highlands**, my **heart** is not **here**.

My **heart's** in the **Highlands**, a-chasing the deer—

A Chasing the wild deer, and following the roe;

My **heart's** in the **Highlands**, wherever I go.

Farewell to the **Highlands**, farewell to the North

The birth place of Valour, the country of Worth;

Wherever I wander, wherever I rove,

The **hills** of the **Highlands** for ever I love.

## EXERCISE C



List the names of five things you have that contain the consonant [h]. Then work with a partner. Take turns asking each other what you have.

EXAMPLE A: What do you **have**?

B: I have two hamsters.

Now list five things you have to do this week. Make sure the items on your list contain the consonant [h]. Work with your partner again. Take turns asking each other about the things you have to do.

EXAMPLE A: What do you **have** to do this week?

B: I have to get a haircut.

## EXERCISE D



Many expressions of greeting include words containing the consonant [h]. Work with a partner. Look at the expressions below.

EXAMPLES Hi

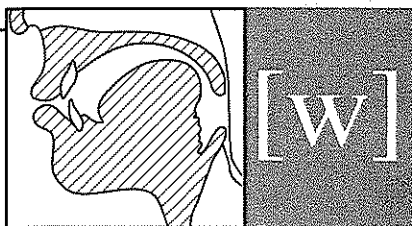
Hello

Can you think of expressions to add to the list? Write a short dialogue containing some of the expressions. Practice the dialogue with a partner. Pay attention to your pronunciation of the words containing the consonant [h].

Do your *homework* and you'll be *happy* with [h]!

# Lesson 41 [w] as in *we* and *away*

## PRONOUNCING [w]



**Lips:** Rounded and in the same position as for the vowel [u]

**Airstream:** Continuous

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

1. It is easy to confuse [w] with [v]. If you make this error, it can completely change the meaning of the word you are saying.

**EXAMPLES** If you say [v] instead of [w]: **went** will sound like **vent**.  
**wheel** will sound like **veal**.

2. Speakers of other languages sometimes omit [w] before the vowels [u] or [ʊ].

**EXAMPLES** If you omit [w]: **wool** will sound like **ool**.  
**wood** will sound like **ood**.

As you start to produce the consonant [w], remember to completely round your lips as for [u]. Be sure your lower lip does NOT touch your upper teeth or you'll make a [v] instead.

**Don't worry! Keep working away and your [w] will be wonderful!**

## Practice

### EXERCISE A



**Listen and repeat.**

#### [w] At the Beginning of Words

we	word	wool
was	work	would
want	wait	women

#### [w] In the Middle of Words

away	anyway	someone
awake	beware	quick
always	between	choir

The consonant sound [w] does not occur at the end of words in English.



**note**

Less frequent spelling patterns for [w] consist of the letters *o* and *u*.

one      anyone      queen      quiet

**hint**

The letter *w* is always pronounced [w] when followed by a vowel in the same syllable.

wood      will      backward      highway

The letter *w* at the end of a word is always silent.

how      sew      law      know

**hint**

Some English speakers use [hw] when pronouncing words spelled with *wh*, such as *when*, *where*, *white*, *wheel*, *awhile*, *somewhat*. They use aspiration and sound as if they are saying [h] before the [w]. Both [hw] and [w] are acceptable pronunciations of the letters *wh*.

**EXERCISE B**

**Listen and repeat. Pay attention to the boldfaced words containing the consonant [w].**

1. What do you **want**?
2. You're **welcome**.
3. **Where** **will** you be?
4. **Walk** **quickly**.
5. **Where** is it?
6. **Waste** not, **want** not!
7. **Which** **one** do you **want**?
8. **What** **was** the **question**?
9. The **women** are **wearing** **white**.
10. **Walt** always **works** on **Wednesday**.

**EXERCISE C**

**Listen and repeat. Be sure to distinguish between the [w] and [w]-blends in each pair.**

[w]	[tw]	[w]	[kw]	[w]	[sw]
1. win	twin	6. white	quite	11. wheat	sweet
2. wine	twine	7. wire	choir	12. wine	swine
3. wig	twig	8. wit	quit	13. wet	sweat
4. week/ weak	tweak	9. west	quest	14. well	swell
5. witch/ which	twitch	10. wick	quick	15. war	swore

## CHECK YOURSELF 1



Listen and repeat. Circle the words that are pronounced with [w]. (For answers to Check Yourself 1 and 2, see Appendix II, page 298.)

week	someone	queen	write
while	who	wrong	worry
whose	waiter	reward	square
guilt	unwilling	saw	worthy
west	lawyer	anywhere	low

## CHECK YOURSELF 2



Read aloud the paragraph about Woodrow Wilson. Circle all words that should be pronounced with [w].

Woodrow Wilson

Woodrow Wilson was the twenty-fifth president of the United States. He will always be remembered for his work to establish world peace. Wilson was born in 1865 and went to Princeton University. He became president in 1913 and stayed in the White House for two terms. His first wife died while he was in office, and he later married a Washington widow. When the United States entered World War I in 1917, Wilson quickly provided the needed wisdom. After the war, Wilson made a nationwide tour to win support for the League of Nations. Wilson was awarded the Nobel Prize for his worthwhile work for peace. He died in 1924. Everywhere in the world, Wilson was thought of as a wise and wonderful leader.

Check your answers. Read the paragraph aloud again.

## More Practice

### EXERCISE A



Read the poem aloud. Pay attention to your pronunciation of the consonant [w] and [w]-blends in the boldfaced words.

### When I Was One-and-Twenty

A. E. Housman

#### When I was one-and-twenty

I heard a **wise** man say,  
 "Give crowns and pounds and guineas  
 But not your heart **away**;  
 Give pearls **away** and rubies  
 But keep your fancy free,"  
 But I was **one-and-twenty**,  
 No use to talk to me.

When I was **one-and-twenty**  
I heard him say again,  
"The heart out of the bosom  
**Was** never given in vain;  
'Tis paid **with** sighs a plenty  
And sold for endless rue."  
And I am two-and-**twenty**,  
And oh, 'tis true, 'tis true.

### EXERCISE B



Now work with a partner. Take turns asking and answering the questions about Woodrow Wilson. Refer to the paragraph about Woodrow Wilson in Check Yourself 2, as needed, to complete the answers. Pay attention to the boldfaced words containing the consonant [w].

1. When was Woodrow Wilson born?

Woodrow Wilson was born in \_\_\_\_\_.

2. How many wives did Wilson have while in the White House?

Wilson had \_\_\_\_\_ wives while in the White House.

3. When did the United States enter World War I?

The United States entered World War I in \_\_\_\_\_.

4. Why was Wilson awarded the Nobel Prize?

Wilson was awarded the Nobel Prize for his \_\_\_\_\_.

5. Where was Wilson thought of as a wise and wonderful leader?

Wilson was thought of as a wise and wonderful  
leader \_\_\_\_\_.

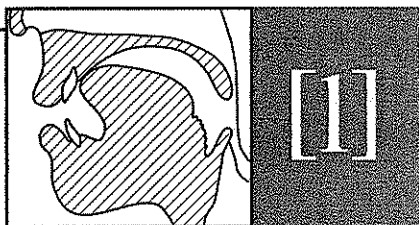
### EXERCISE C



Work with a partner. Ask your partner to tell you something he or she did recently (for example: went on a trip, went shopping, visited a friend, saw a movie). Ask your partner questions beginning with [w].

Keep working away and your [w] will be wonderful!

## PRONOUNCING [l]



**Tongue tip:** Pressed against gum ridge behind upper front teeth

**Airstream:** Continuous and passes over both sides of the tongue

**Vocal cords:** Vibrating

## Possible Pronunciation Problems

The consonant [l] may not exist in your language. The differences between [l] and [r] may be difficult for you to hear, causing you to confuse the two sounds.

**EXAMPLES** If you say [r] instead of [l]: **flight** will sound like **fright**.  
**late** will sound like **rate**.

The consonant [l] will be easier for you to say if you concentrate on feeling your tongue tip press against your upper gum ridge like [t].

**Learn your lessons well. You will say a perfect [l]!**

## Practice

## EXERCISE A



**Listen and repeat the words. They should be pronounced with [l]. (When [l] is the last sound in a word, the back of the tongue should be raised higher than for [l] at the beginning or in the middle of words.)**

[l] At the Beginning of Words

let leg long  
 late last leave  
 light little  
 learn live

[l] In the Middle of Words

only alone asleep  
 hello salad yellow  
 family believe  
 balloon alive

[l] At the End of Words

all call able  
 fill fool table  
 apple trouble  
 people tell

## hint

When an unstressed syllable begins with [t] or [d] and ends in [l], the [l] frequently becomes its own syllable. It is formed by keeping your tongue tip on your upper gum ridge without moving it from the position of the preceding [t] or [d].

paddle little bottle saddle noodle

## EXERCISE B



Listen and repeat these short sentences. Remember to raise the back of your tongue higher when you say the [ɪ] at the END of the boldfaced words.

1. He's **ill**.
2. Linda is **tall**.
3. It's not **small**.
4. Don't **yell** at me.
5. I don't want to **fall**.

### hint

Speakers of other languages frequently produce [ɪ]-blends incorrectly by inserting a vowel between sounds (for example, *plight* becomes *polite*). When saying words pronounced with [ɪ]-blends, take care not to incorrectly insert a vowel sound before the [ɪ]. Lesson 52, Pronouncing Consonant Clusters (page 236), will give you lots of practice perfecting your pronunciation of various consonant clusters.



## EXERCISE C



Listen and repeat the phrases and sentences. The boldfaced words should be pronounced with [ɪ].

1. **telephone call**
2. **Leave me alone**.
3. **lots of luck**
4. **Light the candle**.
5. **Please believe me**.
6. **Learn your lesson well**.
7. **Will you mail the letter?**
8. The **little girl fell asleep**.
9. **Lucy lost her locket**.
10. He who **laughs last, laughs best**.
11. Do you **like chocolate or vanilla?**
12. The **airplane flight leaves at eleven**.
13. His **family lives in Maryland**.
14. You can't **fool all** of the **people all** of the time.
15. **Leave the umbrella in the hall closet**.

## EXERCISE D



Read the dialogue aloud with a partner. Be sure the tip of your tongue touches your gum ridge as you pronounce the [l] sound in the boldfaced words.

- Lillian:** Allan, I just had a **telephone** call from Aunt **Lola**. **Uncle Bill** died.  
**Allan:** **Uncle Bill** the **millionaire**?  
**Lillian:** Yes. He **lived alone** in **Los Angeles**.  
**Allan:** Did he **leave** us any money?  
**Lillian:** **Well**, the **lawyer** is reading the **will** at **11:00**. I **really** don't **believe** he **left** his **family** anything!  
**Allan:** **Uncle Bill** had to **leave** something to a **relative**.  
**Lillian:** He **lived** with **lots** of **animals**. He didn't **like** **people**.  
**Allan:** **Hold it!** I'll answer the **telephone**. (*Allan hangs up the phone.*) **Well**, **Lillian**, you're out of **luck**! **Uncle Bill** **left** all his "**loot**" to the **Animal Lovers' League**.  
**Lillian:** Do you think **Lulu**, our **poodle**, is **eligible** for a **little**?

## CHECK YOURSELF 1



Read the sentences aloud. Fill in the blanks with the correct [l] country or state. (For answers to Check Yourself 1–3, see Appendix II, page 299.)

**EXAMPLE** If you **live** in **Los Angeles**, you **also live** in California.

1. If you **live** in **Dublin**, you **also live** in \_\_\_\_\_.
2. If you **live** in **London**, you **also live** in \_\_\_\_\_.
3. If you **live** in **Lisbon**, you **also live** in \_\_\_\_\_.
4. If you **live** in **Lucerne**, you **also live** in \_\_\_\_\_.
5. If you **live** in **Milan**, you **also live** in \_\_\_\_\_.
6. If you **live** in **Baltimore**, you **also live** in \_\_\_\_\_.
7. If you **live** in **Brussels**, you **also live** in \_\_\_\_\_.
8. If you **live** in **Orlando**, you **also live** in \_\_\_\_\_.
9. If you **live** in **São Paulo**, you **also live** in \_\_\_\_\_.
10. If you **live** in **New Orleans**, you **also live** in \_\_\_\_\_.

## CHECK YOURSELF 2



Listen to ten pairs of words. ONE word in each pair contains [l]. Circle the number of the word with the consonant [l].

EXAMPLE      You hear      lane      rain  
                     You circle      ①      2

1. 1      2
2. 1      2
3. 1      2
4. 1      2
5. 1      2
6. 1      2
7. 1      2
8. 1      2
9. 1      2
10. 1      2

## CHECK YOURSELF 3



Read the telegram aloud. Circle all words pronounced with [l].

July 11th

Linda,

Leon and I had bad luck.—Luggage was lost while traveling from La Paz, Bolivia, to Honolulu.—Airline personnel were all very helpful.—They told Leon they will certainly locate all, eventually, if we're lucky.—It looks like the luggage landed in Lima.—At least we met lots of lovely people.—Also, we could leave on a later flight.—I'll telephone with new flight schedule.—We should be home for lunch with the family at twelve o'clock.—Hopefully, our arrival won't be delayed.—Talk to you later.—Love you a whole lot,—Lou.

Check your answers. Then read the telegram aloud again. Be sure to press the tip of your tongue against your upper gum ridge as you pronounce [l].

## More Practice

### EXERCISE A



Read the dialogue aloud with a partner. Be sure to place your tongue tip on your gum ridge as you pronounce the boldfaced [I] words.

**Paulette:** Hi, Elena. Let's meet at **11:00** for a **long** walk.

**Elena:** OK, **Paulette**. I'll meet you by the **lake** at **eleven**.

**Paulette:** Please don't be late. I'm **playing** golf later with **Les**. He **likes** me to be **punctual**.

**Elena:** I can't **believe** you **still** love him. He **always** **calls** you at the **last** minute.

**Paulette:** Well, that's his **style**. I'm glad he **called**.

**Elena:** Surely there are **plenty** of **eligible** **bachelors** who **like** to **play** golf.

**Paulette:** You're **probably** right. But **Les** is **good-looking** and he **also** makes me **laugh**.

**Elena:** Well, he is an **excellent** **lawyer** and has a **lovely** **family**.

**Paulette:** You know, **Elena**, I **always** thought you'd make an **ideal** **sister-in-law**!

### EXERCISE B



Everyone loves a compliment. Compliment at least five people you know. Use the following key phrases:

I **like** your (new blouse).

You **look lovely** in (yellow).

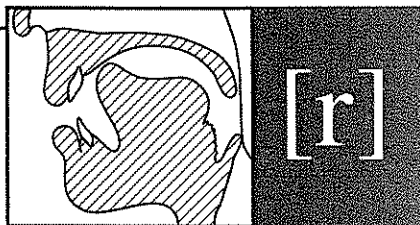
Your (leather gloves) are **really** nice.

That's a **lovely** (necklace) you have on.

*Learn your lessons well. You will say a perfect [I]!*



## PRONOUNCING [r]

**Lips:** Rounded**Tongue tip:** Curled upward but not touching the roof of the mouth**Airstream:** Continuous**Vocal cords:** Vibrating

## Possible Pronunciation Problems

The sound [r] as it is produced in English may not exist in your language. Some speakers mistakenly produce [w] instead of [r]. Others often substitute the [l] sound. You see, the [r] in many languages is a blend of English [r] and [l] and is produced by rapidly touching your tongue tip to the roof of your mouth. Pronunciation problems occur when you attempt to say the English [r] by touching the roof of your mouth with your tongue. This results in the substitution of [l].

**EXAMPLES** If you say [l] instead of [r]: **berry** will sound like **belly**.  
**rice** will sound like **lice**.

If you say [w] instead of [r]: **red** will sound like **wed**.  
**right** will sound like **white**.

Make sure that the tip of your tongue never touches your upper gum ridge but is curled upward toward the roof of your mouth.

**Remember to practice [r] carefully and your [r] will be right on target!**

## Practice

## EXERCISE A



Listen and repeat. Be sure your tongue does NOT touch your upper gum ridge when you say [r].

[r] At the Beginning of Words

red rest real  
 run rich wrong  
 row rain write  
 read

[r] In the Middle of Words

very sorry orange  
 marry hurry around  
 story carrot tomorrow  
 berry

[r] At the End of Words

or near their  
 are more before  
 far sure appear  
 door

**hint**

As with [l]-blends, you may produce [r]-blends incorrectly by inserting a vowel sound before the [r] (for example, *bride* becomes *buride*).

**EXERCISE B**

**Listen and repeat. Each word contains an [r]-blend. Be careful not to insert a vowel before the consonant [r].**

- |                 |                  |
|-----------------|------------------|
| 1. <b>bring</b> | 6. <b>freeze</b> |
| 2. <b>cry</b>   | 7. <b>grow</b>   |
| 3. <b>tree</b>  | 8. <b>press</b>  |
| 4. <b>proud</b> | 9. <b>broke</b>  |
| 5. <b>drink</b> | 10. <b>dry</b>   |

**EXERCISE C**

**Listen and repeat. Remember, your tongue should be in the same position as for the vowel [u] when you pronounce the consonant [w], and it should be curled upward toward the roof of your mouth as you pronounce the consonant [r].**

[r]	[w]
round	wound
array	away
rise	wise
rent	went
rest	west

**EXERCISE D**

**Listen and repeat. Pay attention to the consonant [r] in the boldfaced words.**

1. **Where** are you?
2. **near** or far
3. **Are** you **sure**?
4. See you **tomorrow**.
5. I'm **very** **sorry**.
6. He'll be **right** **there**.
7. **Roy** **returns** **tomorrow** **morning**.
8. The **train** **arrives** **every** **hour**.
9. I **already** **read** that **short** **story**.
10. **Rose** is **wearing** a **red** **dress**.
11. **Robert** **ran** **around** the **corner**.
12. **Rita** and **Larry** are **married**.
13. **Remember**, never put the **cart** **before** the **horse**!\*
14. **Mark** couldn't **start** the **car**.
15. I **rented** a **four-room** **apartment**.

\*This phrase means to do things backwards or in reverse order.

**CHECK YOURSELF 1**

The first word in each of the pairs begins with the sound [r]. Write a letter in the blank before the second word to form a new [r]-blend word. (For answers to Check Yourself 1–3, see Appendix II, pages 299–300.)

- EXAMPLE**    ride        \_\_\_\_ride
1. rave        \_\_\_\_rave
  2. right       \_\_\_\_right
  3. rip         \_\_\_\_rip
  4. ream        \_\_\_\_ream
  5. row         \_\_\_\_row
  6. rain         \_\_\_\_rain
  7. rash        \_\_\_\_rash
  8. room        \_\_\_\_room
  9. round       \_\_\_\_round
  10. race        \_\_\_\_race



Check your answers. Then read the words aloud. Try using them in your own sentences.

**CHECK YOURSELF 2**

Read the hints aloud. Identify the creature described. The names of the creatures all contain the consonant [r].

1. This **creature** has black and white **stripes**.  
This **creature** is a \_\_\_\_\_.
2. This **forest creature** has long **ears** and is a **celebrity** at **Easter**.  
This **creature** is a \_\_\_\_\_.
3. This **creature** has **large antlers** and is **around** at **Christmas**.  
This **creature** is a \_\_\_\_\_.
4. This **creature** has spots and a **very long neck**.  
This **creature** is a \_\_\_\_\_.
5. This **creature** lives in the **arctic**, is **large**, and is **very hungry**.  
This **creature** is a **polar** \_\_\_\_\_.
6. This **forest creature** **carries her** babies in a pouch.  
This **creature** is a \_\_\_\_\_.
7. This **friendly creature** “**croaks**” and says “**ribbit, ribbit**.”  
This **creature** is a \_\_\_\_\_.

8. This **forest creature** is a very talkative bird.

This **colorful creature** is a \_\_\_\_\_.

9. This **fierce creature** has black and yellow **stripes**.

This **ferocious creature** is a \_\_\_\_\_.

10. This **graceful creature** started as a **caterpillar**.

This **pretty creature** is a \_\_\_\_\_.

### CHECK YOURSELF 3



Read the paragraph about Robin Hood. Circle all the words pronounced with the consonant [r].

#### Robin Hood

The story of Robin Hood has been retold many times. Robin Hood was an outlaw who lived in Sherwood Forest. He lived there with Maid Marion, Friar Tuck, and others. Robin was really a hero rather than a criminal. He robbed the rich and gave to the poor. He was a remarkable marksman with his bow and arrow. The story of Robin Hood has been written about and dramatized since the eleventh century. Robin truly represents a righteous figure opposing cruelty and greed.

Check your answers. Then practice reading the paragraph aloud.

### More Practice

#### EXERCISE A



Read the paragraph aloud. Pay attention to the boldfaced words containing the consonant [r].

#### Rabbits

Rabbits represent some of our favorite characters in literature. Children enjoy reading about **Peter Rabbit** and his adventures with **Farmer McGregor**. The white **rabbit** was featured in the remarkable story of Alice in **Wonderland** by Lewis **Carroll**. The fable about the **tortoise** and the **hare (rabbit)** describes the **rabbit** as a fast **runner** who loses the **race** because he is too **sure** of himself. One of the most **renowned rabbits** is Bugs Bunny, the **cartoon character** who munches on **carrots** and asks, "What's up, Doc?" Bugs Bunny is **smart**, but he **frequently** gets into **trouble**. Even **grown-ups** like **rabbits**. The **Broadway** play **Harvey** was about a man whose pal was an **imaginary rabbit** named **Harvey**. Of **course**, the man was thought to be **crazy**, but in the end **everyone** believed in this **incredible rabbit**. So let's **hear** it for **rabbits**, our good friends!

## EXERCISE B



Work with a partner. List as many expressions and phrases as you can think of using the word *right*.

**EXAMPLES** right away  
right of way  
just right

Then write a dialogue that includes one or more of the expressions and phrases on your list. Practice reading your dialogue together. Pay attention to the words containing the consonant [r].

Remember to practice [r] carefully and your [r] will be *right* on target!

## EXERCISE A



Listen and repeat the pairs of words. Be sure the tip of your tongue touches your gum ridge for [l] but not for [r].

Contrast at the  
Beginning of Words

[l]	[r]
late	rate
led	red/read
low	row
list	wrist
lose	ruse

Contrast in the  
Middle of Words

[l]	[r]
elect	erect
collect	correct
believe	bereave
palate	parrot
alive	arrive

Contrast at the  
End of Words

[l]	[r]
tile	tire
stall	star
foil	foyer
pail	pair
file	fire

## EXERCISE B



Listen and repeat the sentences. Be sure to clearly pronounce the difference between [l] and [r] in the boldfaced words.

[l]

1. Move toward the **light**.2. There is a **lack** of lamb.3. He's on the **long** line.4. Please don't **lock** it.5. The teacher **collected** the work.

[l] [r]  
6. Carry that **load** down the **road**.

[l] [r]  
7. The Versailles **palace** is near **Paris**.

[r] [l]  
8. I lost my **rake** near the **lake**.

[l] [r]  
9. He **lied** about taking a long **ride**.

[r] [l]  
10. **Jerry** likes **jelly** on his bread.

[r]

Move toward the **right**.There is a **rack** of lamb.He's on the **wrong** line.Please don't **rock** it.The teacher **corrected** the work.

# EXERCISE C



Listen and repeat the [l]- and [r]-blend pairs aloud. Remember to produce the blend at the beginning of each word without inserting a vowel.

EXAMPLE bloom/broom (NOT baloom/barroom)

- | [l]   | [r]                           |
|---|-------------------------------|
| 1. flea/flee  | free                          |
| 2. glaze  | graze                         |
| 3. clue   | crew                          |
| 4. clam   | cram                          |
| 5. blues  | bruise                        |
| 6. They went to <b>play</b> .   | They went to <b>pray</b> .    |
| 7. It will <b>glow</b> .  | It will <b>grow</b> .         |
| 8. I saw her <b>blush</b> .   | I saw her <b>brush</b> .      |
| 9. Did they <b>clash</b> ?  | Did they <b>crash</b> ?       |
| 10. The <b>cloud</b> disappeared.   | The <b>crowd</b> disappeared. |
| 11. We had a <sup>[r]</sup> <b>fright</b> on the <sup>[l]</sup> <b>flight</b> .     |                               |
| 12. That <sup>[r]</sup> <b>brand</b> of food is <sup>[l]</sup> <b>bland</b> .       |                               |
| 13. The <sup>[l]</sup> <b>clown</b> was wearing a <sup>[r]</sup> <b>crown</b> .     |                               |
| 14. <sup>[r]</sup> <b>Fred</b> <sup>[l]</sup> <b>fled</b> from the room.            |                               |
| 15. I hope <sup>[l]</sup> <b>Blake</b> doesn't <sup>[r]</sup> <b>break</b> his leg. |                               |

## CHECK YOURSELF 1



You will hear the sentences using only ONE of the choices. Listen and circle the word used. (For answers to Check Yourself 1–3, see Appendix II, pages 300–301.)

- EXAMPLE We all like (<sup>[pl]</sup>plays/<sup>[pr]</sup>praise).
1. Don't step on the (<sup>[gl]</sup>glass/<sup>[gr]</sup>grass).
  2. Please put this on your (<sup>[l]</sup>list/<sup>[r]</sup>wrist).
  3. The entire family is (<sup>[pl]</sup>pleasant/<sup>[pr]</sup>present).
  4. It was a terrible (<sup>[kl]</sup>climb/<sup>[kr]</sup>crime).
  5. Look at the bright red (<sup>[fl]</sup>flame/<sup>[fr]</sup>frame).
  6. He likes black (<sup>[kl]</sup>clothes/<sup>[kr]</sup>crows).
  7. She has the (<sup>[bl]</sup>blues/<sup>[br]</sup>bruise).

8. That's a new <sup>[bl]</sup> (bloom/ <sup>[br]</sup> broom).

9. I lost the <sup>[l]</sup> (lock/ <sup>[r]</sup> rock).

10. We need new <sup>[l]</sup> (tiles/ <sup>[r]</sup> tires).

CHECK YOURSELF 2



Listen carefully to five sentences. One word in each sentence will be said INCORRECTLY. Write the CORRECT word.

EXAMPLE You hear Make a **light** turn at the corner. You write right

You hear He had a **berry** ache. You write belly

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

CHECK YOURSELF 3



Read aloud the sentences about color. Fill in the blank with the correct color selected from the words in the box.

red	yellow	green	blue	orange	lavender
black	brown	gray	purple	blonde	

EXAMPLE Valentines are always red.

1. The color of Halloween pumpkins is \_\_\_\_\_.

2. I like bananas that are ripe and \_\_\_\_\_.

3. Caribbean waters are usually a bright \_\_\_\_\_.

4. Emeralds should be a clear \_\_\_\_\_.

5. Fran's lipstick is a deep \_\_\_\_\_.

6. Formal attire requires \_\_\_\_\_ tie.

7. People frequently use color when their hair turns \_\_\_\_\_.

8. "Brunette" describes someone with \_\_\_\_\_ hair.

9. The color of orchids is often deep \_\_\_\_\_  
or \_\_\_\_\_.

10. Many models use lemon juice to give their hair \_\_\_\_\_  
highlights.



## More Practice

### EXERCISE A



Read aloud the paragraph about Elizabeth Barrett Browning and her famous poem. Be sure to pronounce the boldfaced [r] and [l] sounds correctly.

The immortal words of Elizabeth Barrett Browning written for her husband and fellow poet have been read throughout the ages. Elizabeth was a brilliant poet in Victorian England, but she is remembered most for her great romance with Browning. She became an invalid after a fall. Robert first corresponded with her through letters and later they became engaged. Mr. Barrett, her father, tried to prevent the marriage, but the couple ran off to Italy. Elizabeth recovered and they remained near Florence for the rest of their married life. Here is one of the sonnets which reflects the growth of her love.

### How Do I Love Thee?

*Elizabeth Barrett Browning*

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of Being and ideal Grace.  
I love thee to the level of every day's  
Most quiet need, by sun and candlelight.  
I love thee freely as men strive for Right.

[l] [r][l] [r] [r] [r]  
I love thee purely, as they turn from Praise;

[l]  
I love thee with the passion put to use

[l] [r] [l]  
In my old griefs, and with my childhood's faith.

[l] [l] [l]  
I love thee with a love I seemed to lose

[l] [l] [r]  
With my lost saints,—I love thee with the breath,

[l] [r] [l] [l]  
Smiles, tears, of all my life! and, if God choose,

[l] [l] [r]  
I shall but love thee better after death.

## EXERCISE B



Read the limerick aloud. Pay careful attention to the boldfaced [l] and [r] sounds.

[l] [r]  
**I**lene and **I**rene

[l] [l] [l] [l] [l]  
A lovely blonde lady named **I**lene

[r] [r] [r]  
Had a rowdy friend named **I**rene.

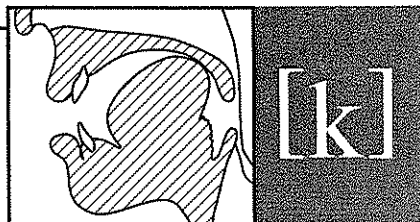
[r] [l]  
**I**rene shouted out loud

[l] [r]  
When alone or in a crowd

[l] [l] [r] [r] [r] [r]  
While **I**lene remained proper and serene.

# Lesson 45 [k] as in *cake*, *car*, and *book*

## PRONOUNCING [k]



**Back of tongue:** Touching the soft palate

**Airstream:** Stopped and then exploded

**Vocal cords:** Not vibrating

### Possible Pronunciation Problems

[k] is an easy consonant for you to say. Just remember that [k] is very explosive in English. When it begins a word, it must be said with strong aspiration and a puff of air. When *k* follows *s* (as in *sky*, *skin*, *skate*), however, it is NOT aspirated with a puff of air.

**Keep practicing. You can say [k] OK!**

## More Practice

### EXERCISE A



Listen and repeat.

#### [k] At the Beginning of Words

can	come
car	quick
key	could
cold	correct
keep	

#### [k] In the Middle of Words

cookie	walking
become	because
record	mechanic
jacket	backward
inquire	

#### [k] At the End of Words

like	make
took	clock
week	speak
sick	black
work	

#### [k] Spelled

<i>k</i>	<i>c</i>	<i>qu</i> ([kw])	<i>x</i> ([ks])
kite	coat	quit	six
kill	cone	quick	box
lake	acre	quiet	wax
keep	class	quote	exit
bake	crime	square	mixture

**note**

A less frequent spelling pattern for [k] consists of the letters *ch*.

**chorus**      **chrome**      **mechanic**      **Christmas**

**hint**

The most common spelling pattern for [k] is *k*.

The letters *qu* are usually pronounced [kw].

**queen**      **quite**      **require**

The letter *c* before *a*, *o*, or *u* is usually pronounced [k].

**cap**      **because**      **comb**      **become**      **cut**

The letter *k* followed by *n* is usually NOT pronounced; it is silent.

**knit** [nit]      **knot** [nat]      **know** [nou]

**EXERCISE B**

**Read the phrases and sentences aloud. Be sure to pronounce any [k] at the beginning of the boldfaced words with a puff of air.**

1. **Keep** quiet.
2. **milk** and **cookies**
3. **Call** it **quits**.
4. **cup** of **coffee**
5. **Can** I come in?
6. **Speak** clearly.
7. I **like** **black** coffee.
8. **Carol** is **working** as a **cook**.
9. **Pack** your **clothes** for the **weekend**.
10. **Can** the **bookkeeper** **keep** accurate records?

**CHECK YOURSELF 1**

**Read aloud each four-word series. Circle the ONE word in each group of four that is NOT pronounced with [k]. (For answers to Check Yourself 1 and 2, see Appendix II, page 301.)**

<b>EXAMPLE</b>	<b>rice</b>	rack	rake	wreck
1. course		count	choose	chorus
2. can't		can	cent	cone
3. Canada		Texas	Kansas	Massachusetts
4. key		keep	keen	kneel
5. celery		corn	carrots	cabbage

**Check your answers. Then read aloud each four-word series again.**

6. mix	box	explain	xylophone
7. knee	back	ankle	cheek
8. Charles	Carol	Chris	Michael
9. mechanic	much	chrome	Christmas
10. milk	cider	coffee	cream

## CHECK YOURSELF 2



Read the paragraph aloud. Circle all the words that should be pronounced with [k].

### The American Cowboy

Americans created the name *cowboy* for the men who cared for cattle. You might recall the typical singing cowboy in the movies. He was kind, courageous, and good-looking. He always caught the cow, colt, and of course the girl! But the real cowboy was a hard worker who had many difficult tasks. He had to take the cattle to market. These lonely cattle drives took many weeks through rough country. The cowboy had to protect the cattle and keep them from running off. In fact or fiction, the cowboy will continue to be a likeable American character. *Ride 'em cowboy!*

Check your answers. Then practice reading aloud "The American Cowboy" once again.

## More Practice

### EXERCISE A



Read the dialogue aloud with a partner. Be sure to pronounce all the boldfaced words correctly.

**Ken:** Dad, I've been **packing** all **week** for **Camp Keekeekuma**. I **can't** wait to get there. Do you remember your **camping** days?

**Dad:** You bet. I was a **camper** and then a **counselor** at **Camp Keekeekuma**.

**Ken:** What **kinds** of **activities** did you **like**?

**Dad:** I was in charge of **canoeing**. We went out on **Lake Keekeekuma** for swimming, **canoeing**, and **waterskiing**.

**Ken:** I hope we go **hiking** and **camp** out.

**Dad:** You **can count** on it. You'll even **cook** hot dogs at **campfires**.

**Ken:** Did you ever get **homesick**?

**Dad:** Not really, but don't worry. You'll **make** friends with all the **kids** in your **cabin**. Let's **check** your **suitcase** to be sure you have everything on the **camp** list.

**Ken:** Dad, you don't have to; I've already **completed** everything.

**Dad:** Oh, **come** on. Let me see. **Camp** shorts and shirts, **comfortable clothing**. Wait, I see you've got my **camera**.

**Ken:** I know. I want to take **pictures**.

**Dad:** **OK**, but **next** time, **ask**! Let's see. You have a **jacket** for the **cool** nights. Plenty of **socks**. Wait a minute, what are these **cookies** and **candies**?

**Ken:** Dad, please leave those **packages** alone. You know how hungry a **camper** can get.

**Dad:** **OK**, but what's **covered** up? Why it's your **kitten**, **Katie**! **Ken**, you know you **can't** take pets to **camp**.

**Ken:** I guess I got **caught**! Oh, well, take good **care** of **Katie** while I'm at **camp**!

---

EXERCISE B

Ask new people you meet, "What kind of work do you do?" Every time you ask for a "cup of black coffee" or "coffee with milk or cream," carefully pronounce [k]!

Keep practicing and . . . you can say [k] OK.

# Lesson 46 [g] as in *go*, *begin*, and *egg*

## PRONOUNCING [g]



**Back of tongue:** Touching the soft palate

**Airstream:** Stopped and then exploded

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

[g] should be an easy consonant for you to say. However, when [g] is the last sound in a word, you might forget to add voicing or substitute [k] by mistake. This will change the meaning of your words.

**EXAMPLES** If you say [k] instead of [g]: **bag** will sound like **back**.

If you say [ŋ] instead of [g]: **rug** will sound like **rung**.

Always make your vocal cords vibrate for [g] at the end of words. Let your [g] GO with an explosion.

**Your [g] has got to be good!**

## Practice

### EXERCISE A



Listen and repeat.

#### [g] At the Beginning of Words

go	guess
get	green
girl	glass
gone	gather
great	

#### [g] In the Middle of Words

cigar	bigger
agree	hungry
begin	beggar
anger	cigarette
forget	

#### [g] At the End of Words

beg	dog
pig	egg
bag	drug
rug	flag
log	

#### [g] Spelled

<i>g</i>		<i>x</i> ([gz])	
green	beggar	exact	exhibit
glass	egg	exert	example
hungry	drug	exam	exist

### EXERCISE B



Listen and repeat the pairs of words. Be sure to make your vocal cords vibrate for [g] and to prolong any vowel BEFORE the sound [g].

[g]	[k]
bag	back
pig	pick
log	lock
dug	duck
tag	tack

### EXERCISE C



Read the phrases and sentences aloud. The boldfaced words should be pronounced with [g].

1. good night
2. I don't **agree**.
3. Where are you **going**?
4. **begin** again
5. a **good** girl
6. a **big** dog
7. **Peggy** is **going** to the **game**.
8. The **dog** **dug** up his bone **again**.
9. There's a **big** **bug** on the **rug**.
10. All that **glitters** is not **gold**.

### CHECK YOURSELF 1



Read aloud the series of words containing [g]. In the blanks provided, write your own sentence using the three [g] words. Be sure to pronounce the [g] words carefully. (For answers to Check Yourself 1 and 2, see Appendix II, pages 301–302.)

EXAMPLE girl angry forgive

The girl is too angry to forgive her friend.

1. luggage tag forget

2. grow garden ground

3. dog growl bug

4. green grass log

5. glad gift groom



## CHECK YOURSELF 2



Mr. and Mrs. Green are planning a menu for their guests. Only foods pronounced with [g] will be served. Read the menu aloud and circle all items pronounced with [g].

<b>Breakfast</b>	Grapefruit	Fried eggs	Grits	Sausage
<b>Lunch</b>	Hamburgers	Grilled onions	Gelatin	Vinegar dressing
<b>Dinner</b>	Lasagna	Leg of lamb	Green peas	Chicken gumbo
<b>Dessert</b>	Angel food cake	Glazed doughnuts	Grapes	Figs

Check your answers. Then practice each circled [g] menu item by saying it in the sentence, "I'm going to eat \_\_\_\_\_." Be sure to pronounce all [g] menu items correctly!

## More Practice

### EXERCISE A



Read the Aesop fable aloud. Pay attention to the boldfaced words containing the consonant [g].

### The Goose That Laid the Golden Eggs

One day a farmer was **going** to the nest of his **goose**. He found an **egg** that was all yellow, very **big** and **glittering**. At first, he **guessed** it was the **glow** of the sun reflected on the **egg**. But when he **gazed** at it carefully, he realized that it was an **egg** of pure **gold**. Every morning he would **eagerly go** back to the **goose** and find another **big golden egg**. He **grew** to be very rich and **greedy**. He thought that he could **get** all the **gold** at once if he could only **get** inside the **goose**. So this **greedy** man killed the **goose** and opened it up—only to find nothing!

We have all met individuals who are **greedy** and want more than they are already **getting**. For **example**, when people **bargain** on a purchase, if they **go** too low in their bid, they may **anger** the seller and lose the object. Remember: "Don't kill the **goose** that lays the **golden eggs**."

## EXERCISE B

Every time you use the word *good* in conversation ("Good morning," "You look good," "Did you have a good time?" etc.), be sure to pronounce [g] correctly.



Work with a partner. List as many expressions and phrases as you can think of using the word *good* or other [g] words.

**EXAMPLES** Good morning.  
You look good.  
I had a great time.

Then write a dialogue that includes the expressions on your list. Practice reading your dialogue aloud with a partner. Pay attention to the words containing the consonant [g].

Your [g] has got to be good!

# Lesson 47 [m] as in *me* and *swim*

## PRONOUNCING [m]



**Lips:** Together in a "humming" position

**Airstream:** Continuous through the nose

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

This is a familiar sound to you; it will be easy to say in the beginning and middle of words. However, you might substitute the more familiar [n] or [ŋ] at the end of words in English.

**EXAMPLE** If you say [n] instead of [m]: **some** will sound like **sun**.  
If you say [ŋ] instead of [m]: **swim** will sound like **swing**.

**Remember, make your lips come together in a "humming" position for [m]. Say "mmmmmmmm" and your [m] will be marvelous!**

## Practice

### EXERCISE A



Listen and repeat.

#### [m] At the Beginning of Words

me	mean
may	month
mat	matter
more	minute
milk	

#### [m] In the Middle of Words

army	summer
among	hammer
lemon	policeman
animal	something
camera	

#### [m] At the End of Words

am	time
him	room
them	come
seem	comb
name	

### EXERCISE B



Listen and repeat the phrases and sentences. The boldfaced letters should be pronounced as [m]. Remember, keep your lips together as you pronounce [m].

1. arm in arm
2. lemon and lime
3. summertime
4. What's your name?
5. What time is it?

6. Don't blame **me**.
7. The poem doesn't rhyme.
8. **Sam** is a common American name.
9. What **time** is my appointment?
10. Tell **them** to come home.
11. **Tim** is from a farm.
12. Give **Pam** some more ham.
13. The home team won the game.
14. The picture frame is made of chrome.
15. Mom makes homemade ice cream.

### CHECK YOURSELF 1



Listen to each three-word series. Only ONE word in each series will have the [m] sound. Circle the number of the word with [m]. (For answers to Check Yourself 1 and 2, see Appendix II, page 302.)

<b>EXAMPLE</b>	<i>You hear</i>			some	son	sung	
	<i>You circle</i>			①	2	3	
1.	1	2	3	4.	1	2	3
2.	1	2	3	5.	1	2	3
3.	1	2	3				

### CHECK YOURSELF 2



Read aloud the paragraphs describing famous people with the initials M.M. Fill in the blanks with the correct name from the box below. Be sure to pronounce all [m] sounds correctly.

Molly Malone

Mickie Mouse

Margaret mitchell

Mickey Mantle

Mitchell Martin

Marilyn monroe

1. Norma Jean Baker was her real **name**. She **became** a **film** star and a sex **symbol** throughout the world. She **made** over 30 **movies** including **comedies**, **romances**, and **mysteries**. She was **married** to two famous **men**: Joe **DiMaggio**, the baseball player, and the author Arthur **Miller**. Her last **film** was *The Misfits*. Although she died at age 36, she has been **immortalized** in **documentaries**, **movies**, and books.

She is M\_\_\_\_\_ M\_\_\_\_\_.

2. He is a **famous** baseball player. He was a **member** of the New York Yankees. He was inducted into the Baseball Hall of **Fame**. He held the record for the longest **home** run ever hit. **Many** have said that no **man** has had **more** power than this baseball legend.

He is M\_\_\_\_\_ M\_\_\_\_\_.

3. She wrote one of the **most famous** books of all time. Her book was **made** into a **motion** picture about the South. Her **hometown** of Atlanta **became** the focus of that **movie** starring the **handsome** Clark Gable and the **magnificent** Vivien Leigh.

She is M\_\_\_\_\_ M\_\_\_\_\_.

4. He is a **famous** cartoon figure. He has appeared in **many comics**, and **movies made** by Disney. You can **meet him** at Disney World and Disneyland any **time**. His **companion's name** is **Minnie**.

He is M\_\_\_\_\_ M\_\_\_\_\_.

Check your answers.

## More Practice

### EXERCISE A



Read the poem aloud with a partner. Be sure to put your lips together for all the boldfaced [m] words. (*Abou* is pronounced as [abu] and rhymes with *shoe*.)

#### Abou Ben Adhem

*Leigh Hunt*

Abou Ben **Adhem** (**may** his tribe increase!)  
Awoke one night **from** a deep **dream** of peace,  
And saw, within the **moonlight** in his **room**,  
**Making** it rich, and like a lily in **bloom**,  
An angel writing in a book of gold:

Exceeding peace had **made** Ben **Adhem** bold,  
And to the Presence in the **room** he said,  
"What writest thou?" The Vision raised its head,  
And with a look **made** of sweet accord  
Answered, "The **names** of those who love the Lord."

"And is **mine** one?" said Abou. "Nay, not so,"  
Replied the angel. Abou spoke **more** low,  
But cheerily still; and said, "I pray thee, then,  
Write **me** as one who loves his fellow **men**."

The angel wrote, and vanished. The next night  
It **came** again with a great awakening light,  
And showed the names **whom** love of God had blessed,  
And lo! Ben **Adhem's name** led all the rest.

### EXERCISE B

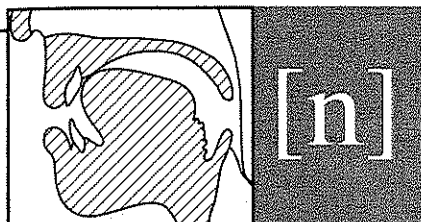


Every time you meet someone new, be sure to use the phrase, "What's your name?" If someone asks your name, be sure to respond, "My name is . . ."

Remember to say "mmmmmmmmmm" and your [m] will be marvelous!

# Lesson 48 [n] as in *no* and *run*

## PRONOUNCING [n]



**Tongue:** Firmly pressed against gum ridge behind upper front teeth

**Airstream:** Continuous through the nose

**Vocal cords:** Vibrating

### Possible Pronunciation Problems

Because of the similarity of the nasal consonants [m], [n], and [ŋ], many speakers frequently confuse them in English, particularly at the end of words.

**EXAMPLES** If you say [m] instead of [n]: **sun** will sound like **some**.

If you say [ŋ] instead of [n]: **ran** will sound like **rang**.

ALWAYS press your tongue tip firmly against the gum ridge behind your upper front teeth as you say [n], especially at the end of words.

**Practice this sound again and again; you'll have a fine pronunciation of [n]!**

## Practice

### EXERCISE A

Listen and repeat. Remember, tongue tip up!

#### [n] At the Beginning of Words

no	nail
new	neck
net	need
know	night
knee	

#### [n] In the Middle of Words

any	dinner
many	tennis
money	runner
window	candle
banana	

#### [n] At the End of Words

in	fine
on	begin
can	again
when	tin
then	

### hint

The letter *n* is almost always pronounced [n]. Exception: When *n* follows *m* in the same syllable, it is usually NOT pronounced; it is silent.

column      solemn      hymn

**hint**

When an unstressed syllable begins with [t] or [d] and ends with [n], the [n] is frequently pronounced as "syllabic [n]." It is formed by keeping the tongue tip on the upper gum ridge without moving it from the position of the preceding [t] or [d].

sadden      kitten      curtain      beaten      rotten

**EXERCISE B**

**Listen and repeat the phrases and sentences. The boldfaced words should be pronounced with [n]. Remember, tongue tip up (especially when [n] is the last sound in a word).**

1. Answer the **phone**.
2. Come **again**.
3. **rain** or **shine**
4. I **don't know**.
5. **Open** the **window**.
6. Leave me **alone**.
7. **Dinner** is **between seven and nine**.
8. **Dan** is a **fine man**.
9. The **brown pony** is **in** the **barn**.
10. **Ben** will be **on** the **ten o'clock train**.
11. Come **down when you can**.
12. **Everyone** has **fun** in the **sun**.
13. I **need** a **dozen lemons**.
14. **Turn on** the **oven** at **noon**.
15. **John** has a **broken bone**.

**CHECK YOURSELF 1**

**Listen to the pairs of sentences. Circle S if both sentences in the pair are the SAME. If they are DIFFERENT, circle D. (For answers to Check Yourself 1 and 2, see Appendix II, page 302.)**

**EXAMPLES**

*You hear*

Is it **Tim**? Is it **tin**?

*You circle*

S

Ⓓ

*You hear*

I feel **fine**. I feel **fine**.

*You circle*

Ⓔ

D

1. S      D
2. S      D
3. S      D
4. S      D
5. S      D

## CHECK YOURSELF 2



Read the paragraph aloud. Fill in the blanks with one of the words from the list below. Remember to press your tongue tip firmly against your gum ridge when you pronounce [n].

than	then	on	in	can
can't	into	and	down	

When **John** got home, his wife **Gwen** was \_\_\_\_\_ the **kitchen**. She was \_\_\_\_\_ the **phone** again. It was later \_\_\_\_\_ he realized; it was already **ten** o'clock! **John** was so tired he **went** to his bedroom. \_\_\_\_\_ he sat \_\_\_\_\_ **on** his bed **and** took off his shoes \_\_\_\_\_ socks. "\_\_\_\_\_ you get off that **phone**," he called to **Gwen**. "Yes, I \_\_\_\_\_," she yelled back. But by the time **Gwen** walked \_\_\_\_\_ the room, **John** was fast asleep!

## More Practice

### EXERCISE



Read the e-mail aloud. Pay attention to all the boldfaced words with the consonant [n].

To:	<b>nan@notice.com</b>
From:	<b>andy@notice.com</b>
Sent:	<b>June 9th, 10:00 a.m.</b>

**Nan**, here is our **airplane** schedule. We are flying **nonstop** **on** **Standard American** flight **7119**, **leaving** **Denver** at **one** **in** the **afternoon** and **arriving** **in** **New York** at **Kennedy** airport at **seven** at **night**. We will **rent** a car **and** be **in** **Albany** about **eleven** or maybe **midnight**. We **know** you **need** your sleep, so leave the key **under** the mat—and oh, yes, leave us a **sandwich**—even peanut butter will be **enough**!

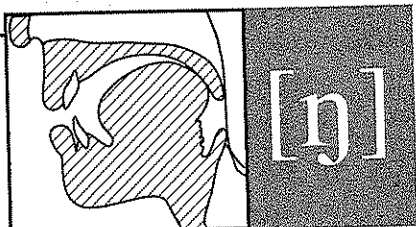
Love, **Andy**

Practice this [n] sound again and again!!!



# Lesson 49 [ŋ] as in *sing*

## PRONOUNCING [ŋ]



**Back of tongue:** Raised toward the soft palate  
**Airstream:** Continuous through the nose  
**Vocal cords:** Vibrating

### Possible Pronunciation Problems

Many international students are unaccustomed to pronouncing [ŋ] at the end of words. Also, the similarity between [ŋ] and [n] might confuse you.

**EXAMPLES** If you say [n] instead of [ŋ]: **sung** will sound like **son/sun**.  
**rang** will sound like **ran**.

The key to pronouncing [ŋ] correctly is to raise the **BACK** of your tongue—NOT the **TIP**!

**Just keep studying, thinking, and practicing; everything will be OK with [ŋ]!**

## Practice

### EXERCISE A

**Listen and repeat the words. They should be pronounced with [ŋ]. Remember, back of the tongue up!**

#### [ŋ] In the Middle of Words

anger	youngest
thank	single
finger	longest
banging	hungry

#### [ŋ] At the End of Words

sting	running
tongue	strong
walking	singing
feeling	belong

The consonant [ŋ] does not occur at the beginning of words in English.

**hint**

The letters *ng* or *ngue* at the ends of words are always pronounced [ŋ].

wrong      sing      walking      tongue

The letter *n* before *g* or *k* is usually pronounced [ŋ].

hungry      single      thank      drink

**EXERCISE B**

**Listen and repeat the phrases and sentences. The boldfaced words should be pronounced with [ŋ]. Remember, the back of the tongue must go up toward the palate.**

1. Good **evening**.
2. I'm **going** home.
3. Is **something** wrong?
4. **ring** on my **finger**
5. **raining** and **snowing**
6. Are you **coming** along?

**CHECK YOURSELF 1**

**Listen to the pairs of sentences. ONE sentence in each pair has a word pronounced with [ŋ]. Circle the number of the sentence with the [ŋ] word. (For answers to Check Yourself 1 and 2, see Appendix II, page 303.)**

**EXAMPLE**

*You hear*

He's a **swinger**. He's a **swimmer**.

*You circle*

①

2

1. 1      2
2. 1      2
3. 1      2
4. 1      2
5. 1      2

**CHECK YOURSELF 2**

**Listen and repeat the words. Circle only the words that are pronounced with [ŋ].**

- |            |              |             |              |
|------------|--------------|-------------|--------------|
| 1. (bring) | 6. tangerine | 11. along   | 16. engage   |
| 2. anger   | 7. swing     | 12. talking | 17. stinging |
| 3. hang    | 8. tangle    | 13. sponge  | 18. stingy   |
| 4. angel   | 9. danger    | 14. grin    | 19. lunch    |
| 5. dancing | 10. sink     | 15. running | 20. bank     |

**Check your answers. Then read the words aloud again.**

### EXERCISE



Read the poem aloud. Pay attention to the boldfaced words with the consonant [ŋ].

#### The Cataract of Lodore (*Excerpt*)

*Robert Southey*

**Retreating** and **beating** and **meeting** and **sheeting**,  
**Delaying** and **straying** and **playing** and **spraying**,  
**Advancing** and **prancing** and **glancing** and **dancing**,  
**Recoiling**, **turmoiling** and **toiling** and **boiling**,  
And **gleaming** and **streaming** and **steaming** and **beaming**,  
And **rushing** and **flushing** and **brushing** and **gushing**,  
And **flapping** and **rapping** and **clapping** and **slapping**,  
And **curling** and **whirling** and **purling** and **twirling**,  
And **thumping** and **plumping** and **bumping** and **jumping**,  
And **dashing** and **flashing** and **splashing** and **clashing**;  
And so never **ending**, but always **descending**,  
Sounds and motions for ever and ever are **blending**,  
All at once and all o'er, with a mighty uproar,  
And this way the water comes down at Lodore.

Keep thinking and practicing; everything will be OK with [ŋ]!!!

# Lesson 50 Contrast and Review of [m], [n], and [ŋ]

## EXERCISE



Listen and repeat the words and sentences. Feel the movement from the lips to tongue tip to back of throat as you pronounce [m], [n], and [ŋ].

- | [m]                                | [n]                 | [ŋ]                  |
|------------------------------------|---------------------|----------------------|
| 1. whim                            | win                 | wing                 |
| 2. some                            | sun                 | sung                 |
| 3. rum                             | run                 | rung                 |
| 4. ram                             | ran                 | rang                 |
| 5. Kim                             | kin                 | king                 |
| 6. Is that a clam?                 | Is that a clan?     | Is that a clang?     |
| 7. He is Kim.                      | He is kin.          | He is king.          |
| 8. The bam was sudden.             | The ban was sudden. | The bang was sudden. |
| 9. They had rum.                   | They had run.       | They had rung.       |
| 10. It was a whim.                 | It was a win.       | It was a wing.       |
| [n] [ŋ] [m] [ŋ]                    |                     |                      |
| 11. My son sang some songs.        |                     |                      |
| [m] [ŋ] [ŋ] [n]                    |                     |                      |
| 12. Tim thinks that thing is thin. |                     |                      |
| [m] [n] [ŋ]                        |                     |                      |
| 13. Kim is kin to the king.        |                     |                      |
| [m] [n] [ŋ]                        |                     |                      |
| 14. It's a whim to win the wings.  |                     |                      |
| [m] [n] [m] [ŋ]                    |                     |                      |
| 15. I seem to have seen him sing.  |                     |                      |

## CHECK YOURSELF 1



Listen to the words. Circle the ONE word that you hear from each of the pairs below. (For answers to Check Yourself 1–4, see Appendix II, pages 303–304.)

EXAMPLES

sing

sin

foam

phone

1. thin                      thing
2. ban                      bang
3. sinner                      singer
4. comb                      cone
5. rum                      run
6. seem                      scene
7. some                      sung
8. hammer                      hanger
9. ram                      rang
10. gone                      gong

## CHECK YOURSELF 2



Read the sentences aloud; circle the correct word to complete the sentence. Be sure to pronounce each nasal consonant carefully.

1. Jean sat **in** the (sum / sun / sung).
2. The bird hurt his (whim / win / wing).
3. It is **fun** to (rum / run / rung).
4. The **meat needs** to (simmer / sinner / singer).
5. They **removed** the (bam / ban / bang).

## CHECK YOURSELF 3



Listen to the sentences. One of the words in parentheses will be used. Circle the word you hear.

EXAMPLE                      [n]                      [m]  
Give me the (cone / comb).

1. I'll call (them / then).                      [m]                      [n]
2. He (ran / rang) twice.                      [n]                      [ŋ]
3. That (bun / bum) is old.                      [n]                      [m]
4. We got (some / sun) at the beach.                      [m]                      [n]
5. I heard a (bam / bang).                      [m]                      [ŋ]
6. You shouldn't (sing / sin).                      [ŋ]                      [n]

7. The children like (swinging/swimming).  
 8. It's a small (ping/pin).  
 9. Get rid of the (gum/gun).  
 10. Buy another (hammer/hanger).



Check your answers. Then read each of the sentences aloud twice. Use the first word in the first reading and the contrast word in the second reading.

#### CHECK YOURSELF 4



Read the commercial aloud with a partner. In the brackets provided, write the phonetic symbol representing the sound of the boldfaced letters.


Pronunciation Key: [m] as in me  
 [n] as in no  
 [ŋ] as in ring

- Announcer:** Is your skin feeling dry? Are you finding new wrinkles and lines? Then you need Pom's Skin Cream. Men and women everywhere are talking about our cream. Listen to famous film star Molly Malone, who has been acting for a long, long, time.
- Molly:** Hmmm. Of course, everyone knows I started making films when I was nine. But I've been using Pom's Cream for years, and I think it's wonderful. Just put it on every morning and evening, and in one week you'll start seeing the difference. Your face will gleam and shine, and you'll look just fine!
- Announcer:** And now for a limited time, you can get two jars for the price of one. Remember, use Pom's Skin Cream and you, too, can look like a film star.

Check your answers. Then practice the commercial again with a partner.

## More Practice

### EXERCISE

 Read the joke aloud. Pay attention to the boldfaced words with the consonants [m], [n], and [ŋ].

[n] [n] [n] [m] [ŋ] [n] [ŋ] [m]  
 One day **seven**-year-old **Norma** was **sitting** and **watching** her **mother**  
 [n] [ŋ] [n] [n]  
 wash the dishes at the **kitchen sink**. She **suddenly** **noticed** that her  
 [m] [n] [ŋ] [n]  
**mother** had several **strands** of white hair **sticking** out of her **brunette**  
 [m] [n]  
 head. She looked at her **mother** and asked, "Why are **some** of your  
 [m] [m] [n]  
 hairs white, **Mommy**?" Her **mother** replied, "Well, every **time** that  
 [m] [ŋ] [ŋ] [m] [m] [n] [n] [n] [m]  
 you do **something** **wrong**, it **makes** **me** **unhappy**, and **one** of **my** hairs  
 [n] [n] [m] [ŋ] [ŋ] [m] [n] [n]  
**turns** white." **Norma** started **thinking** about this for a few **minutes** and  
 [n] [m] [m] [m] [m]  
**then** said, "**Mommy**, how **come** all of **grandma's** hairs are white?"

### Final Consonants in English

A final consonant is any consonant that is the last sound in a word. Consonant sounds that end words are very important. They can determine grammatical as well as word meaning. Careful production of final consonants is necessary to convey your message correctly and to sound like a native English speaker.

#### hint

Words pronounced with a final consonant often have *e* as the final letter. When *e* is the last letter in a word, it is usually silent; the consonant is actually the last sound.

made    phone    bite    have

### Possible Pronunciation Problems

In your language, the majority of words may end in vowels. Consonants may rarely be found at the ends of words. The opposite is true in English. The majority of words end in consonants. Because you are not used to using final consonants, you may frequently omit them at the end of words in English or add a vowel sound to the end of the word. Without realizing it, you can confuse your listeners, and they will have trouble understanding you.

#### EXAMPLES

You will not be saying your target word:

**place** will sound like **play**.

**card** will sound like **car**.

Your speech will be difficult to understand:

**hat** will sound like **hato**.

**dog** will sound like **dogu**.

**some** will sound like **soma**.


Your listener won't understand you at all:

*ca* without a final consonant is meaningless. You could be trying to say *case*, *came*, *cake*, *cane*, *cage*, *cape*, or *cave*. Your listener would have to guess!




## Practice

### EXERCISE A

 Listen and repeat the words. The words in each row will sound the same if their final consonant sound is omitted. *Exaggerate* your pronunciation of the final consonant in each word.


- |          |       |       |       |
|----------|-------|-------|-------|
| 1. cat   | cap   | can   | cab   |
| 2. bowl  | bowl  | bold  | bolt  |
| 3. rag   | rat   | rap   | rack  |
| 4. coal  | colt  | cold  | coals |
| 5. wrote | robe  | rode  | rope  |
| 6. soon  | soup  | suit  | sued  |
| 7. ten   | tense | tent  | tend  |
| 8. sight | side  | sign  | size  |
| 9. bill  | bills | build | built |
| 10. cord | corn  | court | cork  |

### EXERCISE B

 Read the phrases aloud. Carefully distinguish between the phrases in each row by exaggerating your pronunciation of the final consonants.

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 1. I saw.         | eyesore         | I sawed.       |
| 2. Joe knows her. | Joan knows her. | Joan owns her. |
| 3. heat wave      | He waved.       | He waves.      |
| 4. I'll earn it.  | I learn it.     | I earn it.     |
| 5. I sigh.        | eyesight        | I sighed.      |

### EXERCISE C

 Listen and repeat the sentences. Exaggerate your pronunciation of the final consonant sound in each boldfaced word.

1. She **sighed** at the beautiful **sight**.
2. **Bess** is the **best** artist.
3. **Can't** Amy **catch** a **cab**?
4. The thief **stole** the **stove**.
5. **Ben** couldn't **bend** his knees.
6. The **coal** is very **cold**.
7. We **paid** for the **pane** of glass.
8. **I'm** sure **I'll** go.
9. **Would** he like a **wool** coat?
10. She **sat** on the **sack** full of **sap**.

# EXERCISE D



Listen and repeat the pairs of words. Be sure to keep your vocal cords vibrating as you pronounce the voiced final consonants of the words.

## Voiceless

hat  
sight  
mop  
rope  
rack  
bus  
half

## Voiced

had  
side  
mob  
robe  
rag  
buzz  
have

# EXERCISE E



Read the dialogue aloud with a partner. Be sure to *exaggerate* your pronunciation of the final consonant sound in each boldfaced word.

Patrick: Hi, Pam. **Have** you **had** dinner at the **Old Inn**?

Pam: No, Pat. But Bea said their **beef** can't be **beat**.

Patrick: And **Hal** told me to **have** the **ham**.

Pam: **Doug** said the **duck** was **done** just **right**.

Patrick: And Sue thought the **soup** would **suit** a **king**!

Pam: **Kate** raved about the **cake**.

Patrick: I'd say the **inn** was it! **Pam**, will you be ready at **eight**?

Pam: Oh, **Pat**, I already **am**! I thought you'd never **ask**!

(The exciting story of Pam and Pat at the Old Inn continues in Check Yourself 4.)

# CHECK YOURSELF 1



Listen to the 10 three-word series. Write the number 1, 2, or 3 on the line next to each word in the order you hear it. *Listen carefully* for the final consonant sound in each word. (For answers to Check Yourself 1-4, see Appendix II, pages 304-305.)

EXAMPLE	You hear	half	hat	had			
	You write	<u>2</u>	hat	<u>3</u>	had	<u>1</u>	half
1.	hot	hog	hop				
2.	wrote	rope	robe				
3.	save	safe	same				
4.	right	ride	ripe				
5.	mad	mat	map				
6.	fade	fate	fake				
7.	wipe	white	wife				
8.	peg	pen	pet				
9.	prize	prime	pride				
10.	bit	big	bid				

**CHECK YOURSELF 2**

Read the sentences aloud. Circle one word to complete each sentence. *Exaggerate the pronunciation of the final consonant sound of each word you choose to fill in the blanks.*

1. The key opens the \_\_\_\_\_. (lock/log/lot)
2. The \_\_\_\_\_ is in the fire. (lock/log/lot)
3. \_\_\_\_\_ the dirty dishes. (soak/soap/sole)
4. Wash your hands with \_\_\_\_\_. (soak/soap/sole)
5. He \_\_\_\_\_ the letter. (wrote/rose/rode)
6. He \_\_\_\_\_ the bicycle. (wrote/rose/rode)
7. The \_\_\_\_\_ landed. (plague/plane/plate)
8. The \_\_\_\_\_ is broken. (plague/plane/plate)
9. Send a birthday \_\_\_\_\_. (cart/card/carve)
10. The bags are in the \_\_\_\_\_. (cart/card/carve)

**CHECK YOURSELF 3**

Listen to the sentences. Circle the ONE word in parentheses that is used. Listen carefully for the final consonant sound.

**EXAMPLE** The (cab/cat) is lost.

1. I can't find the (belt/bell).
2. My son is (five/fine).
3. I think he's (dead/deaf).
4. Tim bought another (car/card).
5. The (guild/guilt) is ours.
6. The (pack/pact) was sealed.
7. There's a (lake/lane) near the house.
8. I (can/can't) go.
9. The (den/dent) is very small.
10. The (coal/colt) is black.



Check your answers. Then read each of the sentences aloud twice. Use the first word in parentheses in the first reading and the contrast word in the second reading. Exaggerate your pronunciation of the final consonant sounds.

**CHECK YOURSELF 4**

Read the dialogue aloud with a partner. Fill in the blanks with the final consonant sound that completes the word.

**Ann:** Hi, Pam! How was your da\_\_e last nigh\_\_ with Pat?

**Pam:** Nothing went righ\_\_ last nigh\_\_. Pa\_\_ had a flat tire and came la\_\_e!

**Ann:** How was the foo\_\_ at the Ol\_\_ Inn?

**Pam:** It was ba\_\_. The soup was col\_\_. My stea\_\_ was tough. They ra\_\_ out of chocola\_\_e ca\_\_e.

**Ann:** What about the dinner Pa\_\_ a\_\_e?

**Pam:** His duc\_\_ was overdo\_\_e. His garli\_\_ brea\_\_ was sta\_\_e!

**Ann:** Did it cos\_\_\_ a lot of money?

**Pam:** Yes! And Pat didn't ha\_\_\_e enough to pay the bi\_\_\_.

**Ann:** I guess you won'\_\_\_ go ou\_\_\_ with him agai\_\_\_!

**Pam:** Why do you say tha\_\_\_? We're going for a b\_\_\_ke ri\_\_\_e this afternoon. He's so handso\_\_\_e!

**Check your answers. Then change roles and read this dialogue aloud again. Exaggerate your pronunciation of all final consonant sounds.**

## More Practice

### EXERCISE A



**Read the following poem aloud. Be sure to pronounce all of the final consonant sounds; pay particular attention to those in boldface.**

#### State of Mind

*Author Unknown*

If you **think** you are beaten, you are.  
If you **think** you dare not, you don't.  
If you'd **like** to win, but you **think** you can't,  
It's almost a **cinch** that you won't.

If you **think** you'll lose, you've lost;  
For out **in** the world you'll find  
Success **begins** with a person's will.  
It's **all in** the state of mind!

Full many a race is lost  
Before even a **step** is run.  
And many a coward **falls**  
Before even his **work** is begun.

Think high and your deeds will grow.  
Think low and you'll **fall** behind.  
Think that you can and you **will**.  
It's **all in** the state of mind.

If you **think** you're outclassed, you are.  
You have to **think** high to rise.  
You have to be sure of yourself  
Before you can **win** a prize.

Life's battles don't always go  
To the stronger or faster man,  
But sooner or later the **one** who wins,  
Is the **one** who **thinks** he can!

### EXERCISE B

**Tape-record yourself while talking on the telephone. After you hang up, play the recording back. Analyze your speech and listen for final consonants. Make a list of words you didn't pronounce carefully and practice them.**

# Lesson 52 Pronouncing Consonant Clusters

## Consonant Clusters in English

Consonant clusters are two or more consonant sounds grouped together in a word. They are pronounced with no vowels between them. Careful production of consonant clusters is necessary to convey your message correctly and to sound like a native speaker of English.

### Possible Pronunciation Problems

Consonant clusters are difficult for many international speakers of English to pronounce. Often, English speakers pronounce groups of consonants and one vowel as a single syllable. Because this is different from most other languages, you might omit one of the consonant sounds in the cluster or insert a vowel sound between two of the consonants in the cluster. This will confuse your listeners and they may not understand you.

#### EXAMPLES

You will not be saying your target word:

Your speech or grammar will be difficult to understand:

**asks** will sound like **ax**.  
**fact** will sound like **fat**.

**asked** will sound like **ask it**.  
**sport** will sound like **support**.

## Practice

### EXERCISE A



Consonant clusters generally consist of two or three consonant sounds. The following words contain the most common three-member consonant clusters in English. Listen and repeat them.

#### Consonant Clusters at the Beginning of Words

[spr]	[spl]	[skr]	[skw]	[str]
spry	splash	screen	squad	strap
spray	split	scream	square	stray
sprout	splice	scratch	squash	strain
spring	splinter	scrape	squint	street
sprinkle	splatter	scrawl	squeeze	stripe


### Consonant Clusters in the Middle of Words

display	astray	conclusion
sparkling	complete	widespread
astride	complain	

### Consonant Clusters at the End of Words

[sps], [lps]	[spt], [lpt]	[skt], [lkt], [kst]	[sks]	[rks], [rkt]
wasps	gasped	asked	asks	sparks
gasps	lisped	risked	risks	parks
lisps	clasped	milks	masks	sparkled
gulps	grasped	waxed	desks	parked
helps	helped	fixed	tasks	worked

#### EXERCISE B

 Listen and repeat the words. Be sure to distinguish between the words in each row.

[ks]	[kt], [skt]	[kit], [ksit], [ktit]
1. likes	liked	like it
2. asks	asked	ask it
3. fix	fixed	fix it
4. checks	checked	check it
5. ax	act	act it

Consonant Cluster	Consonant + Vowel
6. plight	polite
7. Clyde	collide
8. prayed	parade
9. sport	support
10. claps	collapse

#### EXERCISE C

 Listen and repeat the sentences. Carefully pronounce all the consonant clusters or consonant + vowel combinations in the boldfaced words.

1. I **fixed** the **cracked** **masks**.
2. **Spray** the **strong** perfume **sparingly**.
3. The **squirrel** had a **splinter** in its foot.
4. The **strong** man **worked** at the **factory**.
5. The public **supports** many **sports** teams.
6. He **prayed** that they wouldn't cancel the **parade**.
7. We **parked** the car and **strolled through** the **streets**.
8. I hope that **Clyde** and I don't **collide** during the race.
9. I **scream**, you **scream**, we all **scream** for **ice cream**!
10. A **strange** **insect** **crawled through** a hole in the **screen**.

# EXERCISE D



Read the dialogue aloud with a partner. Be sure to carefully pronounce the boldfaced words containing consonant clusters.

- Stuart:** Hello, Mrs. **Springer**. How do you want your hair **fixed** today?
- Mrs. Springer:** **Stuart**, I need a new **hairstyle**. Do you **think** I need a **permanent**, or should my hair be **straight**? What really **helps** the **most**?
- Stuart:** I've been **praying** for the **moment** to **try** something new. **First**, **let's start** with your hair color. How about **Sunburst Red**? You'll look like that **screen star Stella Sloan**.
- Mrs. Springer:** I really **don't** like taking **risks**, but I **trust** your **judgment**.
- Stuart:** **Splendid!** How about **blonde streaks** as well?
- Mrs. Springer:** **Slow** down a little, **Stuart**. I **don't** want **strangers** **staring** at me.
- Stuart:** **Next**, we'll **style** your hair in the **latest** fashion . . . very very **short**. You'll look **just** like a **youngster**. How about **bangs**? Everyone **likes** **bangs**!
- Mrs. Springer:** I **asked** you for a new look, but I **didn't** **plan** on such an **extreme!** I **don't** want to **complain** but . . .
- Stuart:** Now, Mrs. **Springer**, **close** your eyes and **relax**. Your **husband** will **gasp** when he sees how **fantastic** you look.
- Mrs. Springer:** He'll **gasp** all right . . . at how much I've **spent**. But I'm in your **hands**, so **spray** away!

## CHECK YOURSELF 1



Listen and repeat the sentences. Circle the two- or three-member consonant cluster contained in each boldfaced word. (For answers to Check Yourself 1-3, see Appendix II, pages 305-306.)

- EXAMPLES** [spr] (skr) [skt] [spt] I play **Scrabble** with my friends.  
[sks] [rks] (kst) [sps] He **faxed** the documents to Spain.
- [kt] [kst] [sks] [ks] Sam **liked** to swim when he was young.
  - [kt] [kst] [sks] [ks] Stella **walks** home from school.
  - [skr] [sk] [sks] [sk] Please don't **scream**; I can hear you!
  - [skr] [kt] [ks] [sk] Our teacher is very **strict**.
  - [skr] [st] [sks] [sk] My cat **scratched** me.
  - [spl] [spr] [str] [sts] How did you **sprain** your ankle?
  - [skr] [sk] [sks] [sts] Try not to take unnecessary **risks**.
  - [skr] [sk] [skt] [kt] The firefighters **risked** their lives to save us.
  - [skr] [kst] [skt] [ks] Bob washed and **waxed** his car.
  - [spr] [spl] [sp] [sl] Many flowers bloom in the **spring**.

**CHECK YOURSELF 2**

Look at the scrambled words. Write the correct word in the blank. Use the clues below each word to help you figure out the scrambled word.

1. E A L S T

It's a crime to \_\_\_\_\_.

2. I P R A S E

To \_\_\_\_\_ someone is to pay them a compliment.

3. S K A

To make a request is to \_\_\_\_\_.

4. S P W A

A \_\_\_\_\_ is an insect that stings.

5. S P I R E P E R

To \_\_\_\_\_ means to sweat.

6. P L M P U

The opposite of skinny is \_\_\_\_\_.

7. U S T E R C L

Be sure to pronounce each consonant \_\_\_\_\_ clearly.

8. R P S H A

Be careful when using an object with a \_\_\_\_\_ point.

9. S T R A M E

The children went swimming in the \_\_\_\_\_.

10. E A S K S Q U

Squeals, shrieks, screeches, and \_\_\_\_\_ are all annoying sounds.



Check your answers. Then practice reading each word and clue aloud. Be sure to pronounce all the consonant clusters correctly.

**CHECK YOURSELF 3**



Listen to the audio. A word will be pronounced, used in a sentence, and pronounced again. Circle the three-member consonant cluster that you hear in each word.

**EXAMPLES** [spr] [spl] ([skr]) [str] (screen; The screen has a hole; screen)  
[spr] ([sps]) [skt] [sks] (wasps; Stay away from wasps; wasps)

1. [spr] [spl] [skr] [str]

2. [spr] [spl] [skr] [str]

3. [spr] [spl] [skr] [str]



- |           |       |       |       |
|-----------|-------|-------|-------|
| 4. [spr]  | [spl] | [skr] | [str] |
| 5. [spr]  | [spl] | [skw] | [str] |
| 6. [sps]  | [spt] | [skt] | [kst] |
| 7. [sps]  | [spt] | [skt] | [rks] |
| 8. [sps]  | [spt] | [skt] | [sks] |
| 9. [sps]  | [spt] | [kst] | [sks] |
| 10. [sps] | [spt] | [spl] | [rks] |

## More Practice

### EXERCISE A



Read the poem aloud. Be sure to carefully pronounce the boldfaced consonant clusters.

If

*Rudyard Kipling*

If you can keep your head when all about you  
Are losing theirs and **bl**aming it on you;  
If you can **tr**ust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be **tir**ed by waiting,  
Or, being lied about, **don't** deal in lies,  
Or, being hated, **don't** give way to hating,  
And yet **don't** look too good, not talk too wise;

If you can **d**ream—and not make **dr**eams your master;  
If you can **th**ink—and not make thoughts your aim;  
If you can meet with **Tri**umph and Disaster  
And **t**reat those two imposters **ju**st the same;  
If you can bear to hear the **tr**uth you've **sp**oken  
**Tw**isted by knaves to make a **tr**ap for fools,  
Or watch the **th**ings you gave your life to, **br**oken,  
And **st**oop and **bu**ild them up with worn-out tools;

If you can make one heap of all your winnings  
And **r**isk it on one **tu**rn of pitch-and-toss,  
And lose, and **st**art again at your beginnings  
And never **b**reathe a **w**ord about your loss;  
If you can **f**orce your heart and **n**erve and sinew  
To **s**erve your **tu**rn long after they are gone,  
And so **h**old on when there is nothing in you  
Except the will which says to them: "**H**old on!"

If you can talk with **crowds** and keep your virtue,  
Or walk with **kings**—nor lose the common touch,  
If neither foes nor loving **friends** can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With **sixty seconds'** worth of **distance** run—  
Yours is the **Earth** and everything that's in it,  
And—which is more—you'll be a Man, my son!

### EXERCISE B



Think of ten words that contain with three-member consonant clusters. Then try to use as many of those words as you can in the same sentence. Practice saying your original sentences with a partner.

**EXAMPLES** scream, split, pants

When I **split** my **pants**, I started to **scream**.

When writing English, we add the ending *-ed* to form the past tense of regular verbs. That's easy to remember! However, when you are *speaking* English, the *-ed* ending can have three different pronunciations. Sometimes *-ed* sounds like [t], as in *stopped* [stapt]; sometimes it sounds like [d], as in *lived* [lɪvd]; sometimes it sounds like a new syllable, [ɪd], as in *loaded* [laʊdɪd].

### Possible Pronunciation Problems

As discussed in Lesson 51, many consonants may not be found at the end of words in your language. Consequently, you may not be used to saying final consonants in English. This might make you omit or mispronounce past tense verb endings.

#### EXAMPLES

Past tense verbs will sound like present tense verbs:

**washed** will sound like **wash**.  
**played** will sound like **play**.

A new syllable will be incorrectly added to a past tense verb:

**lived** [lɪvd] will sound like **live-id** [lɪvɪd].  
**tapped** [tæpt] will sound like **tap-id** [tæpɪd].

You will not be saying your target past tense verb:

**played** [pleɪd] will sound like **plate** [pleɪt].  
**tied** [taɪd] will sound like **tight** [taɪt].

This might seem confusing, but don't worry! We have good news! In this chapter we will teach you three EASY rules to help you pronounce past tense regular verbs correctly. You will learn when *-ed* sounds like [t], [d], or [ɪd]. Study the rules and *you've got it made!*


### **-ed PRONOUNCED [t]**

The ending *-ed* will always sound like [t] when the last sound in the present tense verb is voiceless.

**EXAMPLES**    talked [tɔkt]    crossed [krɒst]    laughed [læft]

## Practice

### EXERCISE

 Listen and repeat the verbs. Be sure to pronounce the **-ed** in the past tense verbs like [t]. (Do NOT add a new syllable to any word!)

#### Present Tense (last sound is voiceless)

look

miss

stop

work

pick

wash

drip

pass

place

laugh

#### Past Tense (-ed = [t])

looked

missed

stopped

worked

picked

washed

dripped

passed

placed

laughed


## **-ed** PRONOUNCED [d]

The ending **-ed** will always sound like [d] when the last sound in the present tense verb is a vowel or voiced consonant.

EXAMPLES   lived [lɪvd]     turned [tɜːnd]     played [pleɪd]

## Practice

### EXERCISE

 Listen and repeat the verbs. Be sure to pronounce **-ed** like [d]. (Do NOT add a new syllable to the words!)

#### Present Tense (last sound is voiced)

love

stay

fill

burn

rain

live

clean

stare

study

follow

#### Past Tense (-ed = [d])

loved

stayed

filled

burned

rained

lived

cleaned

stared

studied

followed


## **-ed PRONOUNCED [ɪd]**

The ending *-ed* will always sound like the new syllable [ɪd] when the last sound in the present tense verb is [t] or [d].

**EXAMPLES**      wanted [waɪntɪd]      rested [rɛstɪd]      ended [ɛndɪd]

### **Practice**

#### **EXERCISE A**

 **Listen and repeat the verbs. NOW you should pronounce -ed like the new syllable [ɪd].**


#### **Present Tense** **(end in *t* or *d*)**

end  
add  
hunt  
want  
need  
fold  
start  
print  
sound  
count

#### **Past Tense** **(-ed = the new syllable [ɪd])**

ended  
added  
hunted  
wanted  
needed  
folded  
started  
printed  
sounded  
counted

#### **EXERCISE B**

 **Listen and repeat the sentences. Be sure to pronounce the -ed ending in the past tense verbs correctly.**

**-ed = [t]**

1. She cooked dinner.
2. The boy danced all night.
3. The bus stopped in the road.
4. Mom baked a pie.
5. She finished early.
6. Sue packed her suitcase and waited for a taxi.
7. Tim cashed a check and deposited the money.

**-ed = [d]**

- We played a game.  
He moved again.  
Ted stayed out late.  
I mailed a letter.  
We opened a window.

**-ed = [ɪd]**

- He avoided his boss.  
I rested at home.  
The car started.  
Mike needed money.  
Our house was painted.

8. The children <sup>[d]</sup>played games and <sup>[t]</sup>jumped rope.
9. I <sup>[d]</sup>studied hard and <sup>[t]</sup>passed the test.
10. He <sup>[d]</sup>listened while I <sup>[d]</sup>showed photos and <sup>[t]</sup>talked about my trip.

### CHECK YOURSELF 1



Read the sentences aloud. Choose the correct past tense verb from the box to fill in the blanks. In the brackets, write either [t], [d], or [ɪd] to represent the -ed sound in the verb. Check your answers. (For answers to Check Yourself 1–4, see Appendix II, pages 306–307.)

EXAMPLE I locked the door. [t]

painted	mailed	danced	washed	waited
lived	deposited	asked	walked	talked

- We \_\_\_\_\_ the rumba and tango. [ ]
- She \_\_\_\_\_ on the phone for an hour. [ ]
- Dad \_\_\_\_\_ the fence green. [ ]
- The student \_\_\_\_\_ three questions. [ ]
- They \_\_\_\_\_ fifteen minutes for the bus. [ ]
- I've \_\_\_\_\_ in the same house for four years [ ].
- My father \_\_\_\_\_ a letter. [ ]
- The man \_\_\_\_\_ five miles. [ ]
- I \_\_\_\_\_ my check in the bank. [ ]
- He \_\_\_\_\_ his car with a hose. [ ]

### CHECK YOURSELF 2



Listen to five sentences. Some of the -ed verb endings will be said INCORRECTLY. Circle C for Correct or I for Incorrect to indicate whether the past tense verb in each sentence is pronounced properly.

EXAMPLES    You hear    She **baked** [beɪkɪd] a pie.    You circle    C    (I)

                  You hear    I **liked** [laɪkt] the book.    You circle    (C)    I

- C    I
- C    I
- C    I
- C    I
- C    I

### CHECK YOURSELF 3



Listen and repeat each three-word series. Circle the ONE word in each group that has a different **-ed** sound than the others.

- EXAMPLE    placed    pleased    played
1. stopped    started    stated
  2. finished    followed    phoned
  3. loved    looked    liked
  4. tasted    traded    taped
  5. cooked    cleaned    baked
  6. packed    pasted    passed
  7. ironed    sewed    mended
  8. whispered    shouted    screamed
  9. skipped    hopped    lifted
  10. pushed    pulled    raised



Check your answers. Then read the verbs aloud. Try using one verb from each series in a sentence.

### CHECK YOURSELF 4



Read the following dialogue with a partner. In the brackets above each past tense verb, write the phonetic symbol representing the sound of the **-ed** ending.

- Roberta: Karl, have you <sup>[ɪd]</sup> started your diet? I hope you haven't <sup>[d]</sup> gained any weight.
- Karl: I <sup>[ ]</sup> boiled eggs and <sup>[ ]</sup> sliced celery for lunch.
- Roberta: Have you <sup>[ ]</sup> exercised at all?
- Karl: I <sup>[ ]</sup> walked five miles and <sup>[ ]</sup> jogged in the park.
- Roberta: Have you <sup>[ ]</sup> cleaned the house? Calories can be <sup>[ ]</sup> worked off that way.
- Karl: I <sup>[ ]</sup> washed and <sup>[ ]</sup> waxed the floors. I even <sup>[ ]</sup> painted the bathroom.
- Roberta: Who <sup>[ ]</sup> baked this apple pie? Who <sup>[ ]</sup> cooked this ham?
- Karl: When I <sup>[ ]</sup> finished cleaning, I was <sup>[ ]</sup> starved. I <sup>[ ]</sup> prepared this food for dinner.
- Roberta: Oh, no! I'll take this food home so you won't be <sup>[ ]</sup> tempted.
- I really <sup>[ ]</sup> enjoyed being with you. Your diet is great!
- Karl: What <sup>[ ]</sup> happened? Somehow, I <sup>[ ]</sup> missed out on all the fun.

Check your answers. Change roles and read the dialogue aloud again. Be sure to carefully pronounce all past tense endings.

## More Practice

### EXERCISE A



Read the dialogue aloud with a partner. Be sure to pronounce all the past tense endings correctly.

- Mr. West: Why are you <sup>[ɪd]</sup> **interested** in working for Westfield stores?
- Ed: The company has <sup>[d]</sup> **earned** the admiration of the retail industry.
- Mr. West: Are you <sup>[t]</sup> **experienced**?
- Ed: I am well <sup>[ɪd]</sup> **educated** and have <sup>[t]</sup> **worked** for <sup>[ɪd]</sup> **respected** retail shops in Europe.
- Mr. West: I see you've <sup>[d]</sup> **traveled** extensively. Have you <sup>[d]</sup> **studied** other languages?
- Ed: I <sup>[d]</sup> **lived** in Japan for six months and <sup>[ɪd]</sup> **attended** an intensive program where I <sup>[d]</sup> **learned** Japanese.
- Mr. West: Our company is service <sup>[ɪd]</sup> **oriented** and has <sup>[d]</sup> **maintained** high standards.
- Ed: I'm <sup>[t]</sup> **impressed** by your management style.
- Mr. West: Your interest in our company is <sup>[ɪd]</sup> **appreciated**. I'm sure you will be <sup>[d]</sup> **offered** a position with Westfield.
- Ed: Thanks, Dad!

### EXERCISE B



Think of a response to the question, "What happened to you today?" Be sure your response contains many past tense verbs. When you complete your response, work with a partner and ask him or her the same question. Use a chart like the one below to categorize the verbs according to the sound of their *-ed* endings.

EXAMPLE A: What **happened** to you today, Claude?

B: I **pulled** into my driveway, **lifted** the garage door, **backed** in, **knocked** over the bicycle, **parked** the car, **opened** the door, and was **shocked** to see my house had been **robbed**!

<i>-ed</i> = [t]	<i>-ed</i> = [d]	<i>-ed</i> = [ɪd]
backed knocked parked shocked	pulled opened robbed	lifted



When you are writing English, the letter *s* at the end of words serves many different purposes. The letter *s* is used to form plural nouns (*hats, dogs*); third-person present tense regular verbs (*he likes; she eats*); possessive nouns (*my friend's house; the dog's collar*); and contractions (*it's late; he's here*). As you can see, *s* is a very versatile letter in English. It is important to learn its many different sounds!

When you are speaking English, the *-s* ending can have three different pronunciations. It can sound like [s], as in *hats* [hæts]; [z], as in *tells* [telz]; or like a new syllable, [ɪz], as in *roses* [rouzɪz].

### Possible Pronunciation Problems

Once again, the tendency to drop final consonants results in omissions or incorrect pronunciations of *-s* at the ends of words. This will make you difficult to understand and confuse your listeners.

#### EXAMPLES

Plural nouns will sound like singular nouns:

**Two books** will sound like **two book**.

Third-person present tense verbs will be incorrect:

**He eats** will sound like **he eat**.

**She sings** will sound like **she sing**.

Possessives and contractions will be omitted:

**Bob's house** will sound like **Bob house**.

**He's right** will sound like **he right**.

You will not be saying your target word:

**My eyes** will sound like **my ice**.

**Sue sings** will sound like **Sue sinks**.

You are probably wondering if there are any rules to help you correctly pronounce *s* in all these different situations. The answer is YES! In this lesson, you will learn how to pronounce *s* when it forms plurals, third-person present tense verbs, possessives, and contractions. Study the rules and listen to the CD carefully. You will soon notice a big improvement in your pronunciation!

### -s PRONOUNCED [s]

The *-s* forming the plural always sounds like [s] when the last sound in the singular noun is voiceless.

**EXAMPLES** hats [hæts]    lips [lɪps]    sticks [stɪks]

The -s forming the third-person present always sounds like [s] when the last sound in the base form of the verb is voiceless.

**EXAMPLES** he likes [laɪks] she talks [tɔːks] it floats [flaʊts]

The -s forming the possessive always sounds like [s] when the last sound in the noun is voiceless.

**EXAMPLES** Pat's [pæts] car the book's [bʊks] binding

The -s forming contractions always sounds like [s] when the last sound in the word being contracted is voiceless.

**EXAMPLES** It's [ɪts] true. That's [ðæts] my house.

## Practice

### EXERCISE



**Listen and repeat the phrases. The final -s will sound like [s]. (Do NOT add a new syllable to any word!)**

Plural Noun Phrases	Third-Person Verb Phrases	Possessive/Contraction Phrases
Bake the cakes.	He smokes too much.	the cat's milk
Wash the plates.	She sleeps late.	Ralph's friend
Stack the cups.	It tastes good.	the plant's leaf
Clean the pots.	My mother makes tea.	Let's eat now.
Darn the socks.	The dog eats.	What's wrong?
Feed the cats.	He jumps high.	It's time to go.

## -s PRONOUNCED [z]

The -s forming the plural always sounds like [z] when the last sound in the singular noun is voiced.

**EXAMPLES** floors [flɔːrz] bags [bægz] cars [kɑːrz]

The -s forming the third-person present always sounds like [z] when the last sound in the base form of the verb is voiced.

**EXAMPLES** He swims [swɪmz]. The bird flies [flaɪz]. She sings [sɪŋz].

The -s forming the possessive always sounds like [z] when the last sound in the noun is voiced.


**EXAMPLES** Tim's [tɪmz] house My friend's [frɛndz] cat

The -s forming a contraction always sounds like [z] when the last sound in the word being contracted is voiced.

**EXAMPLES** She's [ʃɪz] my sister. He's [hɪz] leaving.

## Practice

### EXERCISE

 Listen and repeat the phrases. Remember, the -s ending must sound like [z].

Plural Noun Phrases	Third-Person Verb Phrases	Possessive/Contraction Phrases
Close your eyes.	He saves money.	Sue's pencil
Kill the fleas.	The man lives here.	the baby's milk
Sing the songs.	Dad reads books.	our teacher's desk
lost 30 pounds	The boy listens.	my friend's house
Open the letters.	It smells good.	Here's a pencil.
Buy some shoes.	She sees me.	There's a note.

## -s (or -es) PRONOUNCED [ɪz]

The -s or -es forming the plural always sounds like the new syllable [ɪz] when the last sound in the singular noun is [s], [z], [ʃ], [tʃ], [ʒ], or [dʒ].

**EXAMPLES** wishes [wɪʃɪz] churches [tʃɜːtʃɪz] places [pleɪsɪz]

The -s or -es forming the third-person present always sounds like the new syllable [ɪz] when the last sound in the base form of the verb is [s], [z], [ʃ], [tʃ], [ʒ], or [dʒ].


**EXAMPLES** He watches [wɒtʃɪz]. The bee buzzes [bʌzɪz].

The -s or -es forming the possessive always sounds like the new syllable [ɪz] when the last sound in the noun is [s], [z], [ʃ], [tʃ], [ʒ], or [dʒ].

**EXAMPLES** the rose's [rouzɪz] stem the church's [tʃɜːtʃɪz] altar

## Practice

### EXERCISE A

 Listen and repeat the phrases. NOW you should pronounce -s or -es like the new syllable [ɪz].

Plural Noun Phrases	Third-Person Verb Phrases	Possessive Phrases
two new dresses	He wishes.	the church's steeple
Trim the hedges.	She watches him.	the witch's broom
Buy the watches.	He judges the contest.	Mr. Jones's pen
Win the prizes.	Mother washes clothes.	the mouse's cheese
in the cages	The bee buzzes.	the bus's tires

## EXERCISE B



Read the sentences aloud. Be sure to pronounce the plurals, verbs, possessives, and contractions correctly.

s = [s]

1. He wants to leave.
2. My sister likes gum.
3. I read many books.
4. Mother ironed shirts.
5. Jack's not coming.

s = [z]

- Blow out the candles.
- The hen laid eggs.
- Guns are dangerous.
- Here's some money.
- The girl's dress is old.

s = [ɪz]

- The speeches are boring.
- Please turn the pages.
- Mary dances well.
- I won many prizes.
- You have three choices.

6. Boys play cowboys and Indians and use toy guns and knives.
7. The store sells watches, rings, bracelets, diamonds, and rubies.
8. My sister's dresses, blouses, and shoes are new.
9. Our teacher's favorite saying is, "Where there's a will, there's a way."
10. Tim's friend's house has lots of rooms with oriental carpets.

## EXERCISE C



Read the dialogue aloud with a partner. Be sure to pronounce all -s endings correctly.

Charles: Hi, James. What's new?

James: Nothing, Charles. All the guys have dates for the prom except me!

Charles: That's all right. You can take Bess's sister Nancy.

James: What's she like?

Charles: She measures about 5 feet 2 inches, has blue eyes, and weighs 102 pounds. She looks like a model.

James: Then she probably dislikes her studies.

Charles: That's not true. She enters law school after finals. She gets good grades.

James: What are her hobbies? She probably hates sports!


Charles: She golfs, plays tennis, and swims. She also dances very well.

James: There's got to be SOMETHING wrong! She probably has no dates.

**Charles:** She has lots of boyfriends. In fact, let's make some changes. I'll take Bess's sister! You can take Mary.


**James:** NO WAY! There will be no exchanges! Nancy sounds great. I just hope she likes me!

### CHECK YOURSELF 1


 Listen to the sentences. Circle the ONE word in parentheses that you hear. (For answers to Check Yourself 1–3, see Appendix II, pages 307–308.)

**EXAMPLE** Did you pay for the (blouse/blouses)?

1. The men cut the (tree/trees).
2. He repaired the (watch/watches).
3. The (book/book's) cover is red.
4. Did they finally make (peace/peas)?
5. Did you see the little (cups/cubs)?

 Check your answers. Then read each sentence aloud twice. Use the first word in parentheses the first time and the contrast word the second time.

### CHECK YOURSELF 2

 Listen and repeat the three-word groups. Circle the ONE word in each group of three that has an -s ending sound different from the others.

<b>EXAMPLE</b>	belts	hats	ties
1.	talks	walks	runs
2.	dishes	gates	pages
3.	pears	apples	oranges
4.	eyes	noses	toes
5.	saves	makes	cooks
6.	newspapers	magazines	books
7.	dogs	birds	cats
8.	tables	chairs	couches
9.	dentists	doctors	lawyers
10.	lunches	beaches	chimes



Read the passages from William Shakespeare's plays. Circle all words with -s endings and write them under the phonetic symbol representing the sound of their -s ending. Use the chart at the bottom of the page.

From *As You Like It*

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages.

From *Othello*

Good name in man and woman, dear my lord,  
Is the immediate jewel of their souls;  
Who steals my purse steals trash; 'tis something, nothing;  
'Twas mine, 'tis his, and has been slave to thousands;  
But he that filches from me my good name  
Robs me of that which not enriches him  
And makes me poor indeed.

From *The Merchant of Venice*

Hath not a Jew eyes?  
Hath not a Jew hands, organs, dimensions, senses, affections, passions?  
Fed with the same food,  
Hurt with the same weapons,  
Subject to the same diseases,  
Healed by the same means,  
Warmed and cooled by the same winter and summer, as a Christian is?

[s]	[z]	[ɪz]
	world's	

## More Practice

### EXERCISE A



Read the poem aloud. Be sure to pronounce all the plural endings correctly.

#### The Pied Piper of Hamelin (*Excerpt*)

Robert Browning

And out of the houses<sup>[ɪz]</sup> the rats<sup>[s]</sup> came tumbling.  
Great rats<sup>[s]</sup>, small rats<sup>[s]</sup>, lean rats<sup>[s]</sup>, brawny rats<sup>[s]</sup>,  
Brown rats<sup>[s]</sup>, black rats<sup>[s]</sup>, gray rats<sup>[s]</sup>, tawny rats<sup>[s]</sup>,  
Grave old plodders<sup>[z]</sup>, gay young frisk<sup>[z]</sup>ers,  
Fathers<sup>[z]</sup>, mothers<sup>[z]</sup>, uncles<sup>[z]</sup>, cousins<sup>[z]</sup>,  
Cocking tails<sup>[z]</sup> and prick<sup>[z]</sup>ing whiskers,  
Families<sup>[z]</sup> by tens<sup>[z]</sup> and dozens<sup>[z]</sup>,  
Brothers<sup>[z]</sup>, sisters<sup>[z]</sup>, husbands<sup>[z]</sup>, wives<sup>[z]</sup> . . .  
Followed the Piper for their lives<sup>[z]</sup>.

### EXERCISE B



Work with a partner and think of at least ten different categories of things, for example, vehicles, fruits, flowers, items of clothing. Think of related questions to ask each other. Responses should contain at least four plural nouns related to that category.

**EXAMPLE A:** What **types** of **flowers** do you like?

**B:** I like yellow **roses**, **tulips**, **daisies**, and **carnations**.  
What **types** of **flowers** do YOU like?

**A:** I like **gardenias**, red **roses**, **lilies**, and **orchids**.

### EXERCISE C

Every time you go to the cleaners practice the plural endings of words that identify clothing. Use phrases such as "I have two dresses to clean," "These shirts need to be laundered," "Can you clean these ties?"

# Appendices



# Appendix I: To the Teacher

**Welcome to the challenge!** You recommended *English Pronunciation Made Simple* to your students because you are committed to helping them improve their pronunciation of English. This is a difficult task, but it's *not* impossible. Teaching and learning English pronunciation can be difficult, tedious work. It can also be more fun than you ever imagined possible. (In our accent-reduction classes, there have been countless occasions when we, along with our students, have laughed long and hard enough for tears to roll!)

Some of you are already experienced teachers of English for nonnative speakers or speech instructors and/or speech pathologists involved in teaching foreign-accent-reduction classes, and you already employ a variety of effective techniques with your students. Please: Share some of your most successful ones with us. We invite you to let us know how you like our suggestions. We truly look forward to hearing from you!

Some of you are new at teaching English pronunciation to nonnative speakers. Don't worry. An enthusiastic attitude and genuine desire to learn with your students will be more valuable than years of experience. As you'll quickly realize, the *English Pronunciation Made Simple* program provides you with an easy-to-follow, systematic approach to teaching English pronunciation.

## Breaking the Ice

Teaching foreign-accent reduction can and should be fun for all concerned. At first, students will invariably be apprehensive and self-conscious about taking such a course and "exposing" their speech patterns in front of you and their peers. The time you spend trying to alleviate their initial concerns will be time well spent. We recommend that you:

- Use the first class meeting to discuss the positive aspects of "accents" in general. Elaborate on the information presented on page ix in "To the Student."
- Emphasize that accent reduction is not the losing of one's culture or heritage, but the improvement of a skill—such as the ability to play the piano, guitar, or tennis! Our students relate well to such analogies.
- Describe your own embarrassing mistakes or those of other native English speakers when speaking a foreign language. Our students laugh heartily at our examples and are comforted by the thought that we, too, experience pronunciation difficulties when speaking our second language.

## Hearing the Sounds

Advise your students that their initial difficulty in hearing the various vowel sounds is perfectly normal. Nonnative speakers of English frequently have difficulty recognizing sounds absent in their native language. (Studies have found that the sound system of one's native language will influence one's perception of English phonemes.) Your students will overcome this initial "deafness" to specific sounds after directed auditory discrimination practice. If possible, ask your school nurse, speech pathologist, or local public health department to administer a quick, routine hearing screening to each of your students. This will dissolve their concerns (and yours) about any possibility of hearing loss.

## Accent Analysis

The Accent Analysis should be used at the beginning of the *English Pronunciation Made Simple* program. Record each student (or have them record themselves at home) reading the **Accent Analysis Sentences** (Vowels on page 261 and Consonants on page 264). Each sentence pair is designed to survey the students' pronunciation of a specific target vowel or consonant. Encourage them to read the sentences in a natural, conversational voice. The Accent Analysis should be used again when your students complete the program. This will help you (and them) measure their progress.

Now you are ready to listen to your students' tapes and do a written survey of their pronunciation difficulties with vowels, diphthongs, consonants, and word stress. Use the **Summary of Errors** forms (Vowels form on page 263 and Consonants form on page 267) to record the results. The pairs of Accent Analysis Sentences are numbered to correspond to the phonetic symbols.

As each group of sentences is read, listen only to the pronunciation of the *target* sound. Ignore all other errors. While a student is reading, follow along sentence by sentence on the **Teacher's Record Form** (see pages 262 and 265). Circle all target words that are mispronounced. On the line above the mispronounced target word, record the error. Use any marking (e.g., phonetic symbols) that is meaningful to you. You can then complete the Summary of Errors forms (pages 263 and 267) at your leisure.

For example, your student substitutes [au] (as in *out*) for [ɔ] in sentence 9's target words *author* and *audience*, and [ou] (as in *no*) in *office* and *boring*. You might record the errors as follows:

[au]	_____	[ou]	_____	[au]	_____	[ou]
9. The <u>author</u> gave a long talk in the <u>office</u> . The small <u>audience</u> thought it was <u>boring</u> .						

On the Summary of Errors form, you might make the following notations:

Vowels	Correct	Error	Comments
9. [ɔ] as in <i>all</i>	_____	[au], [ou] for [ɔ]	Errors seem related to spelling patterns.

## ***Accent Analysis Sentences: Vowels***

1. Please believe that sweet peas and beans are good to eat. Eat them at least twice a week.
2. Tim's sister swims a little bit. It keeps her fit, slim, and trim.
3. Ten times seven is seventy. Seven times eleven is seventy-seven.
4. Many animals inhabit Africa. Africa has camels, giraffes, parrots, and bats.
5. Doctors say jogging is good for the body. Lots of starch causes heart problems.
6. Who flew to the moon? Numerous lunar flights are in the news. We'll soon put a person on Jupiter and Pluto.
7. Would you look for my cookbook? It should be full of hints for good cookies and pudding.
8. The southern governor is Republican. The public election was fun. She won by one hundred votes.
9. The author gave a long talk in the office. The small audience thought it was boring.
10. Nurses do worthy work. They certainly deserve a word of praise.
11. Labor Day is in September. Workers are honored.
12. Maine is a state in the northern United States. It's a great place for a vacation.
13. The North Pole is close to the Arctic Ocean. It's known for polar bears, snow, and severe cold.
14. Owls are now found throughout the world. They avoid crowds and make loud sounds.
15. Eyesight is vital for a normal life. I prize mine highly.
16. The auto industry is a loyal employer in Detroit. People enjoy their choice of cars.

## **Word Stress**

17. Africa, Asia, Australia, South America, and Europe comprise five of the continents. North America is another continent.
18. I have televisions in the bedroom, living room, and dining room. The programs about detectives and hospitals are my favorites.

## Teacher's Record Form

### Target Vowels

- [i] 1. Please **believe** that **sweet** **peas** and **beans** are good to **eat**. Eat them at **least** twice a **week**.
- [ɪ] 2. **Tim's** **sister** **swims** a **little** **bit**. It keeps her **fit**, **slim**, and **trim**.
- [ɛ] 3. **Ten** times **seven** is **seventy**. **Seven** times **eleven** is **seventy-seven**.
- [æ] 4. Many **animals** **inhabit** **Africa**. **Africa** has **camels**, **giraffes**, **parrots**, and **bats**.
- [a] 5. **Doctors** say **jogging** is good for the **body**. **Lots** of **starch** causes **heart** **problems**.
- [u] 6. **Who** **flew** to the **moon**? **Numerous** **lunar** flights are in the **news**. We'll **soon** put a person on **Jupiter** and **Pluto**.
- [ʊ] 7. **Would** you **look** for my **cookbook**? It **should** be **full** of hints for **good** **cookies** and **pudding**.
- [ʌ] 8. The **southern** **governor** is **Republican**. The **public** election **was** **fun**. She **won** by **one** **hundred** votes.
- [ɔ] 9. The **author** gave a **long** **talk** in the **office**. The **small** **audience** **thought** it was **boring**.
- [ɜ] 10. **Nurses** do **worthy** **work**. They **certainly** **deserve** a **word** of praise.
- [ə] 11. **Labor** Day is in **September**. **Workers** are **honored**.
- [eɪ] 12. **Maine** is a **state** in the northern United **States**. It's a **great** **place** for a **vacation**.
- [oʊ] 13. The North **Pole** is **close** to the Arctic **Ocean**. It's **known** for **polar** bears, **snow**, and severe **cold**.
- [aʊ] 14. **Owls** are **now** **found** **throughout** the world. They avoid **crowds** and make **loud** **sounds**.
- [aɪ] 15. **Eyesight** is **vital** for a normal **life**. I **prize** **mine** **highly**.
- [ɔɪ] 16. The auto industry is a **loyal** **employer** in **Detroit**. People **enjoy** their **choice** of cars.

### Word Stress

- [ə] 17. **Africa**, **Asia**, **Australia**, **South America**, and **Europe** **comprise** five of the **continents**.  
North **America** is **another** **continent**.
18. I have **televisions** in the **bedroom**, **living** room, and **dining** room. The **programs** **about** **detectives** and **hospitals** are my **favorites**.\*

\*The boldface letters indicate the syllable that should receive primary stress. If the student errs on a target word, circle the incorrectly stressed syllable.

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Summary of Errors: Vowels

Vowels	Correct	Error	Comments
1. [i] as in <i>me</i>	_____	_____ for [i]	_____
2. [ɪ] as in <i>it</i>	_____	_____ for [ɪ]	_____
3. [ɛ] as in <i>egg</i>	_____	_____ for [ɛ]	_____
4. [æ] as in <i>at</i>	_____	_____ for [æ]	_____
5. [a] as in <i>hot</i>	_____	_____ for [a]	_____
6. [u] as in <i>you</i>	_____	_____ for [u]	_____
7. [ʊ] as in <i>cook</i>	_____	_____ for [ʊ]	_____
8. [ʌ] as in <i>up</i>	_____	_____ for [ʌ]	_____
9. [ɔ] as in <i>all</i>	_____	_____ for [ɔ]	_____
10. [ɜ] as in <i>first</i>	_____	_____ for [ɜ]	_____
11. [ə] as in <i>father</i>	_____	_____ for [ə]	_____

### Diphthongs

12. [eɪ] as in <i>ate</i>	_____	_____ for [eɪ]	_____
13. [oʊ] as in <i>no</i>	_____	_____ for [oʊ]	_____
14. [aʊ] as in <i>out</i>	_____	_____ for [aʊ]	_____
15. [aɪ] as in <i>my</i>	_____	_____ for [aɪ]	_____
16. [ɔɪ] as in <i>boy</i>	_____	_____ for [ɔɪ]	_____

Word stress	Correct	Error	Comments
17. [ə] as in <i>soda</i>	_____	_____ for [ə]	_____
18. Is stress placed on the wrong syllable of words of more than one syllable?			

Errors: \_\_\_\_\_

### Other Observations

## Accent Analysis Sentences: Consonants

1. The United States started with thirteen small states. Now there are fifty states spread from east to west.
2. Lazy cows graze in the fields of New Zealand. The pleasant breeze blows from the seas.
3. *A Tale of Two Cities* was written by Charles Dickens. Today it is taught throughout the world.
4. Dad had a bad cold. He stayed in bed all day Monday and Tuesday.
5. Is there a threat of World War Three? After a third war, many think there will be nothing left on Earth. We must be thankful for peace.
6. My mother and father loathe northern weather. They prefer the climate of the southern states.
7. Sherry took a short vacation to Washington. She went fishing and found shells along the ocean shore.
8. Chuck ate lunch in the kitchen. He had a cheese sandwich and peach pie.
9. I made a decision to paint the garage beige. I usually paint or watch television in my leisure time.
10. George is majoring in education. He will graduate from college in June.
11. Year after year, millions of people visit New York. Young and old enjoy familiar sights.
12. Pick up a pack of ripe apples. Mom will bake apple pie for supper.
13. Bob built a big boat. He finds lobster and crab and cooks them in the cabin below.
14. The elephant is friendly and full of life. It's a fact that an elephant never forgets!
15. Leave the veal and gravy in the oven. Vicky wants to keep it very hot. She will serve everyone at seven.
16. Kathy can't bake a cake for the card party. She is working at the bank until six o'clock.
17. Gambling is legal in Las Vegas. Gamblers go for the big win!
18. We would like to see the Seven Wonders of the World. We will just have to wait awhile!
19. Roads are rough in rural areas. Be very careful when you drive your car.
20. I like the cooler climate in the fall. The gold and yellow colors of the leaves are beautiful.
21. Heaven helps those who help themselves. Anyhow, hard work never hurt anyone.
22. I'm coming home for Christmas. As the poem says, "Wherever you may roam, there's no place like home."
23. Now you can learn to pronounce the consonants. Practice them again and again on your own.
24. The strong young men are exercising this morning. They are running long distances.
25. Mother washed, cooked, and cleaned. After she finished, she rested.
26. Put the shoes and boots in the boxes. Hang the dresses and pants on the hangers.

## Teacher's Record Form

### Target Consonants

- [s] 1. The United States started with thirteen small states. Now there are fifty states spread from east to west.
- [z] 2. Lazy cows graze in the fields of New Zealand. The pleasant breeze blows from the seas.
- [t] 3. A Tale of Two Cities was written by Charles Dickens. Today it is taught throughout the world.
- [d] 4. Dad had a bad cold. He stayed in bed all day Monday and Tuesday.
- [θ] 5. Is there a threat of World War Three? After a third war, many think there will be nothing left on Earth. We must be thankful for peace.
- [ð] 6. My mother and father loathe northern weather. They prefer the climate of the southern states.
- [ʃ] 7. Sherry took a short vacation to Washington. She went fishing and found shells along the ocean shore.
- [tʃ] 8. Chuck ate lunch in the kitchen. He had a cheese sandwich and peach pie.
- [ʒ] 9. I made a decision to paint the garage beige. I usually paint or watch television in my leisure time.
- [dʒ] 10. George is majoring in education. He will graduate from college in June.
- [j] 11. Year after year, millions of people visit New York. Young and old enjoy familiar sights.
- [p] 12. Pick up a pack of ripe apples. Mom will bake apple pie for supper.
- [b] 13. Bob built a big boat. He finds lobster and crab and cooks them in the cabin below.
- [f] 14. The elephant is friendly and full of life. It's a fact that an elephant never forgets!
- [v] 15. Leave the veal and gravy in the oven. Vicky wants to keep it very hot. She will serve everyone at seven.
- [k] 16. Kathy can't bake a cake for the card party. She is working at the bank until six o'clock.
- [g] 17. Gambling is legal in Las Vegas. Gamblers go for the big win!
- [w] 18. We would like to see the Seven Wonders of the World. We will just have to wait awhile!
- [r] 19. Roads are rough in rural areas. Be very careful when you drive your car.

(Continued)

- [l] 20. I like the cooler climate in the fall. The gold and yellow colors of the leaves are beautiful.
- [h] 21. Heaven helps those who help themselves. Anyhow, hard work never hurt anyone.
- [m] 22. I'm coming home for Christmas. As the poem says, "Wherever you may roam, there's no place like home."
- [n] 23. Now you can learn to pronounce the consonants. Practice them again and again on your own.
- [ŋ] 24. The strong young men are exercising this morning. They are running long distances.

### Past Tense

25. Mother washed, cooked, and cleaned. After she finished, she rested.

### Plurals

26. Put the shoes and boots in the boxes. Hang the dresses and pants on the hangers.



Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Summary of Errors: Consonants

Consonants	Correct	Error	Comments
1. [s] as in <i>see</i>	_____	_____ for [s]	_____
2. [z] as in <i>zoo</i>	_____	_____ for [z]	_____
3. [t] as in <i>too</i>	_____	_____ for [t]	_____
4. [d] as in <i>dog</i>	_____	_____ for [d]	_____
5. [θ] as in <i>think</i>	_____	_____ for [θ]	_____
6. [ð] as in <i>them</i>	_____	_____ for [ð]	_____
7. [ʃ] as in <i>shoe</i>	_____	_____ for [ʃ]	_____
8. [tʃ] as in <i>chair</i>	_____	_____ for [tʃ]	_____
9. [ʒ] as in <i>rouge</i>	_____	_____ for [ʒ]	_____
10. [dʒ] as in <i>jaw</i>	_____	_____ for [dʒ]	_____
11. [j] as in <i>you</i>	_____	_____ for [j]	_____
12. [p] as in <i>pay</i>	_____	_____ for [p]	_____
13. [b] as in <i>boy</i>	_____	_____ for [b]	_____
14. [f] as in <i>foot</i>	_____	_____ for [f]	_____
15. [v] as in <i>very</i>	_____	_____ for [v]	_____
16. [k] as in <i>key</i>	_____	_____ for [k]	_____
17. [g] as in <i>go</i>	_____	_____ for [g]	_____
18. [w] as in <i>we</i>	_____	_____ for [w]	_____
19. [r] as in <i>red</i>	_____	_____ for [r]	_____
20. [l] as in <i>look</i>	_____	_____ for [l]	_____
21. [h] as in <i>hat</i>	_____	_____ for [h]	_____
22. [m] as in <i>me</i>	_____	_____ for [m]	_____
23. [n] as in <i>no</i>	_____	_____ for [n]	_____
24. [ŋ] as in <i>ring</i>	_____	_____ for [ŋ]	_____

	Past Tense	Correct	Error	Comments
25.	a. [t] as in washed	_____	_____	_____
	b. [d] as in cleaned	_____	_____	_____
	c. [ɪd] as in rested	_____	_____	_____

#### Plurals

26.	a. [z] as in shoes	_____	_____	_____
	b. [s] as in boots	_____	_____	_____
	c. [ɪz] as in dresses	_____	_____	_____

Are Final Consonants Clear? \_\_\_\_\_

Other Observations

## Using the Manual for Classroom Instruction

Whether you are an instructor of English for speakers of other languages, speech, or accent reduction, or a speech pathologist, you will find *English Pronunciation Made Simple* completely adaptable for classroom or clinical use. The exercises and Check Yourself sections have been tested in the classroom and proven to be effective with nonnative speakers of English striving to improve their American English pronunciation. The manual is so complete that it eliminates the need for you to spend endless hours preparing drill materials. The following are some suggestions to help you use the manual effectively.

- **To the Student:** Read this section first to familiarize yourself with the organization and content of the manual.
- **Sequence of Material Presentation:** The order of sound presentation is flexible. The integrity of the program will remain intact if you assign the lessons in a sequence of your own choosing. Your personal teaching philosophy, available time, and students' specific needs should dictate what you teach first. Many students will not have difficulty with all the sounds. Consequently, you may wish to skip some lessons completely and spend more time on the real "trouble makers" (like [ɪ] as in *it* or [u] as in *cook*)!
- **A Key to Pronouncing the Vowels and Consonants of American English:** These sections introduce the International Phonetic Alphabet. Don't be concerned if you are currently unfamiliar with the phonetic symbols. Each symbol is introduced and explained one at a time. You will learn each one easily and gradually as you progress through the program with your students. Refer back to the Key to Pronouncing the Vowels of American English (page 3) and the Key to Pronouncing the Consonants of American English (page 117) when you need to refresh your memory.
- **Adaptation of Material:** The material presented in each lesson can be adapted easily. If your students require more drill at the sentence level before progressing to dialogues or paragraphs, focus your attention on the appropriate exercises; defer presentation of more difficult activities to a later time.
- **Check Yourself:** The Check Yourself exercises can be used in a variety of ways: (1) You can present the exercises to evaluate your students' progress; (2) you can use them as both pre- and post-tests to more precisely measure students' gains; (3) you can divide your students into teams to complete the exercises as a group rather than individually; or (4) you can assign the exercises as homework to encourage out-of-class practice.
- **More Practice:** These sections have a variety of additional readings and conversational and communicative activities to encourage further practice with the target sound or feature of English pronunciation emphasized in the lesson. The activities can easily be expanded for classroom use. The diversity of these assignments will certainly liven up the regular classroom routine. For example, in lesson 2 on [i] and [ɪ], students are asked to make

several social introductions using phrases pronounced with the target sounds. This activity could be employed in the classroom by having students introduce themselves to each other.

### **Additional Communicative Practice Activities**

As an extra bonus, here are some additional in-class activities to vary your presentation of the material and encourage further communicative practice.

**Objective:** To increase students' ability to produce the target sound in connected speech.

**Activity 1:** Have students role-play using the communicative activity at the end of each lesson.

**Activity 2:** Play a memory game using word lists. Ask one student to complete a sentence with a word containing the target sound. The next student must repeat the sentence and add another word with the target sound.

**Example for target consonant [v]:** "I'm going on **vacation** and I've packed a **vest, vase, stove, \_\_\_\_\_, . . .**"

**Example for target vowel [ɪ]:** "I'm going on a **trip** and I will bring a **pin, winter coat, guitar, \_\_\_\_\_, . . .**"

**Activity 3:** Assign students a topic for a list. List topics might include Grocery List, Laundry List, List of Daily Chores, List of Phone Calls to Make, List of Famous People to Invite to a Party, List of Things to Pack for a Trip. Have them list at least five items loaded with the target sound. When the lists are completed, ask students to share their responses with you and their classmates. You'll be delighted with their creativity.

**Example for target consonant [r]:** (1) **Remind Florist to Deliver Roses** to Aunt **Roda**, (2) **Grocery Shop for Bread, Oranges, Radishes, Rolls, and Carrots.**

**Activity 4:** Ask students to write their own personal ads describing their ideal mate. Assign this either for homework or as an in-class activity. They should use as many words with the target sound as possible. Instead of having students read their own "personal ads," collect all of them and redistribute to the class. Each student gets a turn reading one of the ads. In this way, authors remain anonymous!

**Example for target consonant [m]:** I'm looking for a **manly, muscular male**. He **must** be **smart, handsome**, and like **music**. He should be **multi**-talented and **most important**, be **marriage-minded**.

**Activity 5:** Ask students to create their own tongue twisters with the target sound in the initial position of words. Encourage them to use the

dictionary to find as many words with the target sound as possible.

**Example for target sound [l]:** "Large Larry listened as Laura lectured loudly" or "Lovely ladies love lovely lacy lingerie."

**Objective:** To increase students' ability to correctly pronounce past tense and plural endings.

**Activity 1:** Play a question-and-answer game using regular present and past tense verbs. Ask one student to respond in a complete sentence to your question; then ask a yes/no question of another student. The next student must respond to the question, pronouncing the verb correctly in the past tense, and ask a question of his or her own.

**Example:** "When did you stop smoking?" "I **stopped** smoking last year!"

"Did you wash your car today?" "No, I **washed** it yesterday."

**Activity 2:** Present a variety of 3-verb series aloud. One past tense verb in each series should have a different *-ed* sound than the other two. Ask the students to identify the verb with the different *-ed* sound.

**Example:** You say **baked, cleaned, cooked**; the students select **cleaned**.

**Activity 3:** Ask students to prepare a two- to three-minute talk about a personal experience they have had as an adult or child. Encourage them to relate their experiences in a conversational manner and to use as many past tense verbs as possible. Ask the "listeners" to make a list of all the regular past tense verbs used by each speaker. After each presentation, ask for a volunteer to read his or her list aloud, being careful to pronounce the *-ed* endings of the past tense verbs correctly.

**Examples of possible experiences:**

An Embarrassing Moment	A Sad Experience
A Scary Experience	A Happy Experience
My First Pet	The Time I Was Lost
My First Car	My First Airplane Trip
My Most Memorable Birthday	An Exciting Experience

**Activity 4:** Play a "bragging" game using various noun categories such as vehicles, foods, items of clothing, types of footwear, school supplies, items of furniture.

**Example:** One student asks, "What types of **vehicles** do you have?" The second student responds, "I have three **cars**, two **boats**, and four **airplanes**" or "What **vegetables** did you eat?" "I ate two **tomatoes**, three **cucumbers**, and nine **olives**."

**Objective:** To increase the students' ability to use appropriate American English stress, rhythm, and intonation patterns.

**Activity 1:** Have students write *wh*-question-and-answer pairs using complete sentences. They should underline the word in the answer that provides the desired information. Have them read their pairs aloud, being sure to emphasize the new information in the answer.

**Examples:** "What's your favorite fruit?" "Apples are my favorite fruit." "Who will drive you home?" "My sister will drive me home." "Where do you live?" "I live in Miami."

**Activity 2:** Ask students to work in pairs and to take turns interviewing their assigned partners. Encourage them to learn at least five "tidbits" about each other. Have them share what they learn with the rest of the class. Their goal is to use at least one contraction in each sentence.

**Example:** Sergio's from Brazil. He'll be here for a year. He's currently looking for a job. He doesn't want to be a busboy, but he'd like to be a waiter.

**Activity 3:** Ask students to formulate short yes/no questions. Students take turns asking their questions and choosing classmates to answer them. Remind the students to use a rising intonation pattern at the end of the yes/no question, to pause after the *yes* or *no* response, and to end their declarative statement with a falling intonation.

**Examples:** "Do you like school?" ↗ "Yes →, I like it a lot." ↘  
"Will you buy a new dress?" ↗ "No →, I don't have any money." ↘  
"Is your friend going to drive you?" ↗ "Yes →, he'll pick me up here." ↘

With all of these suggestions and the activities, your students will be kept occupied and learning throughout the course!

### **Additional Auditory Discrimination Practice Activities**

Here are some additional in-class activities to vary your presentation of the material and further enhance your students' ability to discriminate aurally between correct and incorrect pronunciation patterns.

**Objective:** To increase students' ability to recognize the target sound aurally.

**Activity 1:** Read aloud Exercise A words in mixed order. Have students identify the target sound as occurring in either the beginning, middle, or end position.

**Activity 2:** Read phrase and sentence exercises orally. Have students list all the words containing the target sound.

**Objective:** To increase students' ability to discriminate between the target sound and his or her error.

- Activity 1:** Use minimal pairs exercises/Check Yourself exercises (for example, Exercise A on page 12). Create word pairs such as *sit-sit* and *seat-sit*. Have students identify the words in each pair as being the *same* or *different*.
- Activity 2:** Read aloud from the minimal pairs/Check Yourself exercises (such as Check Yourself 2 on page 13). Vary the order of the words (*bit, beat; sheep, ship*) or sentences (*Will he leave? Will he live?*). Have students indicate whether they heard the target vowel in the first or second word or sentence.
- Activity 3:** Give a "spelling test." Read individual words from the minimal pairs exercises (such as the exercise on page 33). Have students write the words as you say them (for example, *aid, Ed, add, odd*). This is a sure way to determine if they are hearing the target sound.
- Activity 4:** Read aloud the phrase and sentence exercises (for example, Exercise C on page 49). Alternate between imitating a student's typical error and pronouncing the target sound correctly. ("*Dun't [don't] go.*" or "*Hold the fun [phone].*"). Have students determine whether or not the words in the phrases and sentences have been produced accurately.

## Appendix II: Check Yourself Answer Key

### Check Yourself, Page 8

- |             |         |         |          |
|-------------|---------|---------|----------|
| 1. bead     | (great) | leave   | tea      |
| 2. (eight)  | either  | believe | niece    |
| 3. scene    | (women) | these   | even     |
| 4. need     | (been)  | sleep   | thirteen |
| 5. police   | thief   | machine | (vision) |
| 6. (pretty) | wheat   | sweet   | cream    |
| 7. people   | (bread) | deal    | east     |
| 8. (tin)    | teen    | steam   | receive  |
| 9. leave    | (live)  | leaf    | lease    |
| 10. steep   | Steve   | easy    | (still)  |

### Check Yourself, Page 11

- |          |                    |           |                    |
|----------|--------------------|-----------|--------------------|
| 1. ① 2 3 | (sit seat seat)    | 6. 1 2 ③  | (beat beat bit)    |
| 2. 1 2 ③ | (feet feet fit)    | 7. 1 ② 3  | (neat knit neat)   |
| 3. 1 ② 3 | (feast fist feast) | 8. ① 2 3  | (hit heat heat)    |
| 4. 1 2 ③ | (eat eat it)       | 9. 1 ② 3  | (sheep ship sheep) |
| 5. ① 2 3 | (list least least) | 10. ① 2 3 | (bin bean bean)    |

### Check Yourself 1, Page 12

- |            |        |            |        |
|------------|--------|------------|--------|
| 1. (field) | filled | 6. (team)  | Tim    |
| 2. (bean)  | bin    | 7. sleep   | (slip) |
| 3. neat    | (knit) | 8. (green) | grin   |
| 4. deal    | (dill) | 9. heel    | (hill) |
| 5. beat    | (bit)  | 10. week   | (wick) |

### Check Yourself 2, Page 13

1. They cleaned the ((ship)/ sheep).
2. Will he ((leave)/ live)?
3. The boy was (beaten /((bitten)).



4. His clothes are (neat/ knit).
5. She has plump (cheeks/ chicks).
6. I like low (heels/ hills).
7. The children will (sleep/slip).
8. I heard every (beat/ bit).
9. They stored the (beans/ bins).
10. Everyone talks about the (heat/ hit)

### Check Yourself 3, Page 13

**Jim:** Hi(Tina) Do you have a minute?

**Tina:** Yes, Jim. What is it?

**Jim:** My sister is in the city on business. We will eat dinner out tonight. Can you recommend a place to eat?

**Tina:** There is a fine seafood place on Fifth Street. The fish is fresh and the shrimp is great. But it isn't cheap!

**Jim:** That's OK. It will be "feast" today, famine tomorrow!" I'll just have to eat "beans" the rest of the week!

### Check Yourself 1, Page 16

- |                      |                 |               |                     |
|----------------------|-----------------|---------------|---------------------|
| 1. <u>steak</u>      | lettuce         | <u>pastry</u> | cereal              |
| 2. bread             | <u>raisins</u>  | melon         | bananas             |
| 3. <u>cake</u>       | <u>tomatoes</u> | <u>bacon</u>  | <u>baking soda</u>  |
| 4. <u>potatoes</u>   | crackers        | peas          | ice cream           |
| 5. <u>grapes</u>     | celery          | <u>gravy</u>  | carrots             |
| 6. <u>toothpaste</u> | peas            | squash        | <u>paper plates</u> |

### Check Yourself 2, Page 17

- |                          |                           |
|--------------------------|---------------------------|
| 1. ① 2 3 (Kate cat cot)  | 6. ① 2 3 (rate rat rot)   |
| 2. 1 ② 3 (can cane con)  | 7. 1 ② 3 (ran rain wren)  |
| 3. 1 2 ③ (pen pan pain)  | 8. ① 2 3 (late let lot)   |
| 4. 1 ② 3 (foot fate fat) | 9. 1 ② 3 (calm came comb) |
| 5. ① 2 3 (mate mat met)  | 10. ① 2 3 (wait what wet) |

JAMESTOWN DAILY NEWSPAPER MAY 7, 2004

# FAMOUS ONE-DAY SALE AT Ames Ladies Store

(located at 18th Street at the corner of Main and Blake)

## Monday, May 8th—Mark that date!

Great buys! Take home famous name brands,  
your favorite labels!

Save up to 80%

Available for ladies of all ages.

Why pay more? Take a train, take the subway, take a plane—but don't wait!  
Don't stay away from this major sale.

**Head straight to Ames—the place that "aims" to please!**

SINCE 1888 NO EXCHANGES OR RETURNS

Check Yourself 1, Page 21

- |             |          |           |           |
|-------------|----------|-----------|-----------|
| 1. any      | crazy    | anywhere  | many      |
| 2. paper    | letter   | send      | pencil    |
| 3. seven    | eleven   | eight     | twenty    |
| 4. health   | wreath   | breath    | wealth    |
| 5. reading  | ready    | already   | head      |
| 6. present  | precious | previous  | president |
| 7. November | February | September | April     |
| 8. guess    | guest    | cruel     | question  |
| 9. thread   | threat   | fresh     | theater   |
| 10. mean    | meant    | mental    | met       |

Check Yourself 2, Page 21

- |  |   |
|--|---|
| 1. C (I) (He was tired and went to bad.) | 3. C (I) (The opposite of east is waste / waist.) |
| 2. (C) 1 (She is my best friend.)        | 4. C (I) (My pan has no ink.)                     |

5. C ① (Please **sand** the letter.)
6. C ① (Did you **sell** your car?)
7. C ① (My favorite color is **raid**.)

8. C ① (Put salt and **paper** on the salad.)
9. C ① (Can you **guess** the right answer?)
10. C ① (This is the **end** of the test!)

#### Check Yourself 1, Page 24

- |                            |                               |
|----------------------------|-------------------------------|
| 1. ① 2 3 (rack rock wreck) | 6. ① 2 3 (laughed left loft)  |
| 2. 1 2 ③ (lake lock lack)  | 7. 1 2 ③ (sneak snake snack)  |
| 3. ① 2 3 (add aid Ed)      | 8. 1 ② 3 (paste past pest)    |
| 4. 1 ② 3 (pot pat pet)     | 9. ① 2 3 (hat hot hate)       |
| 5. 1 2 ③ (top tape tap)    | 10. 1 ② 3 (made/maid mad mod) |

#### Check Yourself 2, Page 25

- |                 |             |
|-----------------|-------------|
| 1. ① animal     | 6. attack   |
| 2. ① Africa     | 7. Saturday |
| 3. ① California | 8. Canada   |
| 4. ① fascinate  | 9. Dallas   |
| 5. Alaska       | 10. package |

#### Check Yourself 3, Page 25

1. The Titanic was traveling to New York across the Atlantic in 1912.
2. This grand and elaborate ship had over 2,200 passengers.
3. It crashed into an iceberg and sank in about two and a half hours.
4. Telegraph warnings reached the Titanic too late.
5. After the crash, upper and lower class passengers ran about in a panic.
6. Women and children had a chance to cram into small boats at the last minute.
7. The captain and other passengers could not abandon the ship.
8. Actors and actresses re-enacted the accident in an academy award movie.
9. The story of the Titanic remains a sad and tragic chapter in our past.

#### Check Yourself 1, Page 29

- |                         |                              |
|-------------------------|------------------------------|
| 1. 1 ② 3 (rub rob robe) | 6. ① 2 3 (fond fund phoned)  |
| 2. ① 2 3 (hot hat hut)  | 7. 1 ② 3 (stack stock stuck) |
| 3. 1 2 ③ (pope pup pop) | 8. ① 2 3 (cot cut caught)    |
| 4. 1 ② 3 (gut got goat) | 9. 1 ② 3 (cup cop cope)      |
| 5. 1 ② 3 (note not nut) | 10. ① 2 3 (mod mud mowed)    |

#### Check Yourself 2, Page 29

- |                  |                  |          |                  |
|------------------|------------------|----------|------------------|
| 1. <u>condor</u> | <u>collie</u>    | leopard  | <u>llama</u>     |
| 2. cat           | <u>crocodile</u> | elephant | <u>sea otter</u> |

- |             |              |                |           |
|-------------|--------------|----------------|-----------|
| 3. (fox)    | tiger        | (hippopotamus) | (dolphin) |
| 4. (iguana) | kangaroo     | (lobster)      | (octopus) |
| 5. parrot   | (rhinoceros) | (opossum)      | lion      |

### Check Yourself 3, Page 29

**Donna:** (Bob), I (want) to talk to you.

**Bob:** (Are) you all right, (Donna)?

**Donna:** Don't be (alarmed). I saw Dr. (Johnson) at the (hospital). You're going to be a (father)! Our new baby will be born in (October).

**Bob:** I'm in (shock). How do you feel?

**Donna:** I'm feeling (on) (top) of the world. I've (got) a list of names for the baby.

**Bob:** If it's a girl, let's call her (Donna) after her (mom).

**Donna:** "(Donna)" is fine for a middle name. How about (Connie) or (Barbara) for her first name?

**Bob:** Fine. If it's a boy, we'll name him (Don).

**Donna:** Better yet, if it's a boy, let's call him (Bob) after his (father). If it's a girl, we'll call her (Barbara).

**Bob:** (Donna), maybe you want to name her (Rhonda) after your (father's) sister. Then, if it's a boy, we can name him (Ron).

**Donna:** We don't want to forget your mother (Carla). So, let's call him (Carl) if it's a boy.

**Bob:** I think we ought to (stop). This could go (on) and (on).

**Donna:** It's (not) really a (problem). Now we have names for our first four (darling) babies.

**Bob:** (Donna), you've (gone) too far. One at a time is enough for this (mom) and (pop). (Donna) or (Don) is a good (start) for now!

### Check Yourself, Page 36

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. 1 2 (3) (look look Luke) | 6. (1) 2 3 (wooded waded would)  |
| 2. 1 (2) 3 (cook kook cook) | 7. (1) 2 3 (stewed stood stayed) |
| 3. (1) 2 3 (fool fall full) | 8. 1 (2) 3 (toll tool tall)      |
| 4. (1) 2 3 (mood mud made)  | 9. 1 2 (3) (pull pole pool)      |
| 5. (1) 2 3 (suit sat soot)  | 10. 1 (2) 3 (skull school scale) |

### Check Yourself, Page 38

- |  |   |
|--|---|
| 1. C (I) (You <b>shooed</b> drive carefully.)      | 6. (C) I (The police caught the <b>crook</b> .) |
| 2. (C) I (I like chocolate chip <b>cookies</b> .)  | 7. (C) I (The gun has <b>bullets</b> .)         |
| 3. C (I) (He <b>stewed</b> on the ladder.)         | 8. C (I) (Please don't <b>pool</b> my hair.)    |
| 4. C (I) (The carpenter sawed the <b>wooded</b> .) | 9. (C) I (I like coffee with <b>sugar</b> .)    |
| 5. C (1) (The pool was <b>fool</b> of water.)      | 10. (C) I (He broke his left <b>foot</b> .)     |

Check Yourself 1, Page 40

1. <sup>[u]</sup>Too <sup>[v]</sup>many <sup>[u]</sup>cooks spoil the soup!
2. There <sup>[v]</sup>should be a <sup>[v]</sup>full <sup>[u]</sup>moon.
3. Mr. <sup>[v]</sup>Brooks is <sup>[v]</sup>good <sup>[u]</sup>looking.
4. <sup>[u]</sup>June is a <sup>[v]</sup>good month to <sup>[u]</sup>move.
5. The <sup>[v]</sup>butcher <sup>[v]</sup>cooked a <sup>[u]</sup>goose.

6. The <sup>[u]</sup>news <sup>[v]</sup>bulletin was <sup>[v]</sup>misunderstood.
7. Did <sup>[u]</sup>you <sup>[u]</sup>choose a pair of <sup>[u]</sup>new <sup>[u]</sup>shoes?
8. <sup>[u]</sup>Lucy had a <sup>[u]</sup>loose <sup>[u]</sup>tooth <sup>[u]</sup>pulled.
9. <sup>[u]</sup>Students should read <sup>[v]</sup>good <sup>[u]</sup>books.
10. The <sup>[u]</sup>room is <sup>[v]</sup>full of <sup>[u]</sup>blue <sup>[u]</sup>balloons.

Check Yourself 2, Page 41

1. 1 2 ③ (look look Luke)
2. 1 ② 3 (cook kook cook)
3. 1 ② 3 (fool full fool)
4. ① 2 3 (pull pool pool)
5. 1 2 ③ (suit suit soot)

6. 1 2 ③ (wooded wooed would)
7. ① 2 3 (stewed stood stood)
8. 1 2 ③ (could could cooed)
9. ① 2 3 (wooded wood wood)
10. ① 2 3 (hood who'd who'd)

Check Yourself 3, Page 41

### Houdini

Harry (Houdini) was a magician known (throughout) world. He (could) (remove) himself from chains and ropes and (could) walk (through) walls! (Houdini) was born in (Budapest), Hungary. He (moved) to (New) York when he was twelve and (soon) took up magic. (Rumors) spread that (Houdini) had (supernatural) powers. However, he was (truthful) and stated that his tricks (could) be (understood) by all (humans). (Houdini) is an idol for all (would-be) magicians.

Check Yourself 1, Page 45

- |            |          |            |        |
|------------|----------|------------|--------|
| 1. (cut)   | cot      | 6. (nut)   | not    |
| 2. (stuck) | stock    | 7. bum     | (bomb) |
| 3. (come)  | calm     | 8. pup     | (pop)  |
| 4. wonder  | (wander) | 9. (fund)  | fond   |
| 5. color   | (collar) | 10. (shut) | shot   |

Check Yourself 2, Page 46

- |              |        |          |          |
|--------------|--------|----------|----------|
| 1. something | wonder | ugly     | (open)   |
| 2. trouble   | come   | (locker) | once     |
| 3. color     | cups   | dozen    | (collar) |

- |           |         |         |         |
|-----------|---------|---------|---------|
| 4. peanut | muddy   | modern  | bunny   |
| 5. stood  | stuff   | stump   | stuck   |
| 6. lucky  | brother | just    | lock    |
| 7. Monday | month   | Tuesday | Sunday  |
| 8. comb   | coming  | cutting | country |
| 9. cover  | over    | oven    | other   |
| 10. rust  | must    | rot     | nothing |

### Check Yourself 3, Page 46

**Gus:** Hi (Justine!) How's my (fun) (loving) (cousin)?

**Justine:** Very worried. I (just) had a (run) of (tough) (luck).

**Gus:** Why, (what's) (up)?

**Justine:** My (bus) got (stuck) in the (mud) and I lost (some) (money). I should carry (something) for (luck!).

**Gus:** Yes. Here's (some) (other) advice. Never walk (under) ladders, and (run) (from) black cats. They're (nothing) (but) (trouble!).

**Justine:** Oh, (Gus). You (must) be a (nut!) Do you really believe (such) (mumbo) (jumbo)?

**Gus:** Don't make (fun) (Justine). (Customs) (come) (from) many (countries). You (must) know (some) (others!).

**Justine:** Well, the (number) 13 is (unlucky). And, a blister on the (tongue) means (someone) is lying!

**Gus:** Right! But you can have good (luck), too. (Discover) a four-leaf clover, or find (bubbles) in your coffee (cup) and you'll get a (sum) of (money).

**Justine:** OK, (Gus). Maybe I'll have (some) (luck) this (month). Knock on wood!

### Check Yourself 1, Page 50

- |              |            |                 |             |
|--------------|------------|-----------------|-------------|
| 1. (phone)   | fun        | 6. coat         | (cut)       |
| 2. bone      | (bun)      | 7. (wrote)      | rut         |
| 3. roam/Rome | (rum)      | 8. (hole/whole) | hull        |
| 4. (boast)   | bust/bused | 9. rogue        | (rug)       |
| 5. tone      | (ton)      | 10. (most)      | must/mussed |

### Check Yourself 2, Page 50

- |                 |               |                 |             |
|-----------------|---------------|-----------------|-------------|
| 1. (toaster)    | frying pan    | bookcase        | freezer     |
| 2. clock        | (telephone)   | faucet          | (radio)     |
| 3. (stove)      | (sofa)        | (lawn mower)    | table       |
| 4. doorknob     | (window)      | television      | (coat rack) |
| 5. (can opener) | (mixing bowl) | (clothes dryer) | iron        |

Check Yourself 3, Page 50

- Joe: (Rose,) let's (go) on a trip. We need to be (alone).
- Rose: (OK,) (Joe,) Where should we (go)?
- Joe: I (know!) We'll (go) to (Ohio).
- Rose: Great! We'll visit my Uncle (Roland).
- Joe: (No,) it's too (cold) in (Ohio). We'll (go) to (Arizona).
- Rose: Fine. We'll stay with your Aunt (Mona!).
- Joe: (No,) it's too hot in (Arizona). Let's (go) to (Rome).
- Rose: (Oh,) good! You'll meet my Cousin (Tony).
- Joe: (No,) (no,) (no!!) We (won't) (go) to (Rome). Let's (go) to (Nome), Alaska. We (don't) (know) anyone there!!
- Rose: You (won't) believe it, but I have an (old) friend . . .
- Joe: (Hold) it, (Rose) we (won't) (go) anywhere! I (suppose) we'll just stay (home).

Check Yourself 1, Page 54

1. (a) (b) (a. It's in the **hall**. b. It's in the **hull**.)
2. (a) (b) (a. I dropped the **bowl**. b. I dropped the **ball**.)
3. (a) (b) (a. I said **talk**. b. I said **tuck**.)
4. (a) (b) (a. The **stock** is **high**. b. The **stalk** is **high**.)
5. (a) (b) (a. He **sawed** it. b. He **sewed** it.)

Check Yourself 2, Page 54

1. C I (I take long **walks**.)
2. C I (I received a phone **call**.)
3. C I (The **store** will open at four.)
4. C I (Cats and **dogs** make good pets.)
5. C I (I like to **talk** on the phone for hours.)
6. C I (I **boat** a new hat.)
7. C I (My son plays foot**ball**.)
8. C I (He ate a **small** piece of pie.)
9. C I (The fisherman **caught** ten fish.)
10. C I (Please **call** me tomorrow.)

Check Yourself 3, Page 54

- Audrey: Hi, (Paula). Did you hear the (awful) news? (Maude) (called) (off) her wedding to (Claude).
- Paula: Why, (Audrey?) I (thought) they were getting married in (August).
- Audrey: (Maude) kept (stalling) and decided (Claude) was the (wrong) man.
- Paula: (Poor) (Claude). He must be a (lost) soul.
- Audrey: Oh no. He's (abroad) in (Austria) having a (ball!).
- Paula: I (almost) (forgot). What about the (long) (tablecloth) we (bought) them?
- Audrey: I (already) (brought) it back. The (cost) of the (cloth) will cover the (cost) of our lunch today.
- Paula: (Audrey,) you're (always) so (thoughtful!).

Check Yourself 1, Page 59

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. a l p h <u>a</u> b e t     | 6. p r <u>e</u> v e n t     |
| 2. u t <u>i</u> l i z e       | 7. i m <u>i</u> t a t e     |
| 3. d <u>e</u> p e n d i n g   | 8. b r e a k f <u>a</u> s t |
| 4. p h o t <u>o</u> g r a p h | 9. c <u>o</u> n t r o l     |
| 5. p a p <u>a</u>             | 10. <u>a</u> l a r m        |

Check Yourself 2, Page 59

- |                      |          |               |                 |
|----------------------|----------|---------------|-----------------|
| 1. about             | oven     | <u>create</u> | olive           |
| 2. minute            | second   | seven         | <u>leaving</u>  |
| 3. <u>after</u>      | attend   | allow         | annoy           |
| 4. <u>something</u>  | support  | supply        | suppose         |
| 5. combine           | complete | <u>camper</u> | compare         |
| 6. Canada            | Russia   | <u>Norway</u> | Columbia        |
| 7. lavender          | maroon   | <u>yellow</u> | orange          |
| 8. <u>strawberry</u> | banana   | vanilla       | chocolate       |
| 9. lettuce           | tomato   | carrot        | <u>cucumber</u> |
| 10. giraffe          | zebra    | <u>monkey</u> | camel           |

Check Yourself 3, Page 60

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1. f a v <u>o</u> r <u>i</u> t e     | 6. e v <u>i</u> d <u>e</u> n c e   |
| 2. p r i n c <u>i</u> p <u>a</u> l   | 7. <u>o</u> f f e n d <u>e</u> d   |
| 3. <u>a</u> s s i s t <u>a</u> n c e | 8. d <u>i</u> p l o m <u>a</u>     |
| 4. m e d <u>i</u> c <u>a</u> l       | 9. <u>a</u> p a r t m <u>e</u> n t |
| 5. <u>a</u> t t e n d <u>a</u> n c e | 10. C a n <u>a</u> d <u>a</u>      |

Check Yourself, Page 63

1. The **girl** wore a **purple** skirt.
2. The **Germans** bake good desserts.
3. At Thanksgiving we **serve** turkey.
4. People **worship** in a church.
5. I heard the **chirping** of the bird.
6. Another **word** for handbag is purse.
7. A **permanent** makes your hair curly.
8. I **prefer** the scent of that perfume.
9. You should **learn** your nouns and verbs.
10. A **person** collects unemployment when he is out of work.



### Check Yourself, Page 65

- |            |            |        |             |           |            |
|------------|------------|--------|-------------|-----------|------------|
| 1. return  | (supper)   | purple | 4. nurse    | (soldier) | (pleasure) |
| 2. (enter) | curtain    | dirty  | 5. (silver) | (weather) | (Saturday) |
| 3. third   | (backward) | inform |             |           |            |

### Check Yourself 1, Page 66

- |                     |         |   |                     |
|---------------------|---------|---|---------------------|
| 1. silver urn       | [ʔ] [ʔ] | 6. The grammar teacher worked on verbs.     | [ʔ] [ʔ] [ʔ] [ʔ]     |
| 2. dangerous curve  | [ʔ] [ʔ] | 7. One good turn deserves another.          | [ʔ] [ʔ] [ʔ]         |
| 3. sermon in church | [ʔ] [ʔ] | 8. Birds of a feather flock together.       | [ʔ] [ʔ] [ʔ]         |
| 4. regular exercise | [ʔ] [ʔ] | 9. Actions speak louder than words.         | [ʔ] [ʔ]             |
| 5. grammar teacher  | [ʔ] [ʔ] | 10. Actors perform better after rehearsing. | [ʔ] [ʔ] [ʔ] [ʔ] [ʔ] |

### Check Yourself 2, Page 67

## Pearls

The pearl is one of the world's most (treasured) gems. Pearls are formed inside the shells of (oysters). The largest pearl (fisheries) are in Asia. (Cultured) pearls were developed by the Chinese in the twentieth (century). They are (larger) than (nature's) pearls. A perfect pearl that is round and has great (luster) is worth a lot of money. (Perhaps) a "diamond is a girl's best friend," but pearls will always win a woman's (favor)!

### Check Yourself 1, Page 70

- |              |             |         |          |
|--------------|-------------|---------|----------|
| 1. brown     | down        | (flow)  | frown    |
| 2. foul      | (group)     | shout   | loud     |
| 3. (know)    | how         | now     | cow      |
| 4. sour      | hour        | (tour)  | our      |
| 5. (could)   | count       | crown   | crowd    |
| 6. (thought) | plough      | drought | thousand |
| 7. ounce     | out         | (own)   | ouch     |
| 8. flounder  | (flood)     | flour   | pounce   |
| 9. allow     | about       | power   | (arose)  |
| 10. noun     | (consonant) | vowel   | sound    |

### Check Yourself 2, Page 71

- Mr. Brown:** You look (out) of sorts. (How) come?
- Mrs. Brown:** I'm tired (out). Didn't you hear the (loud) noise (outside) all night?
- Mr. Brown:** I didn't hear a (sound). I was (out) like a light!

**Mrs. Brown:** Our neighbors had a big crowd; they were shouting and howling!

**Mr. Brown:** Why didn't you tell them to stop clowning around?

**Mrs. Brown:** I didn't want to sound like a grouch.

**Mr. Brown:** Next time I'll go out. I'm not afraid to open my mouth.

**Mrs. Brown:** I knew I could count on you. Here comes our noisy neighbor, Mr. Crowley, right now.

**Mr. Brown:** Sorry dear, I have to go downtown. NOW!!

**Mrs. Brown:** Come back, you coward!

#### Check Yourself 1, Page 74

- |            |        |          |          |
|------------|--------|----------|----------|
| 1. price   | crime  | pity     | pile     |
| 2. mind    | kind   | spinning | finding  |
| 3. sign    | high   | fright   | freight  |
| 4. list    | cite   | aisle    | cried    |
| 5. gyp     | bye    | cry      | reply    |
| 6. niece   | nice   | knife    | night    |
| 7. style   | failed | filed    | fire     |
| 8. pretty  | try    | resign   | good-bye |
| 9. ice     | eye    | aim      | aisle    |
| 10. flight | fine   | duty     | dying    |

#### Check Yourself 2, Page 75

**Mike:** Hi, Myra. It's nice to see you.

**Myra:** Likewise, Mike. How are you?

**Mike:** I'm tired. I just came in on a night flight from Ireland.

**Myra:** What time did your flight arrive?

**Mike:** I arrived at five forty-five in the morning.

**Myra:** I'm surprised the airlines have a late night flight.

**Mike:** If you don't mind, Myra, I think I'll go home and rest for a while. I'm really wiped out!

**Myra:** Why, Mike, I have a whole night lined up—dining out and going night-clubbing!

**Mike:** Myra, are you out of your mind?

**Myra:** I'm only joking. You're going right home. Sleep tight!

#### Check Yourself 1, Page 78

- |            |          |           |          |
|------------|----------|-----------|----------|
| 1. voice   | avoid    | void      | vows     |
| 2. noise   | nose     | hoist     | annoy    |
| 3. towel   | toy      | toil      | spoil    |
| 4. Detroit | Illinois | St. Croix | New York |

- |               |          |        |         |
|---------------|----------|--------|---------|
| 5. oil        | oily     | foil   | (owl)   |
| 6. boil       | broil    | (bow)  | boy     |
| 7. poison     | (pounce) | point  | appoint |
| 8. poise      | Joyce    | (Joan) | soil    |
| 9. coil       | (coal)   | coy    | coin    |
| 10. (lobster) | sirloin  | oyster | moist   |

### Check Yourself 2, Page 78

- Mrs. Royce:** Hi, Mr. (Lloyd). Can I help you?
- Mr. Lloyd:** Yes, Mrs. (Royce), I'd like a (toy) for my son, (Floyd).
- Mrs. Royce:** We have quite a (choice) of (toys). What about a fire truck?
- Mr. Lloyd:** That's too (noisy). Besides, my (boy) would (destroy) it!
- Mrs. Royce:** Here's an (oil) paint set.
- Mr. Lloyd:** That's messy. His mother will be (annoyed) if he (soils) anything.
- Mrs. Royce:** Let me (point) out this electric train.
- Mr. Lloyd:** Wow! I never had a (toy) like that as a (boy)!
- Mrs. Royce:** Your (boy) will (enjoy) it. Mr. (Lloyd?) Please turn off the set. Mr. (Lloyd!)
- Mr. Lloyd:** Did you say something, Mrs. (Royce?) I'm playing with (Floyd's) new (toy)!
- Mrs. Royce:** I guess you've made your (choice). I hope you let your (boy) use it once in a while!

### Check Yourself 1, Page 87

1. **Juice** made from **oranges** is called orange juice.
2. A **box** used for storing **bread** is called a breadbox.
3. A **store** that sells **books** is called a bookstore.
4. A **ball** you kick with your **foot** is called a football.
5. A **hat** you wear in the **rain** is called a rain hat.
6. A **store** that sells **toys** is called a toystore.
7. A **man** that delivers the **mail** is called a mailman.
8. A **sign** that signals you to **stop** is called a stop sign.
9. When you have an **ache** in your **head**, you have a headache.
10. A **store** that sells **drugs** is called a drugstore.

### Check Yourself 2, Page 88

- |              |         |         |           |
|--------------|---------|---------|-----------|
| 1. (agent)   | annoy   | allow   | agree     |
| 2. upon      | until   | undo    | (under)   |
| 3. (protect) | program | pronoun | protein   |
| 4. token     | toaster | (today) | total     |
| 5. supper    | sunken  | suffer  | (support) |
| 6. explain   | (extra) | excite  | exam      |

- |                  |               |        |                |
|------------------|---------------|--------|----------------|
| 7. <u>deepen</u> | deny          | devote | degree         |
| 8. <u>repair</u> | reason        | recent | reader         |
| 9. invite        | invent        | inform | <u>instant</u> |
| 10. open         | <u>oppose</u> | over   | only           |

---

Check Yourself 3, Page 88

1. Keep a <sup>① 2</sup> *record* of your expenses.
2. The police don't <sup>1 ②</sup> *suspect* anyone.
3. The student will <sup>1 ②</sup> *present* a speech.
4. The <sup>① 2</sup> *present* was not wrapped.
5. The <sup>① 2 3</sup> *invalid* was in the hospital.
6. Please print your <sup>① 2</sup> *address* clearly.
7. I will send a <sup>① 2</sup> *survey* to all students.
8. Be sure to <sup>1 ②</sup> *record* your speech.
9. The letter is in the <sup>① 2 3</sup> *envelope*.
10. I want to <sup>1 ② 3</sup> *envelop* the baby in my arms.

---

Check Yourself 4, Page 89

- <sup>① 2</sup>  
**Money**
- <sup>① 2</sup> <sup>① 2</sup>  
*Richard Armour*
- <sup>① 2</sup>  
Workers earn it,
- <sup>① 2</sup>  
Spendthrifts burn it,
- <sup>① 2</sup>  
Bankers lend it,
- <sup>① 2</sup>  
Women spend it,
- <sup>① 2</sup>  
Forgers fake it,
- <sup>① 2</sup>  
Taxes take it,
- <sup>① 2</sup>  
Dying leave it,

1 ②  
Heirs receive it,

① 2  
Thrifty save it,

① 2  
Misers crave it,

① 2  
Robbers seize it,

1 ②  
Rich increase it,

① 2  
Gamblers lose it . . .

I could use it!

---

Check Yourself 1, Page 94

1. (Mary) is a (good) (friend).
2. (Steve) is (tall) and (handsome).
3. It's (early) in the (morning).
4. The (baby) (caught) a (cold).
5. I (ate) a (piece) of (pie).
6. The (store) (opens) at (nine).
7. My (shoes) (hurt) my (feet).
8. (Please) (look) for the (book).
9. He's (leaving) in a (week).
10. We (walked) in the (snow).

---

Check Yourself 2, Page 94

1. Mary wants a cup of coffee.
2. The show started at/by eight.
3. The movie is/was very funny.
4. Sue ate a/the slice of cake.
5. We met a couple of friends of mine.

---

Check Yourself 3, Page 95

1. Mary is Anna's (friend). (She isn't her cousin.)
2. John is (married) to Anna. (They aren't engaged anymore.)
3. She's from Washington, (D.C.). (She's not from Washington state.)
4. She lives in the white (house). (She doesn't live in the White House.)
5. Her house is on First (Street). (It isn't on First Avenue.)
6. Anna and John got married (three) years ago. (Not five years ago.)
7. They (own) a small home. (They don't rent.)
8. Mary wants to come in a (week). (She doesn't want to wait a month.)
9. She'll bring her (collie) and snakes. (She's not bringing her poodle.)
10. Mary is opening a (pet) store. (Not a toy store.)

Check Yourself 1, Page 101

1. I'm a good student. (I am)
2. Lynn doesn't play tennis. (does not)
3. We've seen that movie. (We have)
4. You're quite right. (You are)
5. His brother can't come. (cannot)

Check Yourself 2, Page 101

1. Meet me at the bus stop // after you're done.  
Meet me at the bus // stop after you're done.
2. Bill Brown the mayor will // speak tonight.  
Bill Brown // the mayor // will speak tonight.
3. Please clean your room // before leaving.  
Please clean your // room before leaving.
4. The truth is I don't // like it.  
The truth is // I don't like it.
5. Cervantes // the famous author // wrote Don Quixote.  
Cervantes the famous author wrote // Don Quixote.
6. He was there // for the first time.  
He was there for // the first time.
7. Where there's a will // there's a way.  
Where there's a // will there's a //way.
8. Do unto others as // you would have them do // unto you.  
Do unto others // as you would have them // do unto you.
9. Patrick Henry said // "Give me liberty // or give me death."  
Patrick Henry // said "Give me // liberty or give me death."
10. When in Rome do // as the Romans do.  
When in Rome // do as the Romans do.

Check Yourself 3, Page 102

**Frances Black:** Hello, this is the Black residence. This is Frances Black speaking.

**Ellie White:** (Howarya) Frannie? (It's) Ellie. (Doyawanna) come over for a (cupacoffee?)

**Frances Black:** Elinor, I am very sorry I can not visit you. I am going to lunch at the Club.

**Ellie White:** (That's) OK. (I'm) gonna eat at Burger Palace. Why (don't) we go (tathamovies) tonight?

**Frances Black:** We will not be able to join you. We have tickets for the opera.

**Ellie White:** My husband Sam (won't) like that. (He's) more of a wrestling fan. (We'll) (meetcha) some other night.

**Frances Black:** Elinor, I really have to go now. It has been most pleasant speaking with you.

**Ellie White:** I (hafta) go now too. (It's) been great talking to you. (Hangs up the phone) (Frannie's) a nice girl, but she (hasta) (learnta) relax!

**Reduced Forms**

Howarya? \_\_\_\_\_  
 It's \_\_\_\_\_  
 Doyawanna \_\_\_\_\_  
 cupacoffee \_\_\_\_\_  
 That's \_\_\_\_\_  
 I'm \_\_\_\_\_  
 gonna \_\_\_\_\_  
 don't \_\_\_\_\_  
 tathamovies \_\_\_\_\_  
 won't \_\_\_\_\_  
 He's \_\_\_\_\_  
 We'll \_\_\_\_\_  
 meetcha \_\_\_\_\_  
 hafta \_\_\_\_\_  
 It's \_\_\_\_\_  
 Frannie's \_\_\_\_\_  
 hasta \_\_\_\_\_  
 learnta \_\_\_\_\_

**Full Form**

How are you? \_\_\_\_\_  
 It is \_\_\_\_\_  
 Do you want to \_\_\_\_\_  
 cup of coffee \_\_\_\_\_  
 That is \_\_\_\_\_  
 I am \_\_\_\_\_  
 going to \_\_\_\_\_  
 do not \_\_\_\_\_  
 to the movies \_\_\_\_\_  
 will not \_\_\_\_\_  
 He is \_\_\_\_\_  
 We will \_\_\_\_\_  
 meet you \_\_\_\_\_  
 have to \_\_\_\_\_  
 It has \_\_\_\_\_  
 Frannie is \_\_\_\_\_  
 has to \_\_\_\_\_  
 learn to \_\_\_\_\_

Check Yourself 1, Page 109

	<b>Falling</b>	<b>Rising</b>
1. When's your birthday?	<u>X</u>	_____
2. Did you see my friend?	_____	<u>X</u>
3. How are you?	<u>X</u>	_____
4. I'm fine, thank you.	<u>X</u>	_____
5. Why were you absent?	<u>X</u>	_____
6. Can you have dinner?	_____	<u>X</u>
7. How do you know?	<u>X</u>	_____
8. I don't like beets.	<u>X</u>	_____
9. Where is my pencil?	<u>X</u>	_____
10. Will you drive me home?	_____	<u>X</u>

Check Yourself 2, on Page 109

1. We enjoy swimming →, hiking →, and tennis ↘.
2. Is a barbecue all right → if it doesn't rain? ↗
3. If it rains tomorrow →, the game is off ↘.
4. Is he sick ↗? I hope not ↘.
5. Please bring me the hammer →, nails →, and scissors ↘.
6. Do you like grapes →, pears →, and plums ↗?

7. May I leave now →, or should I wait ↘?
8. He's good at math → but not spelling ↘.
9. Call me later → if it's not too late ↘.
10. Will you visit us → if you're in town ↗?

---

Check Yourself 3, Page 110

### Sam Can't Tell a Joke!

**Sam** →, a convicted **felon** →, was sentenced to life in prison ↘. When he arrived at the **prison** →, the other inmates were sitting around calling out **numbers** ↘. He heard **Bill** call →, "One thousand **twenty**" ↘. Then **Joe** bellowed →, "Two hundred **forty**" ↘. "Does anyone know three thousand **two**" ↗? asked **Mark** happily ↘. Each time a number was **called** →, the men **roared** with laughter ↘. **Sam** asked →, "**What's** so funny ↘? **What** is everyone laughing at" ↘?

**Bill** explained ↘. "**Well** →, we know **thousands** of jokes ↘. It would take **too** long to **tell** each one →. So we've **numbered** all of them ↘. When we want to tell a **joke** →, we simply call out its **number**" ↘. Sam asked **hopefully** →, "Will you guys teach **me** all the jokes → **and** their numbers" ↗?

Bill taught Sam **all** of the jokes **and** their numbers ↘. One **day** →, while the inmates were telling **jokes** →, **Sam** called "**Five hundred**" ↘. **No** one laughed ↘. He **shouted** →, "**Five hundred**" ↘. Still **no** one laughed ↘. "I don't **get** it ↘. **Why** isn't anyone laughing ↘? Isn't number **five hundred** one of our **funniest** jokes" ↗? "**Yes**" →, replied **Bill** →, "But you didn't **tell** it right" ↘!

---

Check Yourself, Page 119

- |                      |                      |
|----------------------|----------------------|
| 1. (s) u p p o s e   | 6. (s) a l e s m a n |
| 2. (S) u s a n       | 7. (s) e a s o n     |
| 3. d i s a (s) t e r | 8. r e s i (s) t     |
| 4. e a s i e (s) t   | 9. p r e s e n t (s) |
| 5. p o (s) t e r s   | 10. b u s i n e s s  |

---

Check Yourself, Page 122

- |              |          |            |            |
|--------------|----------|------------|------------|
| 1. eyes      | nose     | (wrist)    | ears       |
| 2. walls     | (waltz)  | wells      | ways       |
| 3. (carrots) | apples   | peas       | raisins    |
| 4. pleasing  | pleasant | (pleasure) | please     |
| 5. deserve   | daisy    | (serve)    | design     |
| 6. (cease)   | seize    | size       | sings      |
| 7. Tuesday   | Thursday | Wednesday  | (Saturday) |
| 8. (east)    | ease     | easy       | tease      |



- |           |           |         |      |
|-----------|-----------|---------|------|
| 9. rose   | (rice)    | raise   | rise |
| 10. (fox) | xylophone | clothes | zero |

---

Check Yourself 1, Page 125

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. 1 2 (3) (peace peace peas)  | 6. 1 2 (3) (lose lose loose)    |
| 2. 1 (2) 3 (rise rice rise)    | 7. (1) 2 3 (plays place place)  |
| 3. (1) 2 3 (raise race race)   | 8. (1) 2 3 (phase face face)    |
| 4. 1 (2) 3 (Sue zoo Sue)       | 9. 1 (2) 3 (zeal seal zeal)     |
| 5. 1 2 (3) (racer racer razor) | 10. 1 2 (3) (price price prize) |

---

Check Yourself 2, Page 125

1. It's raining <sup>[s]</sup>cats and <sup>[z]</sup>dogs.
2. Come <sup>[z]</sup>as <sup>[s]</sup>soon as <sup>[z]</sup>possible.
3. <sup>[s]</sup>Strike while the iron <sup>[z]</sup>is hot.
4. Kill two <sup>[z]</sup>birds with one <sup>[s]</sup>stone.
5. <sup>[z]</sup>Misery <sup>[z]</sup>loves company.

---

Check Yourself 3, Page 126

1. We finally won the <sup>[s]</sup>(race)/<sup>[z]</sup>raise).
2. I know that <sup>[s]</sup>(face)/<sup>[z]</sup>phase).
3. He gave me a good <sup>[s]</sup>(price)/<sup>[z]</sup>(prize).
4. Look at her small <sup>[s]</sup>(niece)/<sup>[z]</sup>knees).
5. We must accept the <sup>[s]</sup>(loss)/<sup>[z]</sup>(laws).
6. The sheep have <sup>[s]</sup>(fleece)/<sup>[z]</sup>(fleas).
7. Did you hear the <sup>[s]</sup>(bus)/<sup>[z]</sup>(buzz).
8. His dog has a large <sup>[s]</sup>(muscle)/<sup>[z]</sup>muzzle).
9. How much is the <sup>[s]</sup>(sink)/<sup>[z]</sup>zinc)?
10. I can identify the <sup>[s]</sup>(spice)/<sup>[z]</sup>(spies).

### A Man Named (Stu)

A man from (Texas) named (Stu)

Was crazy about (Silly) (Sue).

He proposed twenty times.

Using (song), (dance), and rhymes

Until (Sue) (said) to (Stu), "I do!"

### A Girl Named (Maxine)

There was a (slim) girl called (Maxine)

Who loved cooking (Spanish) cuisine.

She (spent) days eating (rice),

(Lots) of chicken and (spice).

Now (Maxine) is no longer lean!

### Check Yourself 1, Page 130

1. (t)raction

2. th a (t)

3. p a t i e n (t)

4. (t)exture

5. (t)emperature

6. (t)o o t h

7. p r e s e n (t) a t i o n

8. a r i t h m e (t) i c

9. (t)o g e t h e r

10. s u b (t) r a c t i o n

### Check Yourself 2, Page 130

1. Tess had too much to **eat**.

2. I **must return** two books.

3. "Two wrongs **don't** make a right."

4. **Please** write me a **note**.

5. **Tim's** aunt is **twenty-two**.

6. **Tie** a **tight** knot.

7. When you go **to** bed, please leave the night **light** on.

8. **Tony** broke his **little** toe.

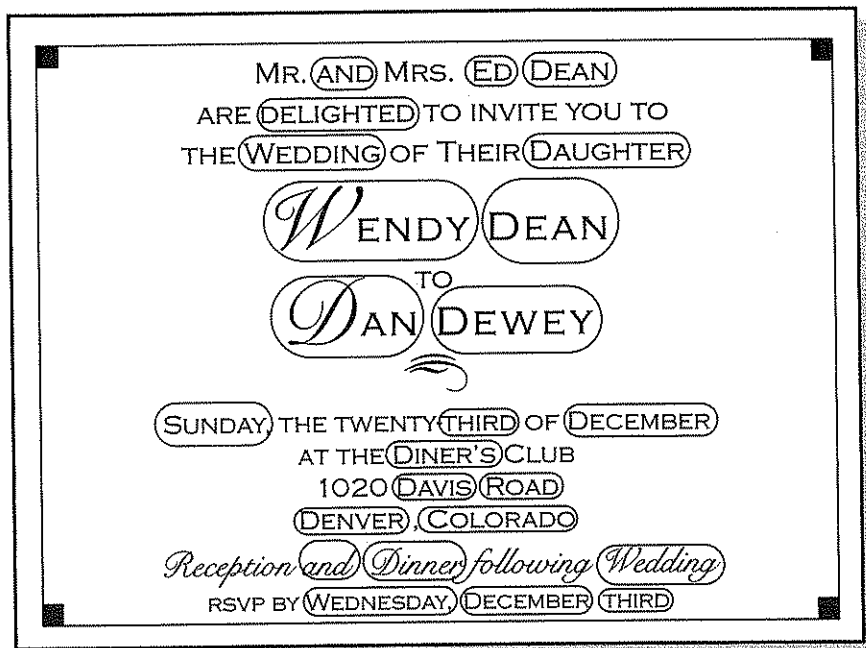
9. **What** time is the **party**?

10. **That** tiger has a **tiny** tail.

Check Yourself 1, Page 133

1. (C) I (Mother was **mad** at us.)
2. C (I) (Be careful when you climb the **lather**.)
3. C (I) (Plant the **seat** and a flower will grow.)
4. C (I) (The **bat** children were punished.)
5. (C) I (The **bride** is very lovely.)

Check Yourself 2, Page 134



Check Yourself 1, Page 137

Thomas	clothes	(teeth)	feather
(Ruth)	further	(moth)	father
although	(thick)	other	(faith)
(throw)	clothing	breathe	(breath)
rather	(method)	(cloth)	(thorough)

Check Yourself 2, Page 138

Jim (Thorpe)

Do you know (anything) about Jim (Thorpe)? He was a Native American (athlete). He excelled in (everything) at the Olympics. (Thousands) were angry when (Thorpe's) medals were taken away because he was called a professional (athlete). In (1973), long after his (death), (Thorpe's) medals were restored. (Throughout) the world, Jim (Thorpe) is (thought) to be one of the greatest male (athletes).

Check Yourself 1, Page 140

1. (This/These) shoes are **weatherproof**.
2. I **loathe this** wet (weather/whether).
3. (This/These) board is **smoother than the other** one.
4. **The** family will be (there/their) for **the** wedding.
5. **Mother** told (they/them) not to be late.
6. (They/Them) are **worthy** of **the** award.
7. (Those/That) **brothers** are **rather** tall.
8. I don't know (weather/whether) to buy **this** one or **that** one.
9. (That/Those) **lather** is **soothing**.
10. (Their/There) **father** likes the **weather** in **southern** Florida.

Check Yourself 2, Page 141

- |            |          |            |         |
|------------|----------|------------|---------|
| 1. (cloth) | clothing | clothes    | clothe  |
| 2. though  | although | (thought)  | those   |
| 3. then    | them     | themselves | (den)   |
| 4. feather | father   | (faith)    | further |
| 5. bathing | (bath)   | bathe      | breathe |
| 6. (thank) | than     | that       | then    |
| 7. soothe  | (sues)   | soothing   | smooth  |
| 8. (dare)  | there    | their      | theirs  |

Check Yourself 3, Page 141

**The Photo Album**

- Daughter:** (Mother) I like (these) old pictures. Who's (this)?
- Mother:** (That's) your great (grandmother).
- Daughter:** (The) (feathered) hat is funny! Who's (that) man?
- Mother:** (That's) your (grandfather). He was from (the) (Netherlands).
- Daughter:** I know (these) people! Aren't (they) Uncle Tom and Uncle Bob?
- Mother:** (That's) right. (Those) are my (brothers). (They) always (bothered) me!
- Daughter:** (This) must be (either) (Father) or his (brother).
- Mother:** (Neither!) (That's) your (father's) uncle.
- Daughter:** Why are (there) (other) people in (this) photo?
- Mother:** (This) was a family (gathering). We got (together) all (the) time.

**Daughter:** Mother, who's this "smooth"-looking man?

**Mother:** Shhhhhhhhh! I'd rather not say. Your father will hear!

**Daughter:** Is that your old boyfriend?

**Mother:** Well, even mothers had fun in those days!

#### Check Yourself, Page 146

- |                    |                |                |                |
|--------------------|----------------|----------------|----------------|
| 1. crush           | cash           | <u>catch</u>   | crash          |
| 2. chef            | <u>chief</u>   | chute          | chiffon        |
| 3. machine         | parachute      | mustache       | <u>kitchen</u> |
| 4. <u>China</u>    | Russia         | Chicago        | Michigan       |
| 5. facial          | conscience     | <u>science</u> | conscious      |
| 6. pressure        | <u>pressed</u> | assure         | permission     |
| 7. <u>division</u> | subtraction    | addition       | multiplication |
| 8. position        | action         | <u>patio</u>   | motion         |
| 9. Charlotte       | Cheryl         | Sharon         | <u>Charles</u> |
| 10. tension        | <u>resign</u>  | pension        | mention        |

#### Check Yourself, Page 149

- |   |  |
|---|--|
| 1. C <u>I</u> (That store has <b>sheep</b> prices.) | 6. <u>C</u> I (We met the new <b>teacher</b> .)        |
| 2. <u>C</u> I (I ate <b>chicken</b> and rice.)      | 7. <u>C</u> I ( <b>March</b> is a windy month.)        |
| 3. C <u>I</u> (My <b>wash</b> tells perfect time.)  | 8. <u>C</u> I (I can <b>reach</b> the top shelf.)      |
| 4. C <u>I</u> (He couldn't <b>cash</b> the ball.)   | 9. C <u>I</u> (Please light the <b>mash</b> .)         |
| 5. C <u>I</u> (My <b>choose</b> hurt my feet.)      | 10. <u>C</u> I (How many <b>children</b> do you have?) |

#### Check Yourself 1, Page 151

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. 1 <u>2</u> 3 (chin shin chin)     | 6. 1 <u>2</u> 3 (share chair share) |
| 2. 1 2 <u>3</u> (sheep sheep cheap)  | 7. 1 2 <u>3</u> (chop chop shop)    |
| 3. <u>1</u> 2 3 (chew shoe shoe)     | 8. 1 2 <u>3</u> (mush mush much)    |
| 4. <u>1</u> 2 3 (dish ditch ditch)   | 9. 1 2 <u>3</u> (cash cash catch)   |
| 5. 1 2 <u>3</u> (she's she's cheese) | 10. 1 2 <u>3</u> (witch witch wish) |

#### Check Yourself 2, Page 151

- |  |   |
|--|---|
| 1. The puppy <sup>[ʃ]</sup> shouldn't <sup>[tʃ]</sup> chew the <sup>[ʃ]</sup> shoes. | 4. We <sup>[ʃ]</sup> should <sup>[tʃ]</sup> change the dirty <sup>[ʃ]</sup> sheets.     |
| 2. <sup>[ʃ]</sup> Shine the furniture with <sup>[tʃ]</sup> polish. <sup>[ʃ]</sup>    | 5. <sup>[tʃ]</sup> Choosing a profession is a <sup>[ʃ]</sup> challenge. <sup>[tʃ]</sup> |
| 3. The <sup>[ʃ]</sup> chef prepared a <sup>[ʃ]</sup> special <sup>[ʃ]</sup> dish.    |   |

Check Yourself 3, Page 152

1. I didn't see the (dish/<sup>[ʃ]</sup><sup>[tʃ]</sup>ditch).
2. He hurt his (<sup>[ʃ]</sup>shin/<sup>[tʃ]</sup>chin).
3. Did you hear that (<sup>[ʃ]</sup>shatter/<sup>[tʃ]</sup>chatter)?
4. It's a silly (<sup>[ʃ]</sup>wish/<sup>[tʃ]</sup>witch).
5. It was an endless (<sup>[ʃ]</sup>marsh/<sup>[tʃ]</sup>March).
6. She brought me the (<sup>[ʃ]</sup>wash/<sup>[tʃ]</sup>watch).
7. You have a large (<sup>[ʃ]</sup>share/<sup>[tʃ]</sup>chair).
8. We must fix the (<sup>[ʃ]</sup>ship/<sup>[tʃ]</sup>chip).
9. Does she have a new (<sup>[ʃ]</sup>crush/<sup>[tʃ]</sup>crutch)?
10. You completed the (<sup>[ʃ]</sup>shore/<sup>[tʃ]</sup>chore).

Check Yourself 4, Page 152

- Richard:** Do you have any change for the washing machine? My wife, Sharon, is visiting family in Michigan. I'm watching the children and doing the chores.
- Marshall:** Watch out! Don't put bleach on those shirts. You'll wash out the color.
- Richard:** Will you teach me how to wash clothes?
- Marshall:** Be sure to wash white shirts separately. Don't use too much soap.
- Richard:** I wish Sharon would return. It's more natural for a woman to wash and shop.
- Marshall:** You sound like a chauvinist! I don't mind doing chores. I'm great in the kitchen, too!
- Richard:** Would you like to take charge? I'll cheerfully pay you cash.
- Marshall:** Listen, old chap, I'm a bachelor and too old to chase after children. I'm in a rush. It's been nice chatting with you, Richard.
- Richard:** Sure, nice chatting with you, too, Marshall.

Check Yourself 1, Page 157

- |                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1. leisure        | pleasure          | <u>sure</u>    | measure        |
| 2. Asia           | Asian             | Parisian       | <u>Paris</u>   |
| 3. <u>huge</u>    | beige             | rouge          | prestige       |
| 4. <u>passion</u> | collision         | occasion       | decision       |
| 5. massage        | mirage            | <u>message</u> | corsage        |
| 6. confusion      | <u>conclusive</u> | contusion      | conclusion     |
| 7. lesion         | <u>profession</u> | explosion      | aversion       |
| 8. vision         | version           | television     | <u>visible</u> |
| 9. seizure        | <u>seize</u>      | azure          | division       |
| 10. treasury      | treasurer         | <u>treason</u> | treasure       |

Check Yourself 2, Page 158

1. The commission<sup>[1]</sup> made a decision<sup>[3]</sup>.
2. The class learned division<sup>[3]</sup> and addition<sup>[1]</sup>.
3. Measure<sup>[3]</sup> the garage<sup>[3]</sup>.
4. Your profession<sup>[1]</sup> has prestige<sup>[3]</sup>.
5. That's an unusual<sup>[3]</sup> shade<sup>[1]</sup> of rouge<sup>[3]</sup>.

Check Yourself 3, Page 158

Good evening. This is (Frazier) White with the 10:00 p.m. (television) news. Tonight we have some most (unusual) stories. Here are the headlines:

- Tourists on a (pleasure) trip discovered valuable (Persian) rugs. The rugs dated back to ancient (Persia).
- An (explosion) took place in a (garage) on First Avenue. (Seizure) of a bomb was made after much (confusion).
- (Asian) flu is spreading. (Asian) flu vaccinations will be available to those with (exposure) to the germ.
- Today was the (Parisian) fashion show. Everything from (casual) (leisure) clothes to (negligees) was shown. (Beige) is the big color. Hemlines (measure) two inches below the knee.
- Carry your raincoat. (Occasional) showers are due tomorrow. Hope your evening is a (pleasure).

This is (Frazier) White saying GOOD NIGHT!

Check Yourself 1, Page 162

(Java)	Luxemburg	Guatemala	(Jerusalem)
Greece	England	(Germany)	(Algeria)
Hungary	(Japan)	Greenland	China
(Egypt)	(Belgium)	(Argentina)	(Jamaica)

Check Yourself 2, Page 162

1. badge	Bulge	(Bug)	Budge
2. (captain)	general	major	soldier
3. (hen)	gentle	gem	intelligent
4. juice	age	angel	(angle)
5. huge	(hug)	jug	July
6. giraffe	(gill)	giant	gin
7. (duck)	cordial	educate	graduate
8. large	lounge	(lung)	lunge
9. (Gary)	Joe	Jill	Gene
10. Virginia	Georgia	Germany	(Greenland)

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Check Yourself 1, Page 165

1. The youth left. He hasn't come back **yet**.
2. The player ran 50 yards. The crowds began to **yell**.
3. Today is Monday. **Yesterday** was Sunday.
4. Egg yolks should be **yellow**.
5. You should go to the doctor to get a checkup once a **year**.

---

Check Yourself 2, Page 165

1. **(SAME)** DIFFERENT (I had to **yawn**. I had to **yawn**.)
2. SAME **(DIFFERENT)** (Did you say **yacht**? Did you say **jot**?)
3. SAME **(DIFFERENT)** (It's not **yellow**. It's not **Jell-O**.)
4. **(SAME)** DIFFERENT (They left **yesterday**. They left **yesterday**.)
5. SAME **(DIFFERENT)** (Where is the **mayor**? Where is the **major**?)

---

Check Yourself 1, Page 167

1. Yale (**Jail** is a famous university.)
2. yam (A **jam** is like a sweet potato.)
3. yellow (**Jell-O** is my favorite color.)
4. yolk (An egg **joke** is yellow.)
5. year (There are 365 days in a **jeer**.)
6. juice (Do you drink apple **use**?)
7. jet (I travel on **yet** airplanes.)
8. yacht (We took a cruise on a **jot**.)
9. jewel (A ruby is a precious **you'll**.)
10. jokes (People play **yokes** on April Fools Day.)

---

Check Yourself 2, Page 167

Do you know what **YANKEE** means? People from the **United States** are **(generally)** called **Yankees**. **(Soldiers)** from the northern **(region)** were called **Yankees** during the Civil War. **(George)** M. Cohan wrote a **(stage)** hit called "**Yankee Doodle Dandy**." **(Jealous)** baseball fans **(waged)** war over the New **York Yankees** and **(Dodgers)** for **years**. Whether you are from **(Georgia)** or New **(Jersey)**, you should **(enjoy)** being called a **Yank!**

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Check Yourself 1, Page 174

1. A nickname for **Peter** is Pete.
2. The **opposite** of war is peace.
3. **Pam** bought peanuts to feed the elephants.
4. The **top** of a mountain is called a peak.
5. The **plural** of "person" is "people."
6. A **popular** fruit is a peach.
7. A bird with bright feathers is a peacock.
8. The **potatoes** should be washed well if they are not going to be peeled.
9. The letter **preceding** Q is P.
10. Something that annoys you is called a "**pet** peeve."



- Peter:** (Paulette), I have a (surprise!) We're taking a (trip) tonight!
- Paulette:** I'm very (happy). But I need more time to (prepare).
- Peter:** That's (simple). I'll (help) you (pack).
- Paulette:** Who will care for our (pet) (poodle)?
- Peter:** Your (parents!).
- Paulette:** Who will (pick) (up) the mail?
- Peter:** Our neighbor, (Pat).
- Paulette:** Who will water the (plants)?
- Peter:** We'll (put) them on the (patio).
- Paulette:** Who will (pay) for the (trip)?
- Peter:** The (company) is (paying) every (penny!).
- Paulette:** (Peter), you've really (planned) this.
- Peter:** Of course! I'm (dependable), (superior), and a (perfect . . .)
- Paulette:** ("Pain) in the neck!" Don't get carried away!

Check Yourself, Page 177

1. I like rye ((bread)/ bred).
2. Don't walk in your (bear/(bare) feet.
3. Bob has ((been)/ bin) here before.
4. Please store the beans in the ((been)/ (bin)).
5. The wind ((blew)/ blue) my bag away.
6. Betty's ((blew)/ (blue) bonnet is becoming.
7. ((Buy)/ By) a box of black buttons.
8. The dog will (berry/(bury) its bone in the backyard.
9. My brother watches baseball when he's ((bored)/ board).
10. The builder needs a bigger ((bored)/ (board)).

Check Yourself 1, Page 181

1. Find another name for a drugstore. pharmacy
2. Find another name for a doctor. physician
3. Find another name for a snapshot. photograph
4. Find the name for a person who studies philosophy. philosopher
5. Find the short form of the word telephone. phone
6. Find another name for a record player. phonograph
7. Find the name for a person who predicts the future. prophet
8. Find the name for the study of sounds. phonetics
9. Find the term that refers to your sister's son. nephew
10. Find the name for a chart showing figures. graph

Check Yourself 2, Page 182

(Florida) was (founded) by Ponce de Leon in (1513). This (famous) explorer (from) Spain was searching (for) a (fountain) of youth. He named the land (Florida), which means "(full) of (flowers)" in Spanish. He (failed) in

his efforts to find the fountain. He finally died after fighting the Indians. Unfortunately no one has ever found the fountain in Florida or the formula for eternal youth. However, the fun and sun in Florida are enough to attract folks from every hemisphere to this famous state.

### Check Yourself 1, Page 185

- |                           |                               |
|---------------------------|-------------------------------|
| 1. B M <u>E</u> (have)    | 6. B <u>M</u> E (several)     |
| 2. B <u>M</u> E (heavy)   | 7. B <u>M</u> E (clever)      |
| 3. B <u>M</u> E (over)    | 8. B M <u>E</u> (love)        |
| 4. <u>B</u> M E (victory) | 9. <u>B</u> M E (very)        |
| 5. B <u>M</u> E (oven)    | 10. B <u>M</u> E (television) |

### Check Yourself 2, Page 185

- |                                      |   |
|--------------------------------------|---|
| 1. ( <u>clever</u> /clover/cover)    | <b>Van</b> is a _____ student.                                  |
| 2. (clever/clover/ <u>cover</u> )    | I bought a <b>velvet</b> _____.                                 |
| 3. (berry/ <u>very</u> /ferry)       | <b>Vera</b> is _____ pretty.                                    |
| 4. (leaf/ <u>leave</u> /live)        | The train will _____ at <b>seven</b> .                          |
| 5. (leaves/ <u>loves</u> /lives)     | <b>Vicky</b> _____ her sons, <b>Victor</b> and <b>Vance</b> .   |
| 6. (off/ <u>of</u> /if)              | My <b>vest</b> is made _____ leather.                           |
| 7. (alive/ <u>arrive</u> /live)      | The plane will _____ at <b>five</b> .                           |
| 8. (belief/ <u>believe</u> /bereave) | I _____ <b>Vinny</b> will be <b>eleven</b> in <b>November</b> . |
| 9. ( <u>several</u> /severe/seventh) | <b>Eve</b> has _____ <b>TVs</b> in her living room.             |
| 10. (oven/ <u>over</u> /overt)       | He left before the <b>movie</b> was _____.                      |

### Check Yourself 3, Page 186

#### I Never Saw a Moor

Emily Dickenson

I never saw a moor

I never saw the sea;

Yet know I how the heather looks,

And what a wave must be.

I never spoke with God,

Nor visited in Heaven;

Yet certain am I of the spot

As if the chart were given.

Check Yourself 1, Page 188

Ohio	Michigan	Oklahoma	Houston
Idaho	Massachusetts	Washington	New Hampshire
Chicago	Hartford	Hawaii	Tallahassee

Check Yourself 2, Page 189

Helen: (Hi) Mom. Welcome (home).

Mother: (Hi) (honey).

Helen: (How) was (Holland)?

Mother: Like a second (honeymoon)! I'm as (happy) as a lark. (How) are you?

Helen: Not so (hot) (Henry) is in the (hospital) with a broken (hip).

Mother: That's (horrible). (How) did that (happen)?

Helen: (He) (heard) a noise outside. (He) went (behind) the (house) and fell over a (hose).

Mother: (How) are my (handsome) grandsons?

Helen: They won't (behave). And my (housekeeper) (had) to quit.

Mother: (Perhaps) you'd like me to (help) at (home).

Helen: Oh, Mom, I was (hoping) you'd say that. (Hurry) to the (house) as soon as possible.

Mother: I guess the (honeymoon) is over. (Here) we go again!

Check Yourself 1, Page 193

(week)	(someone)	(queen)	write
(while)	who	wrong	(worry)
whose	(waiter)	(reward)	(square)
guilt	(unwilling)	saw	(worthy)
(west)	lawyer	(anywhere)	low

Check Yourself 2, Page 193

Woodrow Wilson

(Woodrow) (Wilson) was the (twenty) fifth president of the United States. He (will) always be remembered for his (work) to establish (world) peace. (Wilson) was born in 1865 and later (went) to Princeton University. He became president in 1913 and stayed in the (White) House for two terms. His first (wife) died (while) he (was) in office, and he later married a (Washington) widow. (When) the United States entered (World) (War) (I) in 1917, (Wilson) (quickly) provided the needed (wisdom). After the (war), (Wilson) made a (nationwide) tour to (win) support for the League of Nations. (Wilson) was (awarded) the Nobel Prize for his (worthwhile) (work) for peace. He died in (1924). (Everywhere) in the (world), (Wilson) was thought of as a (wise) and (wonderful) leader.

Check Yourself 1, Page 197

1. If you **live** in **Dublin**, you **also live** in Ireland.
2. If you **live** in **London**, you **also live** in England.
3. If you **live** in **Lisbon**, you **also live** in Portugal.
4. If you **live** in **Lucerne**, you **also live** in Switzerland.
5. If you **live** in **Milan**, you **also live** in Italy.
6. If you **live** in **Baltimore**, you **also live** in Maryland.
7. If you **live** in **Brussels**, you **also live** in Belgium.
8. If you **live** in **Orlando**, you **also live** in Florida.
9. If you **live** in **São Paulo**, you **also live** in Brazil.
10. If you **live** in **New Orleans**, you **also live** in Louisiana.

Check Yourself 2, Page 198

- |                        |                            |
|------------------------|----------------------------|
| 1. 1 (2) (rice lice)   | 6. (1) 2 (look rook)       |
| 2. (1) 2 (lake rake)   | 7. (1) 2 (collect correct) |
| 3. (1) 2 (belly berry) | 8. (1) 2 (Ilene Irene)     |
| 4. 1 (2) (rent lent)   | 9. 1 (2) (arrive alive)    |
| 5. (1) 2 (lime rhyme)  | 10. (1) 2 (lose ruse)      |

Check Yourself 3, Page 198

July (11<sup>th</sup>)

Linda,

Leon and I had bad luck. Luggage was lost while traveling from La Paz, Bolivia, to Honolulu. Airline personnel were all very helpful. They told Leon they will certainly locate all, eventually, if we're lucky. It looks like the luggage landed in Lima. At least we met lots of lovely people. Also, we could leave on a later flight. I'll telephone with new flight schedule. We should be home for lunch with the family at twelve o'clock. Hopefully, our arrival won't be delayed. Talk to you later. Love you a whole lot. Lou

Check Yourself 1, Page 202

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. rave brave/crave/grave | 6. rain brain/drain/train/grain |
| 2. right bright/fright    | 7. rash trash/brash/crash       |
| 3. rip drip/trip          | 8. room broom/groom             |
| 4. ream dream/cream       | 9. round ground                 |
| 5. row crow/grow/brow     | 10. race brace/grace/trace      |

Check Yourself 2, Page 202

1. This **creature** has black and white **stripes**.  
This **creature** is a zebra.
2. This **forest creature** has long **ears** and is a **celebrity** at Easter.  
This **creature** is a rabbit.

3. This **creature** has **large antlers** and is **around** at **Christmas**.  
This **creature** is a reindeer.
4. This **creature** has spots and a very long neck.  
This **creature** is a giraffe.
5. This **creature** lives in the **arctic**, is **large**, and is very **hungry**.  
This **creature** is a **polar** bear.
6. This **forest creature** **carries her** babies in a pouch.  
This **creature** is a kangaroo.
7. This **friendly creature** "**croaks**" and says "**ribbi, ribbi**."  
This **creature** is a frog.
8. This **forest creature** is a very talkative **bird**.  
This **colorful creature** is a parrot.
9. This **fierce creature** has black and yellow **stripes**.  
This **ferocious creature** is a tiger.
10. This **graceful creature** **started** as a caterpillar.  
This **pretty creature** is a butterfly.

Check Yourself 3, Page 203

### Robin Hood

The story of Robin Hood has been retold many times. Robin Hood was an outlaw who lived in Sherwood Forest. He lived there with Maid Marion, Friar Tuck, and others. Robin was really a hero rather than a criminal. He robbed the rich and gave to the poor. He was a remarkable marksman with his bow and arrow. The story of Robin Hood has been written about and dramatized since the eleventh century. Robin truly represents a righteous figure opposing cruelty and greed.

Check Yourself 1, Page 206

- |  |  |
|--|--|
| 1. Don't step on the <sup>[gl]</sup> ( <u>glass</u> ) / <sup>[gr]</sup> grass).          | 6. He likes black <sup>[kl]</sup> ( <u>clothes</u> ) / <sup>[kr]</sup> crows). |
| 2. Please put this on your <sup>[l]</sup> ( <u>list</u> ) / <sup>[r]</sup> wrist).       | 7. She has the <sup>[bl]</sup> ( <u>blues</u> ) / <sup>[br]</sup> bruise).     |
| 3. The entire family is <sup>[pl]</sup> (pleasant) / <sup>[pr]</sup> ( <u>present</u> ). | 8. That's a new <sup>[bl]</sup> (bloom) / <sup>[br]</sup> ( <u>broom</u> ).    |
| 4. It was a terrible <sup>[kl]</sup> (climb) / <sup>[kr]</sup> ( <u>crime</u> ).         | 9. I lost the <sup>[l]</sup> ( <u>lock</u> ) / <sup>[r]</sup> rock).           |
| 5. Look at the bright red <sup>[fl]</sup> ( <u>flame</u> ) / <sup>[fr]</sup> frame).     | 10. We need new <sup>[t]</sup> (tiles) / <sup>[r]</sup> ( <u>tires</u> ).      |

Check Yourself 2, Page 207

1. read (Did you **lead** the book?)
2. bloom (The flowers are in **broom**.)
3. lake (Take a swim in the **rake**.)
4. lock (Be sure to **rock** the door.)
5. correct (The answer is **collect**.)

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Check Yourself 3, Page 207

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1. The color of Halloween pumpkins is orange.
2. I like bananas that are ripe and yellow.
3. Caribbean waters are usually a bright blue.
4. Emeralds should be a clear green.
5. Fran's lipstick is a deep red.
6. Formal attire requires black tie.
7. People frequently use color when their hair turns gray.
8. "Brunette" describes someone with black or brown hair.
9. The color of orchids is often deep purple or lavender.
10. Many models use lemon juice to give their hair blonde highlights.

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Check Yourself 1, Page 211

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- |                   |              |               |                      |
|-------------------|--------------|---------------|----------------------|
| 1. course         | count        | <u>choose</u> | chorus               |
| 2. can't          | can          | <u>cent</u>   | cone                 |
| 3. Canada         | Texas        | Kansas        | <u>Massachusetts</u> |
| 4. key            | keep         | keen          | <u>kneel</u>         |
| 5. <u>celery</u>  | corn         | carrots       | cabbage              |
| 6. mix            | box          | explain       | <u>xylophone</u>     |
| 7. <u>knee</u>    | back         | ankle         | cheek                |
| 8. <u>Charles</u> | Carol        | Chris         | Michael              |
| 9. mechanic       | <u>much</u>  | chrome        | Christmas            |
| 10. milk          | <u>cider</u> | coffee        | cream                |

---

Check Yourself 2, Page 212

---

The American Cowboy

Americans created the name cowboy for the men who cared for cattle. You might recall the typical singing cowboy in the movies. He was kind, courageous, and good-looking. He always caught the cow, colt, and of course the girl! But the real cowboy was a hard worker who had many difficult tasks. He had to take the cattle to market. These lonely cattle drives took many weeks through rough country. The cowboy had to protect the cattle and keep them from running off. In fact or fiction, the cowboy will continue to be a likeable American character. *Ride 'em cowboy!*

---

Check Yourself 1, Page 215

---

- |   |   |
|---|---|
| 1. luggage tag forget<br><u>Don't forget to ask for a luggage tag.</u>      | 4. green grass log<br><u>I tripped over a log in the green grass.</u> |
| 2. grow garden ground<br><u>The garden will grow in the fertile ground.</u> | 5. glad gift groom<br><u>The groom was glad to receive a gift.</u>    |
| 3. dog growl bug<br><u>The dog started to growl at the bug.</u>             |   |

<b>Breakfast</b>			
Grapefruit	Fried eggs	Grits	Sausage
<b>Lunch</b>			
Hamburgers	Grilled onions	Gelatin	Vinegar dressing
<b>Dinner</b>			
Lasagna	Leg of lamb	Green peas	Chicken gumbo
<b>Dessert</b>			
Angel food cake	Glazed doughnuts	Grapes	Figs

Check Yourself 1, Page 219

1. ① 2 3 (clam clan clang)      4. ① 2 3 (team teen teen)
2. 1 ② 3 (ban bam bang)      5. 1 ② 3 (sun/son some/sum sung)
3. 1 2 ③ (rung run rum)

Check Yourself 2, Page 219

1. Marilyn Monroe      3. Margaret Mitchell
2. Micky Mantle      4. Mickey Mouse

Check Yourself 1, Page 222

1. S ④ (It's the **sane** thing. It's the **same** thing.)
2. ⑤ D (Pick up the **phone**. Pick up the **phone**.)
3. S ④ (He is my **kin**. He is my **king**.)
4. ⑤ D (This is **fun**. This is **fun**.)
5. S ④ (Please don't **sin**. Please don't **sing**.)

Check Yourself 2, Page 223

When **John** got home, his wife **Gwen** was in the kitchen. She was on the **phone** again. It was later than he realized; it was already **ten** o'clock! **John** was so tired he **went** to his bedroom. Then he sat down **on** his bed **and** took off his shoes and socks. "Can't you get off that **phone**," he called to **Gwen**. "Yes, I can," she yelled back. But by the time **Gwen** walked into the room, **John** was fast asleep!

### Check Yourself 1, Page 225

1. 1 ② (She's a sinner. She's a **singer**.)
2. ① 2 (It's not that **thing**. It's not that thin.)
3. 1 ② (It's just a whim. It's just a **wing**.)
4. ① 2 (I heard the **bang**. I heard the bam.)
5. 1 ② (They had rum. They had **rung**.)

### Check Yourself 2, Page 225

- |                   |                  |                    |                     |
|-------------------|------------------|--------------------|---------------------|
| 1. <u>bring</u>   | 6. tangerine     | 11. <u>along</u>   | 16. engage          |
| 2. <u>anger</u>   | 7. <u>swing</u>  | 12. <u>talking</u> | 17. <u>stinging</u> |
| 3. <u>hang</u>    | 8. <u>tangle</u> | 13. sponge         | 18. stingy          |
| 4. angel          | 9. danger        | 14. grin           | 19. lunch           |
| 5. <u>dancing</u> | 10. <u>sink</u>  | 15. <u>running</u> | 20. <u>bank</u>     |

### Check Yourself 1, Page 228

- |                |               |                 |               |
|----------------|---------------|-----------------|---------------|
| 1. <u>thin</u> | thing         | 6. seem         | <u>scene</u>  |
| 2. <u>ban</u>  | bang          | 7. some         | <u>sung</u>   |
| 3. sinner      | <u>singer</u> | 8. hammer       | <u>hanger</u> |
| 4. comb        | <u>cone</u>   | 9. <u>ram</u>   | rang          |
| 5. <u>rum</u>  | run           | 10. <u>gone</u> | gong          |

### Check Yourself 2, Page 228

1. **Jean** sat **in** the (sum/sun/sung)
2. The bird hurt his (whim/win/wing)
3. It is **fun** to (rum/run/rung)
4. The **meat** **needs** to (simmer/sinner/singer)
5. They **removed** the (bam/ban/bang).

### Check Yourself 3, Page 228

- |  |   |
|--|---|
| 1. I'll call ( <sup>[m]</sup> them/ <sup>[n]</sup> then).          | 6. You shouldn't ( <sup>[ŋ]</sup> sing/ <sup>[n]</sup> sin).              |
| 2. He ( <sup>[n]</sup> ran/ <sup>[ŋ]</sup> rang) twice.            | 7. The children like ( <sup>[ŋ]</sup> swinging/ <sup>[m]</sup> swimming). |
| 3. That ( <sup>[n]</sup> bun/ <sup>[m]</sup> bum) is old.          | 8. It's a small ( <sup>[ŋ]</sup> ping/ <sup>[n]</sup> pin).               |
| 4. We got ( <sup>[m]</sup> some/ <sup>[n]</sup> sun) at the beach. | 9. Get rid of the ( <sup>[m]</sup> gum/ <sup>[n]</sup> gun).              |
| 5. I heard a ( <sup>[m]</sup> bam/ <sup>[ŋ]</sup> bang).           | 10. Buy another ( <sup>[m]</sup> hammer/ <sup>[ŋ]</sup> hanger).          |



Check Yourself 4, Page 229

**Announcer:** Is your skin feeling dry? Are you finding new wrinkles and lines? Then you need Pom's Skin Cream. Men and women everywhere are talking about our cream. Listen to famous film star Molly Malone, who has been acting for a long, long time.

**Molly:** Hmmm. Of course, everyone knows I started making films when I was nine. But I've been using Pom's Cream for years and I think it's wonderful. Just put it on every morning and evening, and in one week you'll start seeing the difference. Your face will gleam and shine and you'll look just fine!

**Announcer:** And now for a limited time, you can get two jars for the price of one. Remember, use Pom's Skin Cream and you, too, can look like a film star.

Check Yourself 1, Page 233

- |                   |               |               |                   |                |                |
|-------------------|---------------|---------------|-------------------|----------------|----------------|
| 1. <u>2</u> hot   | <u>1</u> hog  | <u>3</u> hop  | 6. <u>2</u> fade  | <u>3</u> fate  | <u>1</u> fake  |
| 2. <u>3</u> wrote | <u>1</u> rope | <u>2</u> robe | 7. <u>3</u> wipe  | <u>2</u> white | <u>1</u> wife  |
| 3. <u>1</u> save  | <u>2</u> safe | <u>3</u> same | 8. <u>2</u> peg   | <u>3</u> pen   | <u>1</u> pet   |
| 4. <u>2</u> right | <u>1</u> ride | <u>3</u> ripe | 9. <u>1</u> prize | <u>2</u> prime | <u>3</u> pride |
| 5. <u>2</u> mad   | <u>1</u> mat  | <u>3</u> map  | 10. <u>2</u> bid  | <u>1</u> big   | <u>3</u> bit   |

Check Yourself 2, Page 234

- The key opens the \_\_\_\_\_. (lock/log/lot)
- The \_\_\_\_\_ is in the fire. (lock/log/lot)
- \_\_\_\_\_ the dirty dishes. (Soak/Soap/Sole)
- Wash your hands with \_\_\_\_\_. (soak/soap/sole)
- He \_\_\_\_\_ the letter. (wrote/rose/rode)
- He \_\_\_\_\_ the bicycle. (wrote/rose/rode)
- The \_\_\_\_\_ landed. (plague/plane/plate)
- The \_\_\_\_\_ is broken. (plague/plane/plate)
- Send a birthday \_\_\_\_\_. (cart/card/carve)
- The bags are in the \_\_\_\_\_. (cart/card/carve)

Check Yourself 3, Page 234

- |   |  |
|---|--|
| 1. I can't find the ( <u>belt</u> /bell). | 4. Tim bought another (car/ <u>card</u> ). |
| 2. My son is (five/ <u>fine</u> ).        | 5. The (guild/ <u>guilt</u> ) is ours.     |
| 3. I think he's ( <u>dead</u> /deaf).     | 6. The ( <u>pack</u> /pact) was sealed.    |

7. There's a ((ake)/lane) near the house.

9. The (den/(dent)) is very small.

8. I (can/(can't)) go.

10. The ((coal)/colt) is black.

#### Check Yourself 4, Page 234

**Ann:** Hi, Pam! How was your da\_t\_e last nigh\_t\_ with Pat?

**Pam:** Nothing went righ\_t\_ last nigh\_t\_. Pa\_t\_ had a fla\_t\_ tire and came la\_t\_e!

**Ann:** How was the foo\_d\_ at the Ol\_d\_ Inn?

**Pam:** It was ba\_d\_. The soup was col\_d\_. My stea\_k\_ was tough. They ra\_n\_ out of chocola\_t\_e ca\_k\_e.

**Ann:** What about the dinner Pa\_t\_a\_t\_e?

**Pam:** His duc\_k\_ was overdo\_n\_e. His garli\_c\_ brea\_d\_ was sta\_l\_e!

**Ann:** Did it cos\_t\_ a lot of money?

**Pam:** Yes! And Pat didn't ha\_v\_e enough to pay the bi\_ll\_.

**Ann:** I guess you won't\_ go ou\_t\_ with him agai\_n\_!

**Pam:** Why do you say tha\_t\_? We're going for a bi\_k\_e ri\_d\_e this afternoon. He's so handso\_m\_e!

#### Check Yourself 1, Page 238

1. ([kt])[kst] [sks] [ks] Sam **liked** to swim when he was young.
2. [kt] [kst] [sks] ([ks]) Stella **walks** home from school.
3. ([skr])[sk] [sks] [sk] Please don't **scream**; I can hear you!
4. [skr]([kt])[ks] [sk] Our teacher is very **strict**.
5. ([skr])[st] [sks] [sk] My cat **scratched** me.
6. [spl]([spr])[str] [sts] How did you **sprain** your ankle?
7. [skr] [sk]([sks])[sts] Try not to take unnecessary **risks**.
8. [skr] [sk]([skt])[kt] The firefighters **risked** their lives to save us.
9. [skr]([kst])[skt] [ks] Bob washed and **waxed** his car.
10. ([spr])[spl] [sp] [sl] Many flowers bloom in the **spring**.

#### Check Yourself 2, Page 239

1. E A L S T  
It's a crime to steal.
2. I P R A S E  
To praise someone is to pay them a compliment.
3. S K A  
To make a request is to ask.
4. S P W A  
A wasp is an insect that stings.
5. S P I R E P E R  
To perspire means to sweat.
6. P L M P U  
The opposite of skinny is plump.

# 7. U S T E R C L

Be sure to pronounce each consonant cluster clearly.

# 8. R P S H A

Be careful when using an object with a sharp point.

# 9. S T R A M E

The children were swimming in the stream.

# 10. E A K S Q U S

Squeals, shrieks, screeches, and squeaks are all annoying sounds.

## Check Yourself 3, Page 239

1. [spr] [spl] (skr) [str] (**screwdriver**; I lost my **screwdriver**; **screwdriver**)
2. [spr] [spl] [skr] (str) (**street**; I live on this **street**; **street**)
3. [spr] [spl] (skr) [str] (**scrub**; The cook will **scrub** the pots; **scrub**)
4. [spr] (spl) [skr] [str] (**split**; Let's **split** the cost; **split**)
5. [spr] [spl] (skw) [str] (**squeeze**; **Squeeze** the toothpaste; **squeeze**)
6. [sps] [spt] [skt] (kst) (**fixed**; He **fixed** the broken desk; **fixed**)
7. [sps] [spt] [skt] (rks) (**parks**; The **parks** have trees; **parks**)
8. [sps] (spt) [skt] [sks] (**grasped**; My son **grasped** my hand; **grasped**)
9. [sps] [spt] (kst) [sks] (**mixed**; We **mixed** the batter for the cake; **mixed**)
10. [sps] [spt] (spl) [rks] (**splendid**; The weather is **splendid**; **splendid**)

## Check Yourself 1, Page 245

1. We danced the rumba and tango. [t]
2. She talked on the phone for an hour. [t]
3. Dad painted the fence green. [ɪd]
4. The student asked three questions. [t]
5. They waited fifteen minutes for the bus. [ɪd]
6. I've lived in the same house for four years [d].
7. My father mailed a letter. [d]
8. The man walked five miles. [t]
9. I deposited my check in the bank. [ɪd]
10. He washed his car with a hose. [t]

## Check Yourself 2, Page 245

1. C (I) (Yesterday, I **shine** my shoes.)
2. C (I) (The children **watchid** [watɪd] TV.)
3. (C) I (Dad **rented** a car.)
4. C (I) (Who **call** you this morning?)
5. C (I) (John **cleant** his room.)

---

Check Yourself 3, Page 246

- |               |           |         |              |           |          |
|---------------|-----------|---------|--------------|-----------|----------|
| 1. (stopped)  | started   | stated  | 6. packed    | (pasted)  | passed   |
| 2. (finished) | followed  | phoned  | 7. ironed    | sewed     | (mended) |
| 3. (loved)    | looked    | liked   | 8. whispered | (shouted) | screamed |
| 4. tasted     | traded    | (taped) | 9. skipped   | hopped    | (lifted) |
| 5. cooked     | (cleaned) | baked   | 10. (pushed) | pulled    | raised   |

---

Check Yourself 4, Page 246

**Roberta:** Karl, have you <sup>[ɪd]</sup> **started** your diet? I hope you haven't <sup>[d]</sup> **gained** any weight.

**Karl:** I <sup>[d]</sup> **boiled** eggs and <sup>[t]</sup> **sliced** celery for lunch.

**Roberta:** Have you <sup>[d]</sup> **exercised** at all?

**Karl:** I <sup>[t]</sup> **walked** five miles and <sup>[d]</sup> **jogged** in the park.

**Roberta:** Have you <sup>[d]</sup> **cleaned** the house? Calories can be <sup>[t]</sup> **worked** off that way.

**Karl:** I <sup>[t]</sup> **washed** and <sup>[t]</sup> **waxed** the floors. I even <sup>[ɪd]</sup> **ainted** the bathroom.

**Roberta:** Who <sup>[t]</sup> **baked** this apple pie? Who <sup>[t]</sup> **cooked** this ham?

**Karl:** When I <sup>[t]</sup> **finished** cleaning, I was <sup>[d]</sup> **starved**. I <sup>[d]</sup> **prepared** this food for dinner.

**Roberta:** Oh, no! I'll take this food home so you won't be <sup>[ɪd]</sup> **tempted**.

I really <sup>[d]</sup> **enjoyed** being with you. Your diet is great!

**Karl:** What <sup>[d]</sup> **happened**? Somehow, I <sup>[t]</sup> **missed** out on all the fun.

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Check Yourself 1, Page 252

- |                                       |  |
|---------------------------------------|--|
| 1. The men cut the (tree/(trees)).    | 4. Did they finally make (peace/(peas))? |
| 2. He repaired the (watch/(watches)). | 5. Did you see the little (cups/(cubs))? |
| 3. The (book/(book's)) cover is red.  |  |

---

Check Yourself 2, Page 252

- |            |         |           |               |           |           |
|------------|---------|-----------|---------------|-----------|-----------|
| 1. talks   | walks   | (runs)    | 6. newspapers | magazines | (books)   |
| 2. dishes  | (gates) | pages     | 7. dogs       | birds     | (cats)    |
| 3. pears   | apples  | (oranges) | 8. tables     | chairs    | (couches) |
| 4. eyes    | (noses) | toes      | 9. (dentists) | doctors   | lawyers   |
| 5. (saves) | makes   | cooks     | 10. lunches   | beaches   | (chimes)  |

From *As You Like It*

All the world's a stage,  
 And all the men and women merely players;  
 They have their exits and their entrances;  
 And one man in his time plays many parts,  
 His acts being seven ages.

From *Othello*

Good name in man and woman, dear my lord,  
 Is the immediate jewel of their souls;  
 Who steals my purse steals trash; 'tis something, nothing;  
 'Twas mine, 'tis his, and has been slave to thousands;  
 But he that filches from me my good name  
 Robs me of that which not enriches him  
 And makes me poor indeed.

From *The Merchant of Venice*

Hath not a Jew eyes?  
 Hath not a Jew hands, organs, dimensions, senses, affections, passions?  
 Fed with the same food,  
 Hurt with the same weapons,  
 Subject to the same diseases,  
 Healed by the same means,  
 Warmed and cooled by the same winter and summer, as a Christian is?

[s]	[z]	[ɪz]
exits	world's	entrances
parts	players	ages
acts	plays	filches
makes	souls	enriches
	steals	senses
	thousands	diseases
	robs	
	eyes	
	hands	
	organs	
	dimensions	
	affections	
	passions	
	weapons	
	means	

# English Pronunciation Made Simple

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 And all the men and women merely players;  
 They have their exits and their entrances;  
 And one man in his time plays many parts,  
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 Hurt with the same weapons,  
 Subject to the same diseases,  
 Healed by the same means,  
 Warmed and cooled by the same winter and summer, as a Christian is?

[s]	[z]	[ɪz]
exits	world's	entrances
parts	players	ages
acts	plays	filches
makes	souls	enriches
	steals	senses
	thousands	diseases
	robs	
	eyes	
	hands	
	organs	
	dimensions	
	affections	
	passions	
	weapons	
	means	

# English Pronunciation Made Simple

## Student CD Tracking Guide

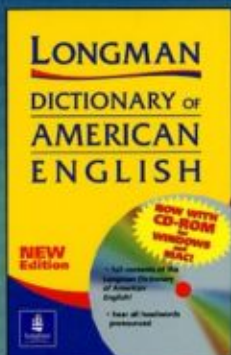
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The perfect partner to  
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# ENGLISH PRONUNCIATION **Made Simple**

PAULETTE DALE AND LILLIAN POMS

**English Pronunciation Made Simple** sets intermediate to advanced students on the road to clear and accurate pronunciation. Illustrations and a variety of listening, reading, and speaking activities make the book ideal for use in any course. In addition, this confidence-building text motivates students to practice their skills outside the classroom.

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