Clear, Start

Basic Pronunciation and Listening Comprehension in North American English

2nd Edition

Judy B. Gilbert

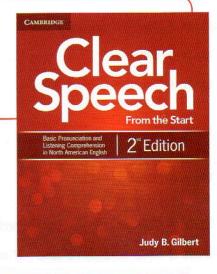


Clear Speech The world's favorite pronunciation series

Clear Speech From the Start offers a variety of tools for learning and practicing pronunciation.

With the **Student's Book** you can learn and practice how to:

- speak more clearly
- listen to other people more efficiently
- guess the pronunciation of written words



With the Basic Pronunciation: Clear Speech From the Start App for iPhone, iPad, and iPod touch available on the App Store, you can:

play games and practice pronunciation in a fun interactive way



With the **Student's Book Audio** available at **www.cambridge.org/clearspeech**, you can:

- download the MP3s for all the listening activities in the Student's Book
- review and practice all the sounds and intonation and rhythm patterns presented and practiced in class



Contents

	Scope and Sequence
	Acknowledgments
	Letter to the Teacher ix
	Key to Sound Symbols
Unit 1	The Alphabet and Vowels
Unit 2	The Two Vowel Rule
Unit 3	Syllables
Unit 4	The One Vowel Rule Linking with /n/
Unit 5	Strong Syllables Linking with /m/
Unit 6	Weak Syllables Linking Vowels
Unit 7	The Most Important Word
Unit 8	Stop Sounds /t/ and /d/ and Continuing Sounds /s/ and /z/ Linking with /t/, /d/, /s/, and /z/ Sounds
Unit 9	Final Sounds /d/ and /l/ Linking with /l/
Unit 10	Final Sounds /I/ and /Id/ Linking with All the Stop Sounds
Unit 11	Final Sounds /t/, /d/, and /r/ Linking with /r/
Unit 12	Continuing and Stop Sounds + /s/ or /z/ Linking with /s/ and /z/
	Numbers Checking and Correcting Mistakes
Unit 14	Final Sounds /n/, /I/, /nd/, and /Id/ Linking with /n/, /I/, /nd/, and /Id/
Unit 15	Final Sounds /s/, /θ/, and /t/ Linking with /θ/
Unit 16	Review

	Appendices	
Appendix A	Parts of the Mouth	129
Appendix B	Vowel Rules	130
Appendix C	How Often Do the Vowel Rules Work?	132
Appendix D	Tongue Shapes for /t/, /d/, /s/, /z/, / θ /, /I/, and /r/	134
	Extra Practice 1 Vowels	
Part 1	The tongue in alphabet vowel sounds	136
Part 2	The lips in alphabet vowel sounds	137
Part 3	Practicing the vowel rules	138
	Extra Practice 2 Problem Consonants	
Part 1	/v/ and /b/	139
Part 2	/r/ and /l/	140
Part 3	/n/ and /l/	142
Part 4	/A/ and /t/	143

Scope and Sequence

Unit	/ Section	Featured Topics	Music of English
1	The Alphabet and Vowels pages 2-6	Listening to the alphabet vowels Saying the alphabet vowels Key words for the alphabet vowels	Cake, please. Tea, please.
2	The Two Vowel Rule pages 7–11	The Two Vowel Rule in a short word Words that end in the letter -e- Words with two vowel letters together Asking how to spell words	How do you spell "time"? T-I-M-E.
3	Syllables pages 12–18	Tapping syllables Counting syllables The Two Vowel Rule for syllables	How many syllables are in "city"? Two How do you spell "cream"? C-R-E-A-M.
4	The One Vowel Rule Linking with /n/ pages 19–28	The One Vowel Rule Listening to relative vowel sounds Key words for the relative vowel sounds Comparing alphabet and relative vowel sounds Linking with /n/	What does "less" mean? What does "lease" mean? How do you say S-H-A-K-E?
5	Strong syllables Linking with /m/ pages 29–37	The Strong Syllable Rules Listening for strong syllables Saying strong syllables Strong syllables in sentences Extra syllable in the past tense Linking with /m/	What's that called? It's a blanket. What's it for? It's for keeping you warm.
6	Weak Syllables Linking Vowels pages 38–44	Comparing the vowels in strong and weak syllables The Weak Syllable Rules Saying strong and weak syllables Linking vowels from one word to the next Weak "and," "of," and "a" Ordering food	Can I help you? Yes, I'd like a pizza. What size? Elephant-size.
7	The Most Important Word pages 45–53	What makes a word easy to hear? Rules for the Most Important Word Disagreement Misunderstandings Correcting a mistake	What's the matter? I lost my wallet! California is a city. No, it isn't. It's a state. I wanted a cup of tea. Not coffee? Are you going to get up at seven? No, at ten.
8	Stop Sounds /t/ and /d/ and Continuing Sounds /s/ and /z/ Linking with /t/, /d/, /s/, and /z/ pages 54-62	Comparing stop sounds /t/ and /d/ to continuing sounds /s/ and /z/ sounds /s/ and /z/ Listening for plural words ending in /s/ or /z/ Linking with /t/, /d/, /s/, and /z/ Correcting a mistake	How do you spell "fruit"? How do you spell "repeats"? Is she running? No, she's reading. Is he playing tennis? Yes, he is.
9	Final Sounds /d/ and /l/ Linking with /l/ pages 63–69	Comparing stop sound /d/ to continuing sound /l/ Listening to final sounds /d/ and /l/ Saying final sounds /d/ and /l/ Listening for and saying final /l/ to distinguish present and future Linking with /l/ Counting syllables in sentences	How do you spell "whale"? What does "paid" mean?
10	Final Sounds /I/ and /Id/ Linking with All the Stop Sounds pages 70-74	Listening to final sounds /l/ and /ld/ Using contrasts in questions Listening for and saying final /l/ and /ld/ to distinguish present and past Linking stop sounds to vowels	Did you say "coal"? No, I said "cold."

What is it? An ice cube. Final Sounds /t/, Comparing /t/ and /d/ to /r/ Where is it? In a glass. /d/, and /r/ Listening to final sounds /t/, /d/, and /r/ Where's that stuff? Saying final sounds /t/, /d/, and /r/ Linking with /r/ pages 75-83 Listening for and saying final sounds /t/, What stuff? That, um, stuff for the party. /d/, and /r/ to distinguish present and past Linking with/r/, /t/, /d/, and /l/ Asking for more information What's a bank for? Continuing and Listening for final /s/ or /z/ to distinguish Stop Sounds + singular and plural It's for saving money. Excuse me, where's the library? /s/ or /z/ Giving locations It's on Main Street. Linking with /s/ and /z/Thank you. No problem. pages 84-93 Saying numbers and years Did you say "ninety"? No, "nineteen." **Numbers** Correcting mistakes about numbers Where is Big Guy? Checking and It's at twenty-five B. Listening for pauses in telephone numbers Correcting Saying telephone numbers Twenty-nine B? Mistakes Checking information No, twenty-five B. pages 94-102 What does Mr. True sell? More linking practice Clothes for men. Did you say clothes for teens? No, for men. What's a trail? Final Sounds /n/, Comparing final sounds /n/, /I/, and /d/ A thing to ride in. /I/, /nd/, and /ld/ Listening for final sounds /n/ and /I/ Saying final sounds /n/, /I/, /Id/, and /nd/ No, that's a train. What's a trail? Linking with /n/, Linking with /I/, /n/, /ld/, and /nd/ It's a path. /I/, /nd/, and /ld/ Right. Checking information pages 103-108 The mirror test for /n/ and /l/ What's a bath for? To get clean. Final Sounds /s/, Comparing /s/, $/\theta/$, and /t/Listening for /s/, $/\theta/$, and /t/ contrasts What's a bat for? To play baseball. $/\theta$ /, and /t/ Linking with /θ/ Saying /s/, $/\theta/$, and /t/pages 109-116 Checking days and dates Linking with /θ/ I'd like the Toronto, please. Two Vowel Rule Review The Toronto? One Vowel Rule pages 117-127 Yes, on white. Strong syllables OK, on white. Final stop sounds No, I changed my mind. Final continuing sounds On whole wheat. The most important word OK. One Toronto, on whole wheat. **Appendices** A Parts of the Mouth **B** Vowel Rules pages 129-135 C How Often Do the Vowel Rules Work? **D** Tongue Shapes for t/, d/, s/, z/, $\theta/$, 1/, and r/1 The tongue in alphabet vowel sounds **Extra Practice 1** pages 136-138 2 The lips in alphabet vowel sounds 3 Practicing the vowel rules Extra Practice 2 1 /v/ and /b/ 2 /r/ and /l/ pages 139-145 3 /n/ and /l/

4 /θ/ and /t/

Acknowledgments

Thanks to the following people for their contributions to the second edition of *Clear Speech From the Start:*

The reviewers Linda Bolet, Houston Community College, Texas; Katherine Chirinos, Houston Community College – Southwest, Texas; Nancy Hilty, College of Marin, California; Arlene Simmons, Los Angeles Unified School District, California; and Melissa Villamil, Houston Community College – Central, Texas.

My colleagues Barbara Bradford, Adam Brown, Madalena Cruz-Ferreira, Nancy Hilty, James Kirchner, Olle Kjellin, Barbara Seidlhofer, Michael Vaughan-Rees, and Robin Walker, for years of helping me think through fundamental linguistic and pedagogical issues.

Ellen Shaw for encouragement and guidance and for later pushing me to study what was known about spelling, so that students could be helped to guess how to pronounce the written word.

Judith Alderman, for drawing the pictures of the tongue shapes looking to the front; Dorothy Cribbs, for developing the original widened vowel font; Ames Kanemoto, for developing the concept of shrinking letters for continuants; and Jack Rummel, for his fine ragtime.

Karen Shimoda, Development Editor, who has been a much valued partner, helping solve the sequence and clarity issues that come with serious change; Debbie Goldblatt, Project Manager, for thoughtful review; Karen Brock, Senior Commissioning Editor, for her wisdom in decisions overseeing the development of both the book series and the apps; and Sheryl Olinsky Borg, Publishing Manager, and Maria Amélia Dalsenter, Managing Editor, for insightful supervision during the finishing phases of these books, to make them as easy to teach from as possible.

And to all those whose dedicated professionalism has helped shape this new edition of *Clear Speech From the Start*.

To Jerry, who fixes things.

Letter to the Teacher

For years before the first edition of this book, teachers had asked me to write a lower-level version of *Clear Speech*, the intermediate-level book of this series, because they felt that teaching pronunciation early would avoid fixed habits that are hard to overcome later. Students get discouraged when their efforts to communicate are misunderstood, so it is psychologically important to help them speak clearly from the beginning. This second edition of *Clear Speech From the Start* follows the same principles developed in the first edition but with new and improved features based on teacher recommendations.

The following pages of this letter outline the new features of the second edition and how they work with the six basic principles and approach of *Clear Speech From the Start*. The letter also provides suggestions for teaching the activities.

I hope that you find using this second edition of *Clear Speech From the Start* to be an enjoyable and professionally rewarding experience.

une pape a un luliga ditto

Judy B. Gilbert

New Features of Clear Speech From the Start, Second Edition

• A pronunciation pyramid adds new support. This concept makes it easier for students to understand how the various aspects of spoken English work together. The pyramid is divided into four levels, each with a distinctive color. The base, or foundation, level of the pyramid is the word group (a short sentence, a clause, or a phrase). Within that base, there is the most important word, which is the focus of the word group. Within the most important word, there is one strong syllable. The vowel at the center of this syllable is the peak vowel, which is the top of the pyramid and the peak of information. Accuracy is necessary when pronouncing this vowel.



Throughout the book, the pyramid appears at appropriate points to remind students how the specific topic being taught fits into the whole system of spoken English. With the same purpose, Rules and Vowel Work boxes are shaded in the pyramid level color that corresponds to the topic being presented.

- More support for vowel rules is given. Sound symbols are used in specific tasks to help students recognize how pronunciation of sounds relates to the spelling rules.
- Expanded appendices and extra practice are provided. The back of the book now includes the original appendices with useful information and mouth diagrams and new sections for extra practice with vowels and "problem" consonants.
- A four-color design adds visual appeal and clarity to presentation and practice. A color design as well as updated illustrations and graphics make the presentations even clearer and provide more support for the practice tasks.
- The audio program is available for students to download. The complete audio program for the Student's Book is available as MP3s on the *Clear Speech* Website (www.cambridge.org/clearspeech). Students can now download the audio for further practice outside the classroom.
- An App with games makes self-study practice more engaging. Four games with hundreds of activities provide further practice of key pronunciation aspects. The app for iPhone, iPad, and iPod touch is available on the App Store.

Letter to the Teacher

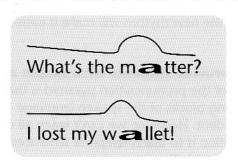
Six Principles of Clear Speech From the Start

- 1 Topics that are the most important are taught first. This allows you to focus on the elements your students need most, such as how English speakers call attention to the most important words or which vowels need to be extra clear.
- **2 Teaching points are designed to help students with both listening comprehension and intelligibility.** Tasks are presented with plenty of listening preparation before students are asked to speak. Words are presented both in regular spelled form and in special word boxes that show how they sound.
- 3 Spelling and phonics rules are presented to help students guess pronunciation. Vowel rule boxes provide the spelling and phonics rules adapted to English language students' needs. These rules can help students guess the pronunciation of unknown words and make them much more autonomous learners.
- **4 Visual and kinesthetic modes emphasize key points.** For example, the lengthening of strong (stressed) vowels is presented in the following manner.



This makes the presentation clearer and more memorable for learners, especially visual and kinesthetic ones.

5 Signals of spoken English are combined into simple, memorable phrases and sentences. The Music of English boxes show these simple, yet common phrases and sentences, along with lines that illustrate the use of pitch for emphasis. Practice with these phrases and sentences help fix patterns in memory. A special color is used for these boxes, to indicate that all the levels of the pronunciation pyramid are being practiced at the same time.



6 Student pair work is emphasized. This provides a communicative challenge and gives students the opportunity to practice not only speaking but also practice listening to different voices and pronunciations.

The Clear Speech From the Start Approach

The relationship between speaking and listening comprehension is made clear. Students who learn to recognize important signals of the natural rhythms and melodies of English often report improved understanding of speech on TV, in movies, and in face-to-face conversation.

English learners regularly complain, "Native speakers talk too fast." This often results from difficulty recognizing grammar signals: the plural ending of "books"; the past tense ending of "called"; or the future tense in contractions like "I'II." Learners also tend to miss the significance of signals of emphasis, such as the difference between "Did you want a **cup** of soup?" vs. "Did you want a cup of **soup**?" Another problem that slows down learner's listening comprehension is unawareness of signals of word grouping. For example, when a telephone number is grouped incorrectly, the listener may be unable to understand it. All of these signals make it difficult for learners to process incoming English efficiently and are addressed in this book.

Students learn how rhythm and melody are used as signals. In English, rhythm and melody serve as signals to help the listener follow the intentions of the speaker. These signals communicate emphasis and make clear the relationship between ideas so that listeners can readily identify these relationships and understand the speaker's meaning.

Learners typically do not notice these signals that native listeners count on to help them follow meaning in a conversation. As a result, conversational breakdowns occur. Emphasis that conveys the wrong meaning or word groups that either run together or break in inappropriate places make it difficult for the listener to follow the speaker's meaning. If the burden becomes too great, the listener simply stops listening. The principle of "helping the listener to follow," therefore, is a vital one. It is essential to helping students develop "listener-friendly" pronunciation.

Students are given rhythm training. It is not usually efficient to teach individual sounds without establishing some basic understanding of the English system of rhythm. People learning new languages tend to practice new sounds in the rhythm of their first language, and this makes it harder to get the target sounds right. Mastering the new rhythm will make it easier for students to say the new sounds clearly.

Template sentences provide students with simple and transferable patterns. The essence of the pronunciation pyramid is that all of the levels of the pyramid – the building blocks of the spoken language – work at the same time and are interdependent. However, we can't teach all of these elements simultaneously. The solution is to teach *template sentences* – the word group that forms the base of the pyramid. These template sentences are found in the Music of English boxes. When templates are solidly placed in long-term memory, they can serve as an accurate resource for analysis of specific aspects of a flowing piece of spoken English.

Choral repetition reinforces the templates. The best way to teach template sentences is through *quality repetition*. Repetition, a truly ancient teaching method, fell into disfavor decades ago because teachers felt that it was boring. Repetition practice can indeed be boring, but *quality* repetition creates a momentum that is the opposite of boring and gives the students confidence.

To practice quality repetition, students first need to hear the template a number of times – in varying ways (loud, soft, whisper, etc.) but always at a normal speed retaining all the melodic and rhythmic features of natural English. If the sentence is slowed down, it will tend to lose these essential features.

Choral response gives support to each speaker who, if speaking alone, might falter and lose the rhythm. The auditory support of choral sound and the strengthening effect of repetition give the students confidence and the satisfaction that they are mastering a useful template of spoken English.

Teaching the Activities in Clear Speech From the Start

Clear Speech From the Start was designed to be used in a wide range of teaching situations; therefore, you should feel free to choose those activities that are most appropriate for your students. You may also wish to shorten some activities if further practice is unnecessary.

Listening activities: Listening tasks such as "Which word do you hear?" and "Which word is different?" can help students learn to recognize particular sounds and stress patterns. When students practice hearing final sounds that make a grammar difference – for example, past tense such as "closed" or plural endings such as "books" – both listening comprehension and pronunciation will improve.

Student pair work: The pair-work practice is particularly important, as it gives the students a great deal of realistic interactive speaking and listening. Pair work offers the immediate feedback so important to motivation. Moreover, it places more responsibility for learning where it belongs – with the student.

While students work together in pairs, you can circulate among them, giving help on a more personal basis. To provide variety, the pair-work activities can be used as a listening exercise, with the teacher playing the part of Student A and the whole class playing Student B. Alternatively, one student can be Student A and the rest of the class can be Student B.

Rhythm practice: Rhythm is taught mainly through the Music of English boxes, but it is also effective when physical activity is included, such as marking time by tapping the table or moving the body in some way. The Teacher's Resource and Assessment Book suggests a variety of physical activities to reinforce the target rhythm.

Linking final sounds: Linking practice helps with listening comprehension, since words in word groups typically run together and are linked as much as possible to keep the group together. Also, this kind of practice helps students concentrate on the particular sound being studied. Linking is shown in this book by linking lines within printed words or by running words together in the gray word boxes.

Another good use for linking practice is to choose any difficult sound, such as /l/. For instance, sometimes it is difficult for learners to combine "tell" with a word that begins with a vowel, like "everybody." It should sound like "telleverybody." The reason this approach can help with a troublesome sound is that it may be easier for students to say this sound at the beginning of a word rather than at the end.

Pitch patterns: English language learners usually do not hear intonation very well. When they listen to speech, they are powerfully distracted from paying attention to pitch changes because they are struggling to understand sounds, vocabulary, and grammar. The pitch lines in the Music of English boxes remind students of the importance of pitch patterns in English.

Games: Some units include various types of games for extra practice. If class time allows, these tasks can help consolidate the material practiced in the unit.

Pyramid reviews: Some units end with review tasks in which students fill in parts of the pronunciation pyramid. These exercises can help students gradually practice noticing the key elements in a word group.

Extra practice: If your students need additional work with the vowel sounds and rules, use the exercises in Extra Practice 1, "Vowels," at the end of the book. If your students need more practice with some common problem consonant sounds, use the exercises in Extra Practice 2, "Problem consonants."

Use as many visual, kinesthetic, and auditory tools with these tasks as you can think of. There are imaginative tips from teachers included in the Teacher's Resource and Assessment Book.

Components of Clear Speech From the Start, Second Edition

In addition to this Student's Book, this second edition of *Clear Speech From the Start* also includes the following components:

- **Teacher's Resource and Assessment Book** with practical explanations for the rationale for each lesson, useful classroom procedures, teaching tips, as well as the audio script and answer key for each task. It also includes a listening diagnostic test, a speaking diagnostic test and a student pronunciation profile form, 15 unit guizzes, and all the audio scripts and answer keys.
- **Class Audio and Assessment CDs** with three CDs including the audio for all the listening tasks in the Student's Book and one CD including the audio for all the tasks in the listening test and guizzes.
- **App** Basic Pronunciation: Clear Speech From the Start for iPhone, iPad, and iPod touch, with hundreds of fun interactive activities for engaging practice with word stress, syllables, and beginning and final sounds. It is available on the App Store.
- **Website** (www.cambridge.org/clearspeech) with extra materials and information about the series, including the complete audio for all the listening activities in the Student's Book as downloadable MP3s.

Key to Sound Symbols

	VOWE	_S	
Key words	Clear Speech From the Start	Cambridge Dictionary of American English/ International Phonetic Alphabet	Your dictionary
cake, mail, pay	/e ^y /	/eɪ/	
pan, bat, hand	/æ/	/æ/	
t e a, f e et, k e y	/i ^y /	/i:/	
t e n, w e ll, r e d	/٤/	/e/	11 8
ice, pie, night	/a ^y /	/aɪ/	
is, fish, will	/1/	/1/	riverson seller social
c o ne, r o ad, kn ow	/o ^w /	/0ʊ/	
t o p, r o ck, st o p	/a/	/a/	
blue, school, new, cube, few	/u ^w /	/u:/	
cut, cup, us, rust, love	/^/	/^/	
house, our, cow	/aʷ/	/αυ/	
s aw , t a lk, appl a use	/5/	/ɔ:/	
b oy , c oi n, j oi n	/ɔ ^y /	/1c/	
p u t, b oo k, w o man	/ʊ/	/ʊ/	
alone, open, pencil, atom, ketchup	/ə/	/ə/	

	CONSON	ANTS	
Key words	Clear Speech From the Start	Cambridge Dictionary of American English/ International Phonetic Alphabet	Your dictionary
b id, jo b	/b/	- /b/	
do, feed	/d/	/d/	
food, safe, leaf	/f/	/f/	
go, dog	/g/	/g/	
home, behind	/h/	/h/	
kiss, back	/k/	/k/	
load, pool, fail	/١/	/١/	
m an, plu m	/m/	/m/	
need, open	~ /n/	/n/	
p en, ho p e	/p/	/p/	
road, card	/r/	/r/	
see, recent	/s/	/s/	
show, nation, wash	/5/	/5/	
team, meat	/t/	/t/	
choose, watch	/tʃ/	/tʃ/	
think, both, teeth	/0/	/0/	
this, father, teethe	/ð/	/ð/	
v isit, sa v e, lea v e	/v/	/v/	
watch, away	/w/	/w/	
y es, on i on	/y/	/j/	
zoo, these, ease	/z/	/z/	
bei g e, mea s ure, A s ia	/3/	/3/	
j ump, bri dg e	/dʒ/	/dʒ/	

From the Start

1

The Alphabet and Vowels

Cake, please.

A The alphabet

Listen.

Mm Ff Hh Kk L Bb Dd Ee Gg Aa Cc Zz Tt Uu Ww Xx Yy Pp Rr Ss Vv Nn Qq Oo

NB Vowel letters

Listen.

a e i o u

OC Do you hear a?

1 Listen, Mark Yes or No.

Yes	No	
1		(cake)
2		(rice)
3		
4		
5		
6		



2 Listen again.

D Do you hear e?

1 Listen. Mark Yes or No.

Yes	No	
1		(tea)
2		
3		
4		
5		
6		



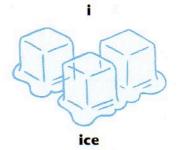


$\Omega \mathbf{E}$ Do you hear i?

1 Listen. Mark Yes or No.

Yes							No																					
1.																		+										
2.																												
3.																							•	•				
4.																												
5.																												
6.																										+		•

2 Listen again.



Do you hear o?

1 Listen. Mark Yes or No.

Yes	No
1	
2	
3	
4	
5	
6	***************************************

2 Listen again.



∩ G Do you hear *u*?

1 Listen. Mark Yes or No.

Yes	· No
1	
2	
3	January J
4	
5	
6	

2 Listen again.



Mhich word is different?

1 Listen to three words. One word is different. Mark it.

Υ ::	Z	
	······	(see, see, say)

***************************************	***************************************	
***************************************	***************************************	
***************************************	***************************************	

2 Listen again.

\cap

Saying the alphabet vowel sounds

Listen. Then say each sound until you can say it easily.

Letter	Sound	
a	/e ^y /	
e	/i ^y /	
i	/a ^y /	At the end of these sounds the lips are wide.
0	/ow/	
u	/u*/	
		At the end of these sounds the lips are round.



Key words for the alphabet vowel sounds

1 Listen. Then say each key word until you can say it easily.

Letter	Sound	Key word	
a	/e ^y /	cake	
е	/i ^y /	tea	
E on	/ a ^y /	ice	
0	/ow/	cone	
u	/uw/	cube	

2 Write the key words.

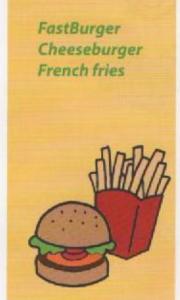
Letter	Key word
a	The set of
е	· · · · · · · · · · · · · · · · · · ·
i	
O	
u	



Listen. Say each word until you can say it easily.

Fast Burger

MEALS



DESSERTS



BEVERAGES

Juice Lemonade Coffee Tea Milk Shakes · vanilla chocolate



Music of English



Listen. Then repeat each sentence until you can say it easily. Learn it like a little song.



OB The Two Vowel Rule

- 1 Listen. Then say each word until you can say it easily.
- 2 Underline the first vowel letter in each word.
 - 1. make
 - 2. rice
 - 3. tea
 - 4. pie
 - 5. home
 - 6. cube
 - 7. soap
 - 8. use
- 3 Read this rule.

The Two Vowel Rule*

When there are two vowel letters in a short word:

- 1. The first vowel letter says its alphabet name.
- 2. The second vowel letter is silent.

This rule is true for many words.

cake tea ice cone cube

OC Words that end in the vowel letter -e-

Listen. Then say each word until you can say it easily.

/e ^y /	/iy/	/a ^y /	/ow/	/uw/
cake	Pete	ice	note	use
bake	see	rice	cone	cube
make	three	time	those	June
came	these	nine	home	rule
same	please	like	nose	cute

Note: Some words with the letter -u-, like "use," "cube," and "cute," have a /y/ sound before the /u*/ sound. But a simple /u*/, as in words like "June" and "rule," is more common.

^{*} For more information on vowel rules, check Appendices B and C on pages 130-133.

Words with two vowel letters together

Listen. Then say each word until you can say it easily.

/e ^y /	/iy/	/a ^y /	/ow/	/u*/
rain	eat	pie	boat	cue
train	meat	tie	Joe	suit
paid	read	fries	soap	fruit
wait	see	cries	coat	blue

Which vowel letter says its name?

1 For each word, underline the vowel letter that says its name.

1. made	paid	name	change	cake	Jane	Jake
2. cream	please	see	cheese	three	Pete	meet
3. time	size	rice	like	write	bike	Mike
4. soak	cone	boat	smoke	Joe	bone	home
5. cute	cube	true	fruit	Sue	due	mule

2 Check your answers with the class.

Which vowel sound is it?

1 Listen. Then say each word until you can say it easily.

meat	meal	came	made	tune	soap
close	cue	like	cheese	mile	rain

2 Write each word above in the correct box below.

8		90	•	
/e ^y / cake	/i ^y / tea	/a ^y / ice	/ow/ cone	/uw/ cube
came	meat			***************************************
			A-3-T i	Student

3 Listen again and check your answers.

Music of English

Listen. Then repeat each sentence until you can say it easily. Learn it like a little song.

How do you spell "time"?

T - I - M - E.

Pair work: Asking how to spell words

- 1 Listen.
- 2 Say the conversations with a partner.

Student A: How do you spell "same"?

Student B: S - A - M - E.

Student A: Right.

Student B: How do you spell "cone"?

Student A: C - A - N - E.

Student B: No, it's C - O - N - E.

Pair work: How do you spell "cheese"?

Student A: Ask how to spell a word from the Words box on the next page.

Student B: Spell the word.

Take turns asking the questions.

Examples

Student A: How do you spell "cheese"?

Student B: C-H-E-E-S-E.

Student A: Right.

Student B: How do you spell "tree"?

Student A: T - E - A.

Student B: No, it's T - R - E - E.



Words

sale	same	take	cake	page
tea	tree	cheese	please	each
ice	size	rice	time	fries
close	hope	cone	coat	soap
cute	use	cube	fruit	suit

Spelling game EXTRA

- 1 Divide into Team A and Team B.
- 2 Team A student: Say the number and letter of a word from the box below.
 Team B student: Spell and pronounce the word.
- 3 Teams take turns asking the questions.
 Teams get one point for each correct answer.

Examples

Team A student: E-4

Team B student: S-H-A-K-E. Shake.

Team B student: B-3

Team A student: P - E - T - E. Pete.

	1	2	3	4	5
A	made	name	Mike	Jane	pie
В	please	sale	Pete	team	page
C	cute	cheese	June	write	each
D	change	ice	boat	time	fries
E	cake	rice	cone	shake	soap

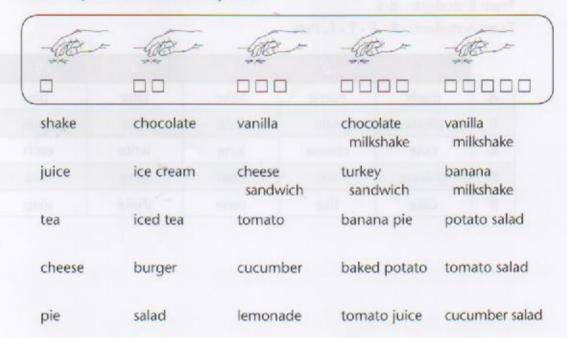
3 Syllables

How many syllables are in "city"?

Syllabl	es 🗆 🗆 🗆			
1 A syllabl	e is a small pa	irt of a word.	Listen.	
cake	burger	cheeseburg	ger	
	00	0 0		
2 Listen to	the syllables	in these wor	ds.	4
shake	milkshake	banana	banana milkshake	
			00000	/
	1 A syllable cake 2 Listen to shake	1 A syllable is a small particle cake burger 2 Listen to the syllables shake milkshake	cake burger cheeseburg 2 Listen to the syllables in these work shake milkshake banana	1 A syllable is a small part of a word. Listen. cake burger cheeseburger Listen to the syllables in these words. shake milkshake banana banana milkshake

lacktriangle B Tapping the syllables \Box \Box

Listen. Tap one time for each syllable.



Counting syllables 🗆 🗆 🗆

- 1 Listen. Write the number of syllables you hear.
 - 1.2 (cola)
 - 2.
 - 3.
 - **4.****5.****...**
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
- 2 Listen again. Did you write the correct number?

Which word is different?

- 1 Listen to three words. One word is different. Mark it.
 - X Y Z

 1. (sit, sit, city)

 - 4.
 - 5.

 - 9.
 - 10.
- 2 Listen again. Did you mark the correct answer?

Pair work: O	ne or two syllables? 🗌 🗎 🗎	
Student A: Say wo	ord a or word b.	
	up one or two fingers.	
Take turns saying th	he words below	
	ne words below.	
Examples	0.0	
Student A: Nine	ety.	
Student B: (Hol	ld up two fingers.)	
Student B. Field	. A	
Student B: Eigh	50/1/	
	ld up one finger.)	
1. a. ninety	6. a. rented	
b. nine	b. rent	
2. a. eighty	7. a. store	
b. eight	b. a store –	
3. a. four	8. a. sit	
b. forty	b. city	
4. a. sixty	9. a. blow	
b. six	b. below	
5. a. rain	10. a. cleaned	
b. raining	b. clean it	
Tanning sull	ables in words 🗆 🗆 🗆	
	ables III Words	
1 Listen.	Control of the Contro	To the
2 Cover the words	Listen again. Say each word and tap the syllables.	1
3 Write the number	er of syllables.	
1. banana	13	
2. sandwich	2	
3. milkshake	3	
	4	
painted		
 painted rented 	5	
5. rented	5	

☐ Tapping syllables in groups of words □ □







Listen. Say each group of words and tap the syllables.

1. a cheeseburger

3. pie or ice cream

2. a vanilla milkshake

4. two salads and one milk



Music of English



Listen. Then repeat each sentence until you can say it easily. Learn it like a little song.

How many syllables are in "city"?

Two.



Pair work: How many syllables are in "forty"?

Student A: Choose a word from the Words box. Ask how many syllables are in

the word.

Student B: Hold up one, two, or three fingers.

Take turns asking the questions.

Examples

Student A: How many syllables are in "forty"?

Student B: (Hold up two fingers.)

Student B: How many syllables are in "vanilla"?

Student A: (Hold up three fingers.)





Words

salad city burger class vanilla forty computer coffee milkshake cucumber

The Two Vowel Rule for syllables

1 Read the rule.

The Two Vowel Rule*

When there are two vowel letters in a syllable:

- 1. The first vowel letter says its alphabet name.
- 2. The second vowel letter is silent.

This rule is true for many words.

cone cube ice cake fruit remain repeat arrive soapy

2 Listen. Then say each word until you can say it easily.

/e ^y /	/i ^y /	/a ^y /	/ow/	/uw/
rain	please	wife	road	true
explain	repeat	mine	soap	juice
bake	complete	arrive	soapy	excuse



Music of English 🏄



Listen. Then repeat each sentence until you can say it easily. Learn it like a little song.

How do you spell "cream"? C - R - E - A - M.

^{*} For more information on the vowel rules, check Appendices B and C on pages 130–133.

Pair work: How do you spell "city"?

Student A: Ask question a or question b.

Student B: Answer.

Take turns asking the questions.

Examples

Student A: How do you spell "sit"?

Student B: S-I-T.

Student B: How do you spell "forty"?

Student A: F - O - U - R.

Student B: No, it's F - O - R - T - Y.

1. a. How do you spell "city"?

b. How do you spell "sit"?

2. a. How do you spell "store"?

S - I - T.

C - I - T - Y.

S-T-O-R-E.

b. How do you spell "a store"?

A S-T-O-R-E.

3. a. How do you spell "four"?

b. How do you spell "forty"?

F - O - U - R.

F-O-R-T-Y.

4. a. How do you spell "rent"?

b. How do you spell "rented"?

R - E - N - T.

R - E - N - T - E - D.

5. a. How do you spell "raining"?

b. How do you spell "rain"?

R-A-I-N-I-N-G.

R - A - I - N.

6. a. How do you spell "soap"?

b. How do you spell "soapy"?

S - O - A - P.

5 - O - A - P - Y.

7. a. How do you spell "seventy"?

b. How do you spell "seven"?

S-E-V-E-N-T-Y.

S - E - V - E - N.

8. a. How do you spell "salt"?

b. How do you spell "salad"?

S - A - L - T.

S - A - L - A - D.



GROCERL

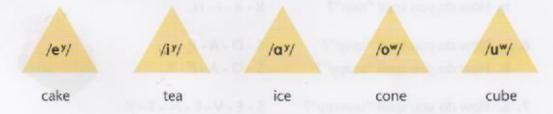


- 1 Divide into teams.
- 2 Each team thinks of food words and writes the words in the boxes.
- 3 After five minutes, compare your boxes. Each team gets one point for each syllable.

1 syllable	2 syllables	3 syllables	4 syllables
			0000
rice	ice cream	banana	macaroni

Neview: The Two Vowel Rule

Notice the vowel sounds in these words.

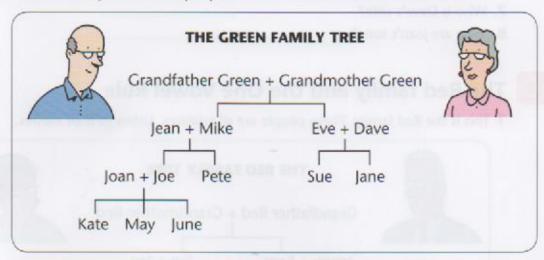


The One Vowel Rule Linking with /n/

What does "less" mean? How do you say S - H - A - K - E?

A The Green family and the Two Vowel Rule

1 This is a family tree. These people are all relatives. Listen to their names.



2 In the Green family, all the names follow the Two Vowel Rule. Review the rule.

The Two Vowel Rule

When there are two vowel letters in a syllable:

- 1. The first vowel letter says its alphabet name.
- 2. The second vowel letter is silent.

This rule is true for many words.

remain	repeat	arrive	soapy	excuse
Jane	Jean	Mike	Joe	Sue

B Pair work: Questions about the Green family

Ask your partner questions about the Green family. Write your answers.

1.	Who	is	loe's	brot	her?
	****	34.8	100	MI W.	1100

2. Who is Jane's sister?

3. Who is Eve's mother?

4. Who is May's father?

5. Who is Grandmother Green's son?

6. Who are Kate's sisters?

7. Who is Dave's wife?

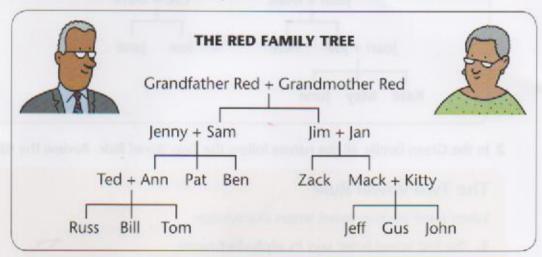
8. Who are Jean's sons?

	Pete

O C

The Red family and the One Vowel Rule

1 This is the Red family. These people are all relatives. Listen to their names.



2 In the Red family, all the names follow the One Vowel Rule.

The One Vowel Rule

When there is only one vowel letter in a syllable:

1. The vowel letter says its relative sound.

2. This sound is a relative of the alphabet vowel, but it is not the same sound.

This rule is true for many words.

can pencil finger hot summer Mack Jenny Kitty John Russ

Words with relative vowel sounds

Listen.				
/æ/	/٤/	/1/	/a/	/ \ /
cat	red	is	on	bus
hat	bed	his	hot	mud
apple	pen	sister	pot	sun
thanks	sell	finish	block	uncle
happy	rest	little	sock	supper



Key words for the relative vowel sounds

1 Listen. Then say each key word until you can say it easily.

Vowel letter	Relative sound	Key word	T\ss\ rasd uov
a	/æ/	man _	
e	/٤/	men	
i	/1/	pill	
o	/a/	pot	
u	/A/	sun	T\2\ 7\0

2 Write the key words for the relative vowel sounds.

Vowel letter	Relative sound key word
a	***************************************
е	***************************************
i	
0	*******
u	

The difference between alphabet vowel sounds and relative vowel sounds

Remember, alphabet vowel sounds say their alphabet names. Relative vowel sounds are different.

1 Listen. These names have alphabet vowel sounds.

/e^y/ Jane /i^y/ lean /a^y/ Mike /ow/ loe

/uw/ June

2 Listen. These names have relative vowel sounds.

/æ/ lan /ε/ len /I/ Bill

/**a**/ Tom /A/ Gus

OG Do you hear /æ/?

1 Listen. Mark Yes or No.

Yes No (man)
2. (main)
3.

4. 5.

6.

2 Listen again.



man

ΩΗ Do you hear /ε/?

1 Listen. Mark Yes or No.

Yes No
1. (men)
2.
3.
4.
5.

/8/



1

men

2 Listen again.

Survey and	100			76 1166
\cap	Do	you	hear	/1/?

1. Listen, Mark Yes or No.

Yes	No	/1/
1,		
2		
3	****************	W.
4		
5	***************************************	
6		pill

2 Listen again.

Do you hear /a/?

1 Listen, Mark Yes or No.

Yes	No	/a/
1		mar Luc Silver
2		
3		6 P
4		
5		
6	***************************************	pot

2 Listen again.

OK Do you hear /٨/?

1 Listen. Mark Yes or No.

Yes	No	/A/
1		risery 1
2		
3		-(-)-
4	***************************************	ATT .
5	***********	sun
4		100000000000000000000000000000000000000

2 Listen again.

Which word is different?

1 Listen to three words. One word is different, Mark it.

x	Y	Z	
1	V	*************	(mate, mat, mate)
2			
3	***************************************		
4		*************	
5	***************************************	*********	
6	*************	**********	
7	***************************************	***********	

2 Listen again.

Listening to vowel sounds

Listen. Point to each word as you hear it.

/e ^y /	/æ/	/i ^y /	/٤/	/a ^y /	/1/	/ow/	/a/	/u*/	/٨/
Kate	cat	teen	ten	ice	is	load	lot	cute	cut
Jane	Jan	Jean	Jen	file	fill	Joan	John	cube	cub
ate	at	meat	met	time	Tim	hope	hop	rule	run
same	Sam	seat	set	bite	bit	coat	cot	tube	tub

Mhich vowel sound do you hear?

1 Listen. Some words have alphabet vowel sounds and some have relative vowel sounds.

cute	teen	rule	ride	pine	lease
made	road	main	cube	ice	coast
hop	shake	less	mad	rod	man
cheese	fun	chess	cub	shack	ten
rid	cut	hot	is	hope	pin

2 Write the words in the correct boxes. Each box has three words.

			9	
/e ^y /	/i ^y /	/a ^y /	/ow/	/uw/
made	cheese			cute
	F Q 3		8	*O-
/æ/	/ε/	/1/	/a/	/٨/
*******************************	***************************************	rid	hop	

3 Check your answers with the class.

Music of English 🛕



Listen. Then repeat each sentence until you can say it easily.

What does "less" mean? What does "lease" mean? How do you say S - H - A - K - E?

Pair work: How do you say S - H - A - K - E?

Student A: Ask question a or question b.

Student B: Answer the question.

Take turns asking the questions.

Examples

Student A: What does "less" mean?

Student B: Not as much.

Student B: How do you say S - H - A - K - E?

Student A: Shake.

1. a. What does "lease" mean?

b. What does "less" mean?

2. a. How do you say

S-H-A-C-K?

b. How do you say

S-H-A-K-E?

3. a. What does "shake" mean?

b. What does "shack" mean?

4. a. How do you say

L-E-A-S-E?

b. How do you say

L-E-S-S?

5. a. How do you say I - C - E?

b. How do you say I - S?

6. a. What does "main" mean?

b. What does "man" mean?

7. a. How do you say

C - H - E - S - S?

b. How do you say
C - H - E - E - S - E?

8. a. What does "made" mean?

b. What does "mad" mean?

To rent, usually for a year.

Not as much.

Shack.

Shake.

A drink made of ice cream.

A very poor house.

Lease.

Less.

Ice.

Is.

The most important.

A male person.

Chess.

Cheese.

The past of "make."

Angry.











O Q Linking with /n/

Many words are linked together.

1 The sound /n/ links to a vowel sound at the beginning of the next word. Listen.

Dan is. Dannis .
an apple annapple

2 The sound /n/ links to another /n/ sound at the beginning of the next word. Listen.

John knows. Johnneknows .
ten names tennenames

OR More linking with /n/

Listen. Then say each sentence until you can say it easily. Remember to link /n/ to the sound at the beginning of the next word.

1. Dan is here. Dannis here.

Ken asks questions. Kennnasks questions.

Jan and I will go. Jannand I will go.

Joan always goes. Joannalways goes.

Jean never goes. Jeannanever goes.

John knows everything. Johnnaknows everything.

7. This is an ice cube. This is annoice cube.

8. I want an apple. I want annapple.

9. The list has tennames. The list has tennames.

10. Have you seen Nancy? Have you seenn Nancy?

S Game: What vowel sound does the letter have? EXTRA

- 1 Divide into small teams.
- 2 Say the names of the alphabet letters. Notice how each letter is pronounced with a vowel sound.

a b c d e f g h i j k l m n o p q r s t u v w x y z

- 3 Put the letters of the alphabet under the correct vowel sounds in the chart.
- 4 Check your answers with the other teams.

Note: The letter -r- does not belong in any of these groups. It is pronounced like the word "are."

/e ^y / cake	/i ^y / tea	/ε/ ten	/a ^y / ice	/oʷ/ cone	/uʷ/ cube
a	Ь	f		***************************************	
*********	***************************************				
	*************			.000014	1,000
				melinep sta	and di
				no. Hard bear	and 3
	***************************************				1500
				HOLLOW!	suo(.b·
				and the second	ment 2

Review: The One Vowel Rule

Write these names under the correct vowel sound in the pyramids.

Tom Gus Jen Jan Bill



5 Strong Syllables Linking with /m/

What's that called? What's it for?

A Strong syllables

- 1 Listen.
 - 1. Canada

Canada

/æ/

2. America

Am erica

/٤/

3. Toronto

Tor onto

/a/

4. San Francisco

San Franc isco

/1/

2 Read this rule.

The Strong Syllable Rule

When you say a word alone:

- 1. Each word has one strong syllable.
- 2. The vowel in a strong syllable is extra long.

paper

pencil

computer

3 Listen. Then say this word until you can say it easily.







ba

nan

a

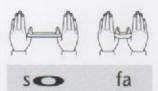
B Listening for strong syllables

- 1 Listen for the strong syllable in each word. Underline the long vowel in the strong syllable.
 - 1. banana
- 5. vanilla
- 2. atomic
- 6. chocolate
- 3. freezer
- 7. elephant
- 4. blanket
- 8. electric
- 2 Check your answers with the class.

Saying strong syllables

Listen. Then say each word until you can say it easily. Make the strong vowel extra long.

1. sofa



2. blanket

blanket

3. carpet

carpet

4. newspaper

n ewspaper

5. telephone

telephone

washing machine washing machine

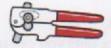


- refrigerator refrigerator
- 8. television
 - television
- 9. freezer freezer
- 10. alarm clock alarm clock
- 11. can opener can opener
- vacuum cleaner
 vacuum cleaner
- 13. ceiling ceiling
- 14. bathtub















Strong syllables in sentences

1 Review this rule.

The Strong Syllable Rule

When you say a word alone:

- 1. Each word has one strong syllable.
- 2. The vowel in a strong syllable is extra long.

paper

pencil

comp ter

2 Read this new rule.

Another Strong Syllable Rule

When you say words in a **word group** (a short sentence or small group of words):

- One word is the most important.
- 2. The vowel in the strong syllable of the most important word is extra long. This is the peak vowel.

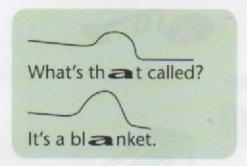
I need a pencil. I needed a pencil.



Music of English



Listen. Then repeat each sentence until you can say it easily.



Pair work: What's that called?

Student A: Point to a picture on the next page and ask, "What's that called?"

Student B: Say an answer from the list below the pictures on the next page.

Take turns asking the questions.

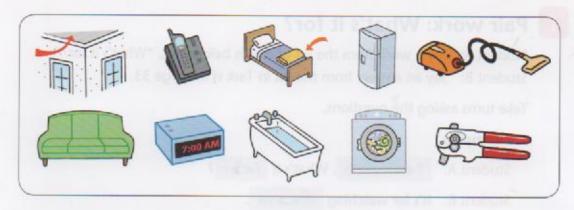
Examples

Student A: (Point to the picture of a blanket.) What's that called?

Student B: It's a blanket .

Student B: (Point to the picture of a telephone.) What's that called?

Student A: It's a telephone.



Answers

It's a telephone.

It's a sofa.

It's a washing machine.

It's a refrigerator.

It's a vacuum cleaner.

It's a can opener.

It's a blanket.

It's an alarm clock.

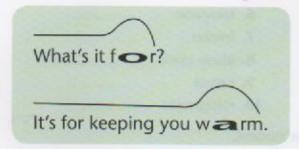
It's a ceiling.

It's a bathtub.

Music of English



Listen. Then repeat each sentence until you can say it easily.



Mhat's it for?

Listen. Then say each sentence until you can say it easily.

- 1. It's for calling people.
- 2. It's for keeping food cold.
- 3. It's for waking you up .
- It's for opening cans.
- 5. It's for watching shows .

- It's for reading the news.
- 7. It's for sitting on.
- 8. It's for cleaning the carpet .
- 9. It's for keeping you warm .
- 10. It's for washing clothes .

Pair work: What's it for?

Student A: Say a word from the list of words below. Ask, "What's it for?"

Student B: Say an answer from the list in Task H on page 33.

Take turns asking the guestions.

Examples

Television . What's it for ? Student A:

Student B: It's for watching shows.

Newspaper . What's it for ? Student B:

Student A: It's for reading the news.

Words

television telephone washing machine refrigerator newspaper blanket sofa alarm clock vacuum cleaner can opener

Review: Counting syllables

- 1 Say each word. Write the number of syllables.
 - 1. Canada
 - 3. blanket

2. sofa

- 4. telephone
- paper towels

- 6. television
- 7. freezer
- 8. alarm clock
- 9. carpet
- refrigerator
- 2 Check your answers with another student.

Past -ed ending

1 Usually, -ed is added to a verb to make its past form. Listen.

Present + -ed = Past

rented rent needed need played play talked talk

2 Say each word until you can say it easily. Tap the syllables.



Extra syllable or not?

Sometimes -ed makes an extra syllable. However, usually it does not. You will learn the syllable rule below.

1 Listen.

Present +	-ed = Past
rent	rented
need	needed
talk	talked
wash	washed
plan	planned

2 Listen. Hold up one finger if you hear one syllable. Hold up two fingers if you hear two syllables.

Final -t + -ed	Final -d + -ed	Other final letters
painted	added	opened
rented	loaded	walked
counted	landed	cleaned
planted	needed	closed

3 Read these rules.

The Past Tense Syllable Rules

- 1. When a verb ends with -t or -d, -ed will add an extra syllable.
- 2. When a verb ends in any other letter, -ed will not add an extra syllable.

add	added	close	closed
-			

4 Write -ed after these verbs. Then say each word until you can say it easily.

No extra syllable Extra syllable 1. want 8. rain 9. talk_____ 2. end 10. wash 3. add 11. push_____ 4. repeat 5. visit 12. look 6. wait 13. play 14. call 7. lift_____

M Pair work: Yesterday or every day?

Student A: Say sentence a or sentence b.

Student B: Say "Every day" for present or "Yesterday" for past.

Take turns saying the sentences.

Examples

Student A: We plant flowers.

Student B: Every day.

Student B: We wanted a ride.

Student A: Yesterday.

- 1. a. We planted flowers.
 - b. We plant flowers.
- 2. a. We wanted a ride.
 - b. We want a ride.
- 3. a. I need more money.
 - b. I needed more money.
- 4. a. We painted our kitchen.
 - b. We paint our kitchen.
- 5. a. The planes landed at the airport.
 - b. The planes land at the airport.

- 6. a. We wait for the train.
 - b. We waited for the train.
- 7. a. We planned meals.
 - b. We plan meals.
- 8. a. We washed our car.
 - b. We wash our car.
- 9. a. They looked at pictures.
 - b. They look at pictures.
- 10. a. The children play at school.
 - b. The children played at school.

Weak Syllables Linking Vowels

Can I help you? Yes, I'd like a pizza.

Vowels in strong and weak syllables

Strong	Regular	Weak	
a	a	e de la companya de l	
e	e	Э	
i	i	ə	
0	0	ə	
u	u	9	
Very easy to hear	Easy to hear	Hard to hear	

Rules for strong and weak syllables

Review these rules.

The Strong Syllable Rules

When you say a word alone:

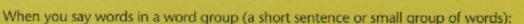
1. Each word has one strong syllable.

2. The vowel in a strong syllable is extra long.



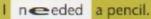
pencil

computer



- 3. One word is the most important.
- 4. The vowel in the strong syllable of the most important word is extra long. This is the peak vowel.

I need a pencil.



N Linking with /m/

Turn the alarm off.

1 The sound /m/ links to a vowel sound at the beginning of the next word. Listen.

Jim is. Jimmmis .

Come on. Comemmon .

2 The sound /m/ links to another /m/ sound at the beginning of the next word. Listen.

Tom may. Tommmay . some more somemmore

3 Listen. Then say each sentence until you can say it easily.

Jim is here.
 What time is it?
 Sam and I will go.
 We want some more.
 Ice cream is cold.
 Jimmmis here.
 What timemmis it?
 Sammmand I will go.
 We want somemmore .
 Ice creammmis cold.

6. Tom may go home. Tommmay go home.

8. She came much later. She camemmuch later.

Turn the alarmmoff .

Weak Syllables Linking Vowels

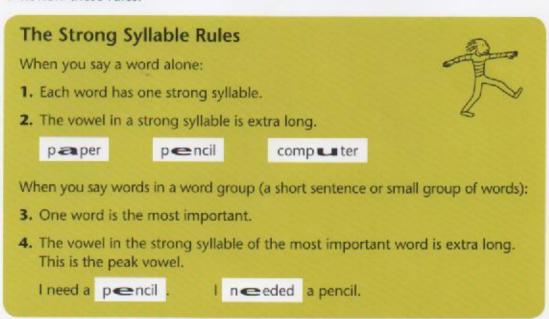
Can I help you? Yes, I'd like a pizza.

A Vowels in strong and weak syllables

Strong	Regular	Weak	
a	a	the series of the Europe	
e	e		
1	i	ə	
0	0	Э	
u	u	9	
Very easy to hear	Easy to hear	Hard to hear	

Rules for strong and weak syllables

1 Review these rules.



The Weak Syllable Rules

- 1. The vowels in some syllables keep their regular sound. But some syllables get weak.
- 5

- 2. The vowels in weak syllables are short and not clear.
- 3. All weak vowels sound the same.
- 4. The weak vowel sound is the most common sound in spoken English.

paper	pencil	computer	
papər	pencəl	cəmputər	

- 3 Listen.
 - 1. salad salad
 - 2. lemon leman
 - 3. vanilla vanilla
 - 4. tomato tamato
 - 5. lemonade lemanade

Which vowel sounds are weak?

- 1 Listen. Draw a line through the weak vowels.
 - 1. banana
 - 2. Canada
 - 3. freezer
 - 4. blanket
 - 5. vanilla
 - 6. China
 - 7. Japan
- 2 Check your answers with a partner.

Saying strong and weak syllables

Listen. Then say each word until you can say it easily. Make the strong vowel extra long.

Canada America Japan China Canada ameraca Japan China

Strong and weak syllables in food names

Listen. Then say each word until you can say it easily. Remember to make the strong vowels long and the weak vowels short.

1. salad 6. spaghetti sa lad spagh etti burger 7. chicken b rgər ch i ckan 3. celery 8. pepperoni celary peppar oni 4. ketchup 9. vanilla ketchap vən illə 5. salmon 10. chocolate milk salman ch ocolat milk

Linking vowels

A vowel sound at the end of a word links to a vowel sound at the beginning of the next word.

Listen. Then say each group of words until you can say it easily.

coffee and milk
 tea and lemon
 pizza and salad
 vanilla ice cream
 banana or apple
 coffeeeeand milk
 teaeeand lemon
 pizzaaaand salad
 vanillaaaice cream
 bananaaaor apple

OG Weak "and"

Usually the word "and" is so weak that it sounds like ən . Listen. Then say each group of words until you can say it easily.



1. coffee and cream

coffee an cream

2. tea and lemon

tea an leman

3. coffee and cake

coffee an cake

4. bread and cheese

bread an cheese

OH Weak "and," "of," and "a"

Listen to the weak sounds of "and," "of," and "a."

Then say each group of words until you can say it easily.



1. a cup of coffee

e cupe coffee

2. a bowl of soup

a bowl a soup

3. a slice of pie

a slice a pie

4. a slice of lemon pie

a slice a leman pie

5. a cheese sandwich with ketchup and fries

a cheese sandwich with ketchap an fries

6. a salad with cheese and tomatoes

a salad with cheese an tamatoes



Review: The One Vowel Rule

Review this rule.

The One Vowel Rule

When there is only one vowel letter in a syllable:

- 1. The vowel letter says its relative sound.
- 2. This sound is a relative of the alphabet vowel, but it is not the same sound.

This rule is true for many words.

can Mack pencil Jenny finger Kitty

hot John

summer Russ

2 Listen. Then say each word until you can say it easily.

/æ/

/8/

/1/

/a/

/٨/

salad

lemon

milk

chocolate

bun

banana sandwich

egg

vanilla

bottle

butter

sandwich

ketchup

chicken

clock

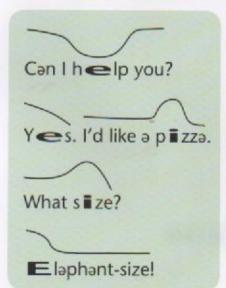
mustard

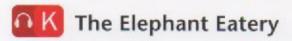
n J

Music of English



Listen. Then repeat each sentence until you can say it easily.





Look at the menu. Listen. Then say each word until you can say it easily.

The Elephant Eatery

Soup (cup or bowl)

tomato soup potato soup



green salad carrot and raisin salad



small 12 inches medium 14 inches elephant-size 16 inches

Extra toppings

extra cheese - tomatoes - pepperoni - onions - artichokes









Beverages coffee tea iced tea

iced tea soda lemonade







Pair work: In the Elephant Eatery

- Listen to the conversation.
- 2 Say the conversation with a partner.
- 3 Take turns as the server and the customer.

Server:

Can I help you?

Customer:

Yes, I'd like a pizza and coffee.

Server:

What kind of pizza? Plain, cheese, or with everything?

Customer:

What's everything?

Server:

Cheese, tomatoes, onions, pepperoni, and artichokes.

Customer:

Great! I want one with everything!

Server:

What size?

Customer:

Elephant-size! I'm very hungry!

M Pair work: Ordering food

Order food from the Elephant Eatery menu. Take turns as the server and the customer.

Example

Server: Can I help you?

Customer: Yes, I'd like a pizza with pepperoni.

Server: What size?
Customer: Medium

Server: OK. Anything else?

Customer: A cup of coffee, please.

Server: Coming right up!

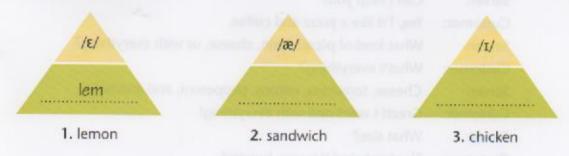
N Food game EXTRA

- 1 Divide into teams.
- With your team, write a list of food words with two, three, or four syllables on a piece of paper.
- 3 Underline the strong syllable in each word.
- 4 After five minutes, compare your words. Each team gets one point for each correct answer.

carrot celery macaroni

Review: Strong syllables

Look at the word under each pyramid. Write the strong syllable of that word in the green level of the pyramid.



7

The Most Important Word

Are you going to eat dinner at nine? No, at six.

A The most important thing

Look at these pictures. What makes the rabbit easy to see?





Hard to see

Easy to see

Easy to see

The rabbit is easy to see when:

- it jumps up
- it is extra long
- · the rabbit is light, and the leaves are dark

OB The mos

The most important word

1 What makes a word easy to hear?

Easy to hear

In English, a word is easy to hear when:

- · the strong syllable jumps up or down
- · the vowel in the strong syllable is extra long
- · the other words in the word group are weak



A: What's the matter?

B: I lost a ticket.

A: What's it for?

B: It's for a show.

What's the matter? I lost a ticket. What's it for? It's for a show.



3 Read these rules.

Rules for the Most Important Word

1. Each word group (a short sentence or small group of words) has one most important word.

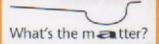
What's the matter?

2. The vowel sound in the strong syllable of that word is extra long. It is the peak vowel.

What's the matter ?

3. The voice goes up or down on the strong syllable in the most important word.



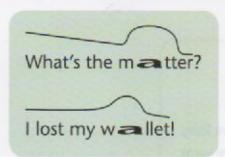




Music of English



Listen. Then repeat each sentence until you can say it easily.



Pair work: The most important word

- 1 Listen to the conversations.
- 2 Say these conversations with a partner. Go up or down on the most important word.

1. The Glasses



```
Sue: What's the matter? ("Matter" is the most important word.)

Ted: I lost my glasses. ("Glasses" is the most important word.)

Sue: What kind of glasses? ("Kind" is the most important word.)

Ted: Reading glasses. ("Reading" is the most important word.)
```

2. The Keys



Mike: What's the matter? ("Matter" is the most important word.)

Jane: I lost my keys. ("Keys" is the most important word.)

Mike: Which keys? ("Which" is the most important word.)

Jane: My car keys. ("Car" is the most important word.)

Pair work: Finding the most important word

- 1 Underline the most important word in each sentence of the conversations on this page and on the next page.
- 2 Say the conversations with a partner.

1. The Shoes

Jean: What's wrong?
Joan: I lost my shoes.
Jean: Which shoes?
Joan: My tennis shoes.

2. The Dog

Jim: What's the problem?

Mike: I lost my dog.

Jim: What kind of dog?

Mike: A brown dog. A small brown dog.

Jim: I saw a small brown dog. It was at the supermarket.

3. A Letter

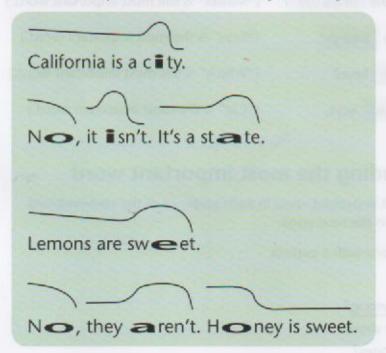
Bob: What are you doing? Jenny: I'm writing a letter. Bob: What kind of letter? Jenny: A business letter.

Bob: What kind of business? Jenny: Personal business!

Music of English



Listen. Then repeat each sentence until you can say it easily.



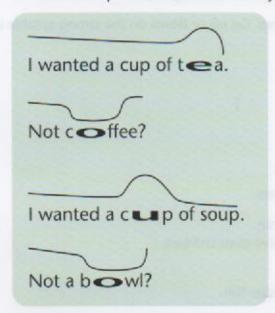
G Pair work: Disagreement

- 1 Underline the most important word in each word group.
- 2 Say these conversations with a partner. Go up or down on the strong syllable in the important word.
 - 1. A: California is a city.
 - B: No, it isn't. It's a state.
 - 2. A: Ice is hot.
 - B: No, it isn't. It's cold.
 - 3. A: Lemons are sweet.
 - B: No, they aren't. Honey is sweet.
 - 4. A: Babies are bigger than children.
 - B: No, they aren't. They're smaller than children.
 - 5. A: Fish eat grass.
 - B: No, they don't. They eat smaller fish.
 - 6. A: The world is flat.
 - B: No, it isn't. It's round.
 - 7. A: You buy books at a library.
 - B: No, you don't. You buy books at a bookstore.
 - 8. A: You borrow books at a bookstore.
 - B: No, you don't. You borrow books at a library.
 - 9. A: Cars travel in the air.
 - B: No, they don't. They travel on the road.
 - 10. A: Toronto is the capital of Canada.
 - B: No, it isn't. Ottawa is the capital of Canada.





Listen. Then repeat each sentence until you can say it easily.



Pair work: Misunderstandings

Customer: Say sentence a or sentence b.

Server: Answer.

Take turns as the customer and server.

Note: The conversations continue on the next page.

Examples

Customer: I wanted two lemonades.

Server: Not one?

Customer: I wanted a cup of soup.

Server: Not coffee?

	Customer	Server	
1. a	I wanted a cup of soup.	Not coffee?	
b	. I wanted a cup of soup.	Not a bowl?	
2. a	I wanted two lemonades.	Not one?	
b	. I wanted two lemonades.	Not lime ades?	

3. a. But I wanted lemon pie!

b. But I wanted lemon pie!

Not ice cream?

Not apple?

4. a. I asked for potato salad.

b. I asked for potato salad.

Not soup?

Not tomato?

5. a. This is a tuna sandwich!

b. This is a tuna sandwich!

Oh, did you want tuna salad?

Oh, did you want egg?



6. a. That's a small glass!

b. That's a small glass!

Oh, did you want a big glass?

Oh, did you want a cup?



n J

Music of English

No, at ten.



Listen. Then repeat each sentence until you can say it easily.

Are you going to eat dinner at nine?

No, at six.

Are you going to get up at seven?

Rair work: Correcting a mistake about time

Student A: Ask a question about an activity from the list below.

Use any time of day.

Student B: Say "No" and give another time.

Take turns asking questions. Remember to go up or down on the important word.

Examples

Student A: Are you going to get up at seven?

Student B: No, at nine.

Student B: Are you going to meet a friend at one?

Student A: No, at two.



Activities

eat breakfast	get up	catch a bus
eat lunch	go to work	meet a friend
eat dinner	have a snack	go to bed

Review: Counting syllables

1 Listen. Write the number of syllables.

1.	Monday	2
2.	Tuesday	
3.	Wednesday	
4.	Thursday	***************************************
5.	Friday	
6.	Saturday	
7.	Sunday	

2 Check your answers with a partner.

M Pair work: Correcting a mistake about the day

Student A: Ask a question about an activity from the list below. Choose any day.

Student B: Say "No" and give another day.

Take turns asking the questions.

Examples

Student A: Are you going to see the doctor on Monday?

Student B: No, Friday.

Student B: Are you going to play soccer on Thursday?

Student A: No, Saturday.

Activities

see the doctor	study English
visit friends	go to class
bake a cake	shop for clothes
fly to New York	write a letter
play soccer	wash your car
buy a car	wash the dog

Days

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Neview: Most important words

Write the most important word of the second line of the dialogue in the orange level of the pyramid.



1. Are you going on Sunday?



2. No, I'm going on Saturday.

8

Stop Sounds /t/ and /d/ and Continuing Sounds /s/ and /z/ Linking with /t/, /d/, /s/, and /z/ Sounds

How do you spell "fruit"? Is she running? No, she's reading.

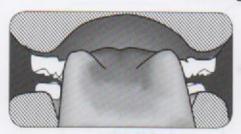
A Stop sounds and continuing sounds

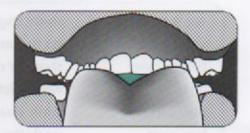
1 Look at these pictures.

Stop sounds /t/ and /d/

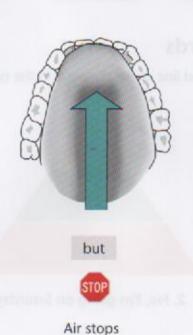
Continuing sounds /s/ and /z/

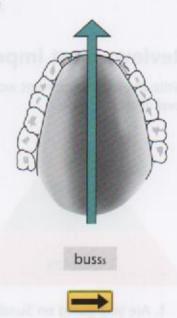
Looking to the front





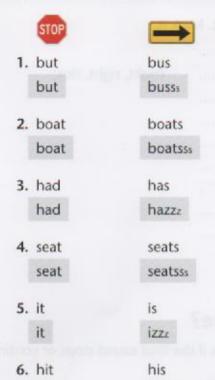
Looking down





Air continues

2 Listen for the sound at the end of each word. Do not say the words.

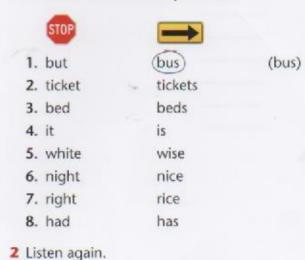


Which word do you hear?

hit

1 Listen. Circle the word you hear.

hizzz



OC Which word is different?

1 Listen to three words. One word is different. Mark it.

x	Y	Z	
1	**********	~	(right, right, rice)
2	***********	**************	
3	***************************************	************	
4	***************	**********	
5	*************	***************************************	
6	***********	*********	
7	*************	********	
8		***************************************	

2 Listen again.

Final sounds: Stop or continue?

1 Cover the words. Listen to each word. Mark if the final sound stops or continues.

	STOP	
1. bus	1	~
2. but	2. 🗸	
3. rice	3	
4. seats	4,	
5. had	5	
6. boat	6	***************************************
7. cheese	7	
8. ride	8	
9. cakes	9	***************************************
10. night	10	***************************************

2 Look at the words. Listen again.

Pair work: Is it one or more than one?

Student A: Say word a or word b.

Student B: If you hear a word meaning there is one thing, hold up one finger.

If you hear a word meaning there is more than one thing, hold up

all five fingers.

Examples

Student A: Carrots.

Student B: (Hold up all five fingers.)

Student B: Jacket.

Student A: (Hold up one finger.)

1. a. carrot

b. carrots



2. a. jackets

b. jacket

3. a. fruit

b. fruits

4. a. postcard

b. postcards

5. a. coats

b. coat



6. a. lemonade

b. lemonades

7. a. ticket

b. tickets

8. a. shake

b. shakes

9. a. apple

b. apples

10. a. seat

b. seats

















Music of English



Listen. Then repeat each sentence until you can say it easily.

How do you spell "fruit"? How do you spell "rep €ats"?

G

Pair work: How do you spell "hats"?

Student A: Ask question a or question b.

Student B: Spell the word.

Student A: If the spelling is correct, say "Right." If it is wrong, say the word again.

Take turns asking the questions.

Examples

Student A: How do you spell "hats"?

Student B: H - A - T - S.

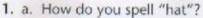
Student A: Right.

Student B: How do you spell "beds"?

Student A: B - E - D.

Student B: No, "beds."

Student A: B-E-D-S.



b. How do you spell "hats"?

2. a. How do you spell "beds"?

b. How do you spell "bed"?

3. a. How do you spell "fruit"?

b. How do you spell "fruits"?

4. a. How do you spell "white"?

b. How do you spell "wise"?

5. a. How do you spell "suit"?

b. How do you spell "suits"?

6. a. How do you spell "plate"?

b. How do you spell "plays"?

7. a. How do you spell "right"?

b. How do you spell "rice"?

8. a. How do you spell "repeat"?

b. How do you spell "repeats"?



H - A - T.

H - A - T - S.

B - E - D - S.

B - E - D.

F-R-U-I-T.

F-R-U-I-T-S.

W-H-I-T-E.

W-1-S-E.

S - U - I - T.

S-U-I-T-S.

P - L - A - T - E.

P-L-A-Y-S.

R-1-G-H-T.

R-1-C-E.

R - E - P - E - A -T.

R-E-P-E-A-T-S.







□ H Linking with /t/ and /d/

The sounds /t/ and /d/ are stop sounds. At the end of a word, they link to a vowel at the beginning of the next word.

1 Listen.

bad apples badapples

Great idea! Greatidea!

Find it. Findit .

2 Listen. Then say each sentence until you can say it easily.

These are bad apples.
 That's a great idea.
 Please find it.
 This food is hot.
 They counted all the money.
 That blanket is clean.
 We tried every key.
 These are badapples.
 That's a greatidea.
 Please findit.
 This foodis hot.
 They countedall the money.
 We triedevery key.

Linking with /s/ and /z/

That cat eats cheese.

The sounds /s/ and /z/ are continuing sounds. They link to a vowel sound at the beginning of the next word. They also link to other continuing sounds.

That cateats cheese.

1 Listen.

Ann's address Annzzzaddress
Gus said. Gussssaid.
This is Ann. ThisssizzzAnn.

2 Listen. Then say each sentence until you can say it easily.

1. They ordered cakes and coffee.

They ordered cakessand coffee.

2. Gus said, "Hello!"

Gusssaid, "Hello!"

3. The books are on the shelf.

The bookssare on the shelf.

4. Put the plates on the table.

Put the platesson the table.

5. It's so big!

Itsssso big!

6. Ann's address is new.

Annzzzaddressssizzznew .

7. She's never here.

Shezzznever here.

8. Hiş mother'ş always late.

Hizzzmotherzzzalways late.



Review: The Two Vowel Rule

The Two Vowel Rule

When there are two vowel letters in a syllable:

- 1. The first vowel letter says its alphabet name.
- 2. The second vowel letter is silent.

cake tea ice cone cube

1 These words have two vowel letters together. Listen and repeat each word.

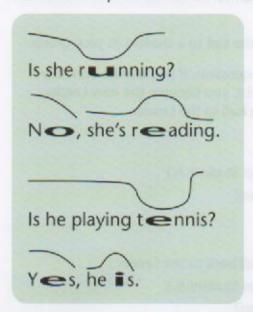
/ey/ /14/ /qy/ /o"/ /uw/ paid need fries boat blue train tried easy soak fruit explain freezer pies coach true remain reason applied toe cue complain reading replied loan suitcase

2 These words have a silent letter -e at the end. Listen and repeat each word.

/ey/ /iy/ /ay/ /0W/ /u"/ plane these price note cute change complete retire clothes reduce arrange extreme arrive those excuse erase Chinese advice telephone refuse



Listen. Then repeat each sentence until you can say it easily.



Pair work: Correcting a mistake

1 Listen. Then say the name of each activity until you can say it easily.

running reading drinking water playing soccer sleeping eating playing tennis playing basketball

2 Student A: Point to a picture of an activity. Ask a question about the picture.

Student B: Answer.

Example

Student A: Is she drinking water?

Student B: Yes, she is. (or) No, she's eating.

Activities



M S-Ball game EXTRA

- 1 Divide into groups of four or five. Each group has a small ball. One student in each group is the Leader.
- 2 Leader, ask a question and then throw the ball to a student in your group.
- 3 Student, catch the ball and answer the question. If you answer correctly (with a final /s/ or /z/ sound in the verb), you become the new Leader. If you don't answer correctly, return the ball to the Leader.

Example

Leader: (Leader throws the ball to Student A.)

What does "reader" mean?

Student A: A person who read.

Leader: No.

(Student A throws the ball back to the Leader.)

(Leader throws the ball to Student B.)

What does "reader" mean?

Student B: A person who reads.

Leader: Yes.

(Student B is now the Leader, throws the ball to a student,

and asks a question.)

1. What does "baker" mean?

2. What does "worker" mean?

3. What does "reader" mean?

4. What does "cleaner" mean?

5. What does "leader" mean?

6. What does "speaker" mean?

7. What does "player" mean?

8. What does "painter" mean?

What does "trainer" mean?

Final Sounds /d/ and /l/ Linking with /l/

How do you spell "whale"? What does "paid" mean?

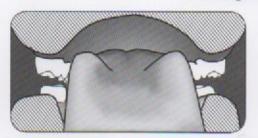
A Final sounds /d/ and /l/

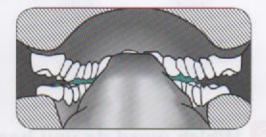
1 Look at these pictures.

Stop sound /d/

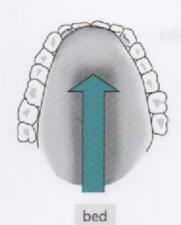
Continuing sound /I/

Looking to the front





Looking down



STOP

Air stops



belli



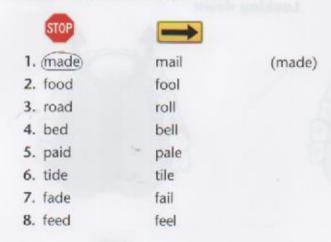
Air continues

2 Listen for the sound at the end of each word. Do not say the words.



B Which word do you hear?

1 Listen. Circle the word you hear.



2 Listen again and check your answers.

OC Which word is different?

1 Listen to three words. One word is different. Mark it.

X	Y	Z	
1			(food, food, fool)
2	*******************************	*****************	
3	**********	************	
4			
5	************	********	
6		***************************************	
7		***************************************	
8	************	***************************************	

2 Listen again.

DD Saying final sounds /d/ and /l/

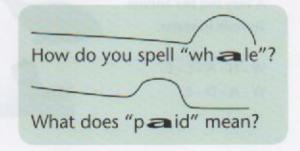
Listen. Then say each word until you can say it easily.

STOP	
1. food	fool
2. made	maill
3. road	rollii
4. feed	feelli
5. bed	bellli

Music of English



Listen. Then repeat each sentence until you can say it easily.



Pair work: Hearing and saying final /d/ and /l/

Student A: Ask question a or question b.

Student B: Answer.

Student A: If the answer is correct, say "Right." If it is wrong, ask again.

Take turns asking the questions.

Examples

Student A: How do you spell "made"?

Student B: M - A - I - L. Student A: No. "made." Student B: M - A - D - E.

Student B: What does "fool" mean?

Student A: A silly person.

Student B: Right.

1. a. How do you spell "made"? b. How do you spell "mail"?

M - A - D - E.

M - A - I - L.



2. a. What does "food" mean?

b. What does "fool" mean?

Something to eat.

A silly person.

a. How do you spell "road"?

b. How do you spell "roll"?

R - O - A - D.

R - O - L - L.

4. a. What does "bed" mean?

b. What does "bell" mean?

A thing you sleep in.

A thing you ring.

5. a. How do you spell "bed"?

b. How do you spell "bell"?

B - E - D.

B - E - L - L.

6. a. What does "whale" mean?

b. What does "wade" mean?

A very big sea animal.

To walk in water.

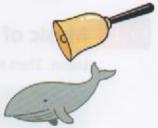
7. a. How do you spell "whale"?

b. How do you spell "wade"?

W - H - A - L - E.

W - A - D - E.







8. a. What does "feed" mean?

b. What does "feel" mean?

To give food.

To touch something.



9. a. How do you spell "feed"?

F - E - E - D.

b. How do you spell "feel"?

F - E - E - L.

10. a. What does "paid" mean?

b. What does "pail" mean?

The past of "pay."

A bucket.



G Listening for final /I/: Present or future?

- 1 Cover the sentences. Listen. Is the sentence present or future? Circle Present or Future.
- 2 Look at the sentences. Listen again. Were your answers correct?

a. I read the newspaper. b. I'll read the newspaper.	Present Future
2. a. I drink coffee.	Present
b. I'll drink coffee.	Future
3. a. I drive to work.	Present
b. I'll drive to work.	Future
4. a. I take the train.	Present
b. I'll take the train.	Future
5. a. We ride the bus.	Present
b. We'll ride the bus.	Future
6. a. They go home.	Present
b. They'll go home.	Future
7. a. We watch TV.	Present
b. We'll watch TV.	Future
8. a. They go to the movies.	Present
b. They'll go to the movies.	Future

OH Pair work: Present or future?

1 Listen. Then say these words until you can say them easily.

Present	Future
every day	tomorrow
every night	tonight
every week	next week

2 Student A: Say sentence a or sentence b.

Student B: Say words from the box above to complete the sentence.

Take turns saying the sentences.

Examples

Student A: We eat cake.

Student B: Every night.

Student B: We'll ask questions.

Student A: Tonight.

1. a. We eat cake.

b. We'll eat cake.

2. a. We ask questions.

b. We'll ask questions.

3. a. They cut the bread.

b. They'll cut the bread.

4. a. They go to the store.

b. They'll go to the store.

5. a. I buy fish.

b. I'll buy fish.

6. a. I cook dinner.

b. I'll cook dinner.

7. a. We read the newspaper.

b. We'll read the newspaper.

8. a. We work hard.

b. We'll work hard.

Linking with /I/

The sound /1/ is a continuing sound, like /s/, /z/, /m/, and /n/. Vowels are also continuing sounds.

 Listen. Notice how the /I/ links next word. 	to the continuing sound at the beginning of th
Sell jt. Selllit .	
Tell me. Telllime .	
2 Listen. Then say each sentence u	until you can say it easily.
1. Sell it now.	Sellliit now.
2. Tell us everything.	Telllius everything.
3. Do you feel OK?	Do you feelliOK ?
4. Will you go?	Willinyou go?
5. How do you spell "whale"?	How do you spellliwhale ?
6. These books are all new.	These books are alllinew .
7. Tell me all you know.	Telllime allliyou know.
8. Tom will look for the key.	Tom willillook for the key.
	n say each sentence until you can say it easily.
2 Write the number of syllables in	
 Make a bowl of rice. We need two plates. 	15
They like ice cubes.	3
4. Joe needed five tickets.	4
5. We cleaned the plates.	5
3 Read the sentences aloud. Check	your answers with a partner.

10

Final Sounds /I/ and /Id/ Linking with All the Stop Sounds

Did you say "coal"? No, I said "cold."

$\cap A$

Final sounds /I/ and /Id/

Listen to the final sounds in these words.

	STOP
1. call	called
2. pull	pulled
3. mail	mailed
4. bowl	bold
5. sail	sailed
6. fill	filled
7. coal	cold

OB Present and past

- 1 Read the sentences.
- 2 Cover the sentences. Listen. Mark Present or Past.

	Present	Past	
1. I called a friend.	1	~	(called)
2. I sail a boat on Sundays.	2		
3. We mail a letter every day.	3	***************************************	
4. We mailed everything.	4	***************************************	
5. We fill our glasses.	5,	*****************	
6. A cow made our milk.	6	***************************************	
7. We sealed all the letters.	7	****************	
7. We sealed all the letters.	7	***************	

3 Listen again. Then say the sentences until you can say them easily. Make a clear difference between the present and past verbs.

Pair work: What does "mail" mean?

Student A: Ask question a or question b.

Student B: Answer.

Take turns asking the guestions.

Examples

Student A: What does "mail" mean?

Student B: Things like letters and postcards.

Student B: What does "pulled" mean?

Student A: The past of "pull."

1. a. What does "made" mean?

b. What does "mail" mean?

The past of "make."

Things like letters and postcards.

2. a. What does "pull" mean?

b. What does "pulled" mean?

The opposite of "push."

The past of "pull."

3. a. What does "feel" mean?

b. What does "field" mean?

To touch.

Open land.



4. a. How do you spell "while"?

b. How do you spell "wild"?

W - H - I - L - E.

W-I-L-D.

5. a. What does "sold" mean?

b. What does "sole" mean?

The past of "sell."

The bottom of a shoe.



b. What does "gold" mean?

Winning a point in soccer.

A yellow metal.

7. a. What does "coal" mean?

b. What does "cold" mean?

A black rock that burns.

The opposite of "hot."



b. What does "mile" mean?

Not strong.

Five thousand two hundred and eighty feet.

9. a. How do you spell "smile"?

b. How do you spell "smiled"?

S - M - I - L - E.

S - M - I - L - E - D.

10. a. What does "smiled" mean?

b. What does "smile" mean?

The past of "smile."

To turn up the sides of your lips.



Pair work: Present and past

1 Listen. Then say these words until you can say them easily.

Present	Past
every day	yesterday
every week	last week
usually	last year
often	two days ago
always	last night

2 Student A: Say sentence a or sentence b.

Student B: Say words from the box above to complete the sentence.

Take turns saying sentences.

Examples

Student A: I call home.

Student B: Every day.

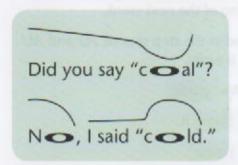
Student B: We filled the gas tank.

Student A: Yesterday.

- 1. a. I called home.
 - b. I call home.
- 2. a. We filled the gas tank.
 - b. We fill the gas tank.
- 3. a. We sail on the lake.
 - b. We sailed on the lake.
- 4. a. Babies spill milk.
 - b. Babies spilled milk.
- 5. a. The boys fail every test.
 - b. The boys failed every test.
- 6. a. They smile a lot.
 - b. They smiled a lot.
- 7. a. I mailed a letter.
 - b. I mail a letter.
- 8. a. They spelled all the words.
 - b. They spell all the words.



Listen. Then repeat each sentence until you can say it easily.



Pair work: Did you say "made"?

Student A: Say a word from the list of words below.

Student B: Pretend you heard a different word and ask, "Did you say '...'?"

Student A: Correct Student B and answer, "No, I said '. . . . "

Take turns saying the words.

Examples

Student A: Mail.

Student B: Did you say "made"?

Student A: No, I said "mail."

Student B: Field.

Student A: Did you say "feel"? Student B: No, I said "field."

Words

_			
mail	made	feel	field
spell	spelled	bowl	bold
pull	pulled	while	wild
sail	sailed	goal	gold

Linking stop sounds to vowels

In English, the stop sounds are p/, b/, t/, d/, k/, and g/. A stop sound links to a vowel at the beginning of the next word.

- 1 Listen to the final sounds in words that end in the stop sounds /t/ and /d/. Then say each sentence until you can say it easily.
 - We paid it.
 - 2. Sit on it.
 - Hold it.
 - 4. Find it.
 - 5. Is it cold or hot?

 - We had a lot of money.

- We paidit .
- Siton it.
- Holdit .
- Findit .
- Is it coldor hot?
- We hada lotof money.
- 2 Listen to the final sounds /b/, /p/, /k/, and /g/. Then say each sentence until you can say it easily.



- The cab is coming.
- I want a tub of butter.
- Ask everybody.
- Cook all the food.
- Thank you.
- Link all vowels.
- 7. Help us.
- A cup of coffee, please.
- 9. Stop it.
- Tap each syllable.
- We keep all mail.
- 12. This is a bag of oranges.



- The cabis coming.
- I want a tubof butter.
- Askeverybody .
- Cookall the food.
- Thankyou .
- Linkall vowels.
- Helpus .
- A cupof coffee, please.
- Stopit .
- Tapeach syllable.
- We keepall mail.
- This is a bagof oranges.

Final Sounds /t/, /d/, and /r/ Linking with /r/

What is it? Where is it?

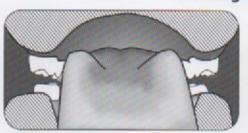
A Final sounds /t/, /d/, and /r/

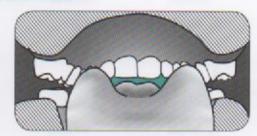
1 Look at these pictures.

Stop sounds /t/ and /d/

Continuing sound /r/

Looking to the front





Looking down

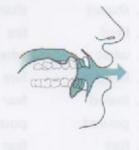




Looking from the side



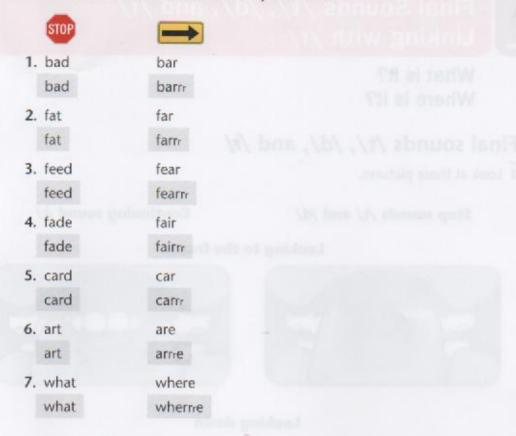
bet



bed

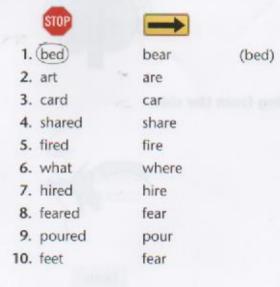
bearm

2 Listen for the final sounds. Do not say the words.



Mhich word do you hear?

1 Listen. Circle the word you hear.



OC Which word is different?

1 Listen to three words. One word is different. Mark it.

x	Y	Z		
1	***************************************		(bed, bed, bea	ar)
2	*************	***************************************		
3		***************************************		
4	***************************************	************		
5	*******************			
6	***************************************			
7	***************************************	**************		
8	*************	************		

2 Listen again.

Saying final sounds /t/, /d/, and /r/

Listen. Then say each word until you can say it easily.

	STOP	
1.	fat	far
2.	cat	car
3.	tide	tire
4.	fade	fair
5.	paid	pair
6.	what	where
7.	card	car
8.	art	are
9.	feared	fear
10.	cared	care

E

Pair work: Present and past

Present	Past
every day	yesterday
every week	last week
usually	last year
often	two days ago
always	last night
100	

Student A: Say sentence a or sentence b.

Student B: Say words from the box above to complete the sentences.

Take turns saying the sentences.

Examples

Student A: They shared everything.

Student B: Yesterday.

Student B: I care about my work.

Student A: Always.

1. a. They share everything.

b. They shared everything.

2. a. I care about my work.

b. I cared about my work.

3. a. They prepare their lessons.

b. They prepared their lessons.

4. a. They feared everything.

b. They fear everything.

5. a. We repaired cars.

b. We repair cars.

6. a. Snakes scared me.

b. Snakes scare me.

7. a. I adore her.

b. I adored her.









F Linking with /r/

The sound /r/ is a continuing sound. It links to a vowel. It also links to another continuing sound at the beginning of the next word.

1 Listen. Then say these words until you can say them easily.

far away farmaway hear me hearmme

You're an hour late.

Peter knows Peterriknows

2 Listen. Then say each sentence until you can say it easily.

He is far away.
 Where is it?
 What are all those things?
 Peter knows the answer.
 Did you hear me?
 Are many people going?
 Herryoice is beautiful.

He is far away.
What are rall those things?
Peterriknows the answer.
Did you hear me?
Arermany people going?
Herryoice is beautiful.

Youreman

hournlate .

OG Linking with /r/, /t/, /d/, and /l/

Listen. Then say each sentence until you can say it easily.

1. I had a sandwich. I hada sandwich.

2. Will everybody come? Willieverybody come?

3. Where are you? Wheremarenyou?

4. What is it? What is it?

5. I heard everything. I heardeverything .

6. Is it hard or soft? Is it hardor soft?

7. The letter never arrived. The letter-never-arrived .

8. Jill is reading. Jilltis reading.

We care about our work.We carer about our work.

10. Put your hat on. Put your haton .

Pair work: What does "roar" mean?

Student A: Ask question a or question b.

Student B: Answer.

Student A: If the answer is correct, say "Right." If it is wrong, ask again.

Take turns asking the questions.

Examples

Student A: What does "roared" mean?

Student B: The past of "roar."

Student A: Right.

Student B: What does "adore" mean?

Student A: The past of "love."

Student B: No. What does "adore" mean?

Student A: To love.

1. a. What does "roar" mean?

b. What does "roared" mean?

2. a. What does "adore" mean?

b. What does "adored" mean?

3. a. What does "repair" mean?

b. What does "repaired" mean?

4. a. How do you spell "feared"?

b. How do you spell "fear"?

5. a. How do you spell "art"?

b. How do you spell "are"?

6. a. What does "pair" mean?
b. What does "paid" mean?

7. a. How do you spell "her"?
b. How do you spell "hurt"?

The noise of a lion.

The past of "roar."

To love.

The past of "love."

To fix.

The past of "repair."

F - E - A - R - E - D.

F - E - A - R.

A - R - T.

A - R - E.

Two.

The past of "pay."

H - E - R.

H - U - R - T.









8. a. How do you spell "fire"?

F-I-R-E.

b. How do you spell "fight"?

F-I-G-H-T.



9. a. What does "near" mean?

Not far.

b. What does "neat" mean?

Not messy.

10. a. How do you spell "tire"?

T-1-R-E.

b. How do you spell "tight"?

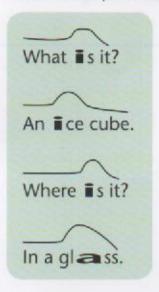
T - I - G - H - T.



Music of English



Listen. Then repeat each sentence until you can say it easily.



Pair work: What is it? Where is it?

Student A: Point to a picture on the next page and ask, "What is it?"

or "Where is it?"

Student B: Say an answer from the list on the next page.

Take turns asking the questions.

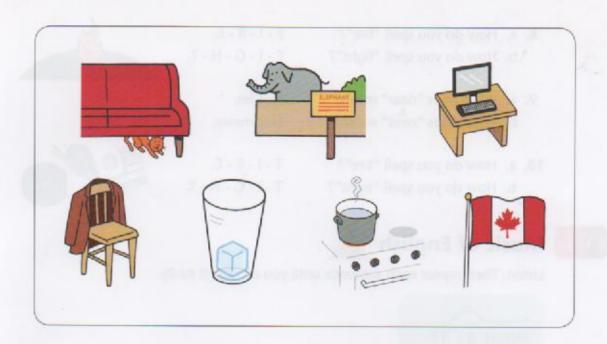
Examples

Student A: (Point to the elephant.) What is it?

Student B: An elephant.

Student B: Where is it?

Student A: In a zoo.



What?

A cat.

An elephant.

An ice cube.

A flag.

A jacket.

A pot.

A computer.

Where?

On a chair.

Under a sofa.

On a desk.

On a flagpole.

In a zoo.

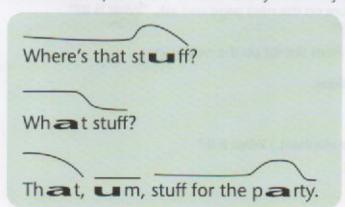
In a glass.

On a stove.

Music of English



Listen. Then repeat each sentence until you can say it easily.





Pair work: Asking for more information

- 1 Listen.
- 2 Say the conversation with a partner. Take turns as Sue and Joe. The most important words are in bold.

Where's the meat?

Sue: What meat?

loe: The chicken.

Sue: What chicken?

Joe: The chicken I put in the fridge.

Sue: When?

loe: Last week.

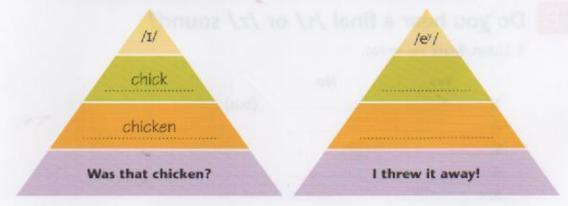
Sue: Oh, was that chicken? I threw it away!



M Review: Most important words and strong syllables

Complete the pyramid on the right with your partner.

- 1. Find the most important word in the word group at the bottom of the pyramid. Write that word in the orange level.
- 2. Find the strong syllable in that word, and write it in the green level.



12

Continuing and Stop Sounds + /s/ or /z/ Linking with /s/ and /z/

What's a bank for? Where's the library? It's on Main Street.

A Review: Final sounds /t/, /d/, /s/, and /z/

Listen. Then say these words until you can say them easily.

STOP	
1. but	bus
but	busss
2. it	is
it	izzz
3. had	has
had	hazzz

Do you hear a final /s/ or /z/ sound?

1 Listen. Mark Yes or No.

	Yes	No	
1.		***************************************	(bus)
2.		***************************************	
3.			
4.			
5.			
6.			
7.	***************************************		
8.			
9.	***************************************	***************************************	
10.			

OC Stop sounds + /s/ or /z/

1 Listen. Circle the word you hear.

STOP + /s/ or /z/

bagzzz

1. cab cabs

cab cabzzz

bank
 banks
 banksss

3. bag bags

bag

4. stop stops

stop stopsss

5. supermarket supermarkets supermarketsss

6. laundromats laundromats

laundromat laundromatsss

road roads
 road roadzzz

8. street streets
street streetss

9. shop shops shopss

10. parking lot parking lots parking lots parking lotsss

OD Continuing sounds + /s/ or /z/

1 Listen. Circle the word you hear.

	+ /s/ or /z/
1. plan	plans
plann	planzzz
2. school	schools
schoolII	schoolzzz
3. hospital	hospitals
hospitalli	hospitalzzz
4. store	stores
storr	storezzz
5. theater	theaters
theaterr	theaterzzz
6. toy	toys
toyyy	toyzzz
7. city	cities
cityyy	citiezzz
8. avenue	avenues
avenuuu	avenuezzz
9. drive	drives
drivvv	drivezzz
10. alley	alleys
alleyyy	alleyzzz



Pair work: Is it one or more than one?

Student A: Say a word from the list of places below.

Student B: If you hear a word meaning one place, hold up one finger. If you hear

a word meaning more than one place, hold up all five fingers.

Student A: If the answer is correct, say, "Right." If it is wrong, say the word again.

Take turns saying the words.

Examples

Student A: Banks.

Student B: (Hold up all five fingers.)

Student A: Right.

Student B: Hospitals.

Student A: (Hold up one finger.)

Student B: No, hospitals.







Places

park	parking lot	theaters	parking lots
laundromat	hospitals	school	bookstores
apartments	schools	bank	parks
toy store	drugstore	hospital	bookstore
shopping mall	banks	hotels	office buildings



Review: Linking with /s/ or /z/

Remember that continuing sounds link to vowels and to other continuing sounds.

Listen. Then say each sentence until you can say it easily.

1. The shops are downtown.

2. The roads are full of traffic.

3. The banks are closed today.

4. Are the shops open?

5. The schools may be open.

6. Cabs never wait here.

7. Two of the shops sell toys.

8. All the restaurants serve fast food.

The shopssare downtown.

The roadzzzare full of traffic.

The bankssare closed today.

Are the shopssopen ?

The schoolzzzmay be open.

Cabzzznever wait here.

Two of the shopsssell toys.

All the restaurantssserve fast food.



Music of English



Listen. Then repeat each sentence until you can say it easily.

What's a bank for?

It's for saving money.

What's a hospital for?

It's for helping s ick people.

H

Pair work: What's a bank for?

Student A: Look at the list of places below. Ask what one of the places is for.

Student B: Say an answer from the list of answers below.

Take turns asking the questions.

Example

Student A: What's a library for?

Student B: It's for borrowing books.



Places

park supermarket

bank toy store high school drugstore bakery preschool

laundromat library post office bookstore electronics store parking lot

restaurant hardware store office supply store

Answers

It's for eating.

It's for washing clothes.

It's for buying books.

It's for buying toys.

It's for buying stuff like tools.

It's for buying food.

It's for buying stuff like medicine.

It's for having picnics.

It's for buying stuff like computers.

It's for mail.

It's for saving money.

It's for buying office supplies.

hospital

It's for borrowing books.

It's for helping sick people.

It's for teaching teenagers.

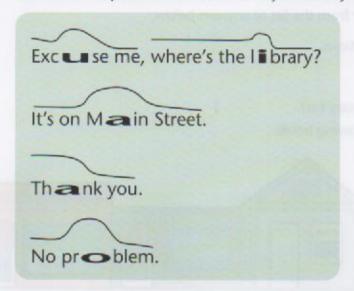
It's for teaching small children.

It's for leaving your car.

It's for buying baked goods.



Listen. Then repeat each sentence until you can say it easily.



Pair work: Giving locations

1 Listen. Find the places on the map below.

Visitor: Excuse me, where's the bookstore?

Resident: It's on the corner of Main and Jen.

Visitor: Is it near the library?

Resident: Yes, it's just across the street.

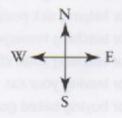
Visitor: And where is Jen Street?

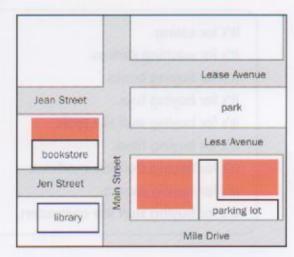
Resident: It's one block south of Jean Street.

Visitor: Thanks a lot for your help.

Resident: No problem.

2 Say the conversation with a partner. Take turns as the visitor and the resident.





- 3 Listen. Then take turns saying each of these sample locations to your partner.
 - 1. It's two blocks south of Lease.
 - 2. It's one block west of Mace Avenue.
 - 3. It's across the street from the bookstore.
 - 4. It's on the corner of Jean and Main.
 - 5. It's next to the parking lot.
 - 6. It's between Mile Drive and Mann Street.

K Game: Map challenge EXTRA

1 Student A: Cover Map B on page 93 with a piece of paper, and look at Map A on page 92.

Student B: Cover Map A on page 92 with a piece of paper, and look at Map B on page 93.

- 2 Student A: Ask the location of a place listed in the box below Map A.
- 3 Student B: Look at Map B. Answer the question. Use sentences like the ones you just practiced saying in Task J.
- 4 Student A: Write the place on Map A.
- 5 Take turns asking the questions. When your maps are complete, check your answers.

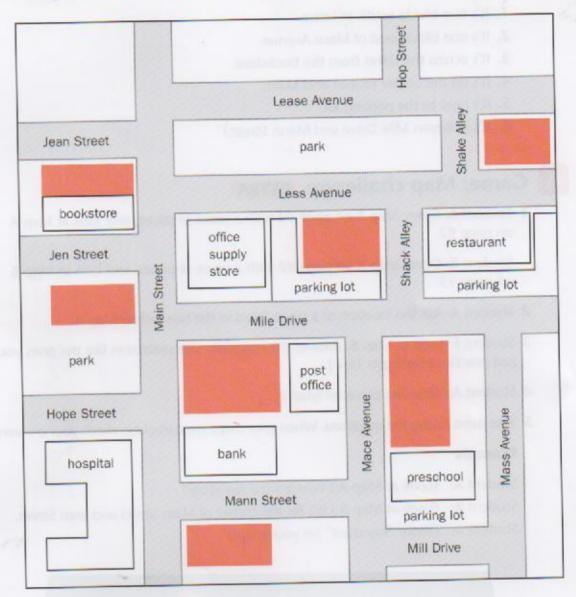
Example

Student A: (Look at Map A.) Where's the toy store?

Student B: (Look at Map B.) It's on the corner of Main Street and Jean Street.

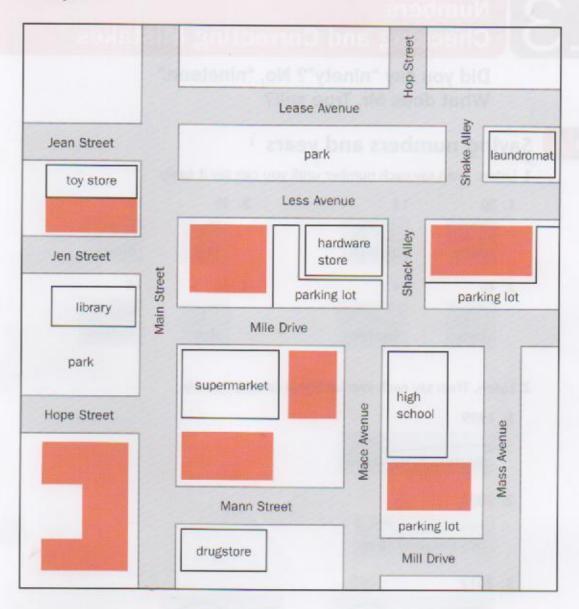
Student A: (Write "toy store" on your map.)





Student A: Ask the location of the places in the box.

Places for Map A		N
toy store laundromat hardware store supermarket	high school drugstore library	W E



Student B: Ask the location of the places in the box.

Places for M	ар В	Ŋ
bookstore hospital	office supply store preschool	$W \longleftrightarrow E$
restaurant post office	bank	*s

Numbers Checking and Correcting Mistakes

Did you say "ninety"? No, "nineteen." What does Mr. True sell?

Saying numbers and years

1 Listen. Then say each number until you can say it easily.

1. 30

13

14

3. 50

15

16

thirty

thirteen

fifty

fifteen

2. 40

forty

fourteen

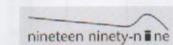
sixty

4. 60

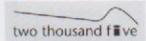
sixteen

2 Listen. Then say each year until you can say it easily.

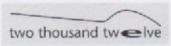
1, 1999



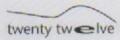
2. 2005



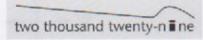
3. 2012



or



4. 2029

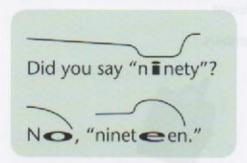


or

twenty twenty-nine



Listen. Then repeat each sentence until you can say it easily.



Pair work: Correcting a mistake about a number

Student A: Say a number from the list of numbers below.

Student B: Check to be sure, but say the wrong number.

Student A: Correct the mistake.

Take turns saying the numbers.

Examples

Student A: Fifty.

Student B: Did you say "fifteen"?

Student A: No, "fifty."

Student B: Twenty-nine.

Student A: Did you say "twenty-five"?

Student B: No, "twenty-nine."

Numbers

_			_
13	30	18	80
14	40	19	90
15	50	25	29
16	60	66	67
17	70	98	99

OD.

Listening for pauses in telephone numbers

Telephone numbers are said with a pause (silence) after each group of numbers. In different countries, these groups are different.

Listen for the pauses in these telephone numbers.

Australia	03-8671-1400
Canada	604-555-5808
Mexico	55-53-36-46-56
New Zealand	64-9-321-5647
United Kingdom	020-7946-0138
United States	212-555-3900



O E

Saying telephone numbers

- 1 Listen. Then say these telephone numbers until you can say them easily. The first two phone numbers have area codes.
 - 1. 391-555-3304
 - 2. 596-555-7897
 - 3. 555-2341
 - 4. 555-2555
 - 5. 555-6116
- 2 Now dictate your own telephone number, or one that you choose, to a partner. Check what your partner wrote.



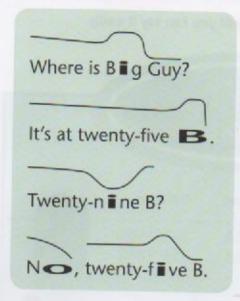
Stores at the Seaside Mall

- 1 Read the Seaside Mall directory below. There are three levels, A, B, and C.
- 2 Listen. Then say the name of each store until you can say it easily.





Listen. Then repeat each sentence until you can say it easily.



Pair work: Calling for information

- 1 Listen to this phone conversation. A customer is calling for information.
- 2 Say the conversation with a partner. Take turns as the information clerk and the customer.

Information Clerk: Seaside Mall. May I help you?

Customer: Yes, please. What's the telephone number for the

Sunshine Café?

Information Clerk: 555-1658.

Customer: 555-1698?

Information Clerk: No, 555-1658.
Customer: OK. Where is it?

Information Clerk: It's at 6C. Customer: Thanks.

Information Clerk: You're welcome. Have a nice day!

Pair work: Where is it? What's the telephone number?

Customer: Look at the list of places below. (Don't look at the Seaside

Mall directory on page 97.) Ask for the location and telephone

number of a store.

Information Clerk: Look at the directory on page 97. Answer.

Customer: Check the answer with your partner. Then write the location

and telephone number in the box.

Take turns as the customer and the information clerk.

Example

Customer: Excuse me, where is Mr. True?

Information Clerk: It's at 1A.

Customer: Thanks. What's the phone number?

Information Clerk: It's 555-1698.

Customer: 555-1698?

Information Clerk: That's right.

Places

	Location	Phone
Mr. True	1A	555-1698
Big Guy		
Allen's Department Store		
Smart Woman		
Red Dog		
Little Princess		
California Girl		
FastBurger		
Sunshine Café		
The Elephant Eatery		
Small World		***************************************
Gemstones		
The Old Oak	***************************************	
Speed Electronics	400000000000000000000000000000000000000	



About the stores at the Seaside Mall

Listen to information about the stores at the Seaside Mall.

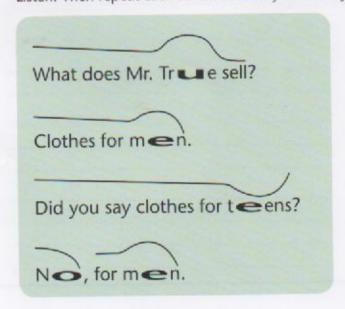
	SEASIDE MALL					
S	\$\$\$ Expensive \$\$ Moderate \$\$ Inexpensive					
\$\$	Allen's Department Store	clothes, shoes, ar	nd cosmetics for women			
\$	Big Guy	clothes for men				
\$	California Girl	clothes for teenag	ge girls			
- 8	FastBurger	burgers and ice of	ream			
\$\$\$	Gemstones	jewelry				
\$\$	Little Princess	clothes for girls				
555	Mr. True	clothes for men				
\$\$\$	Red Dog	clothes for boys				
\$\$	Small World	toys				
- 5	Smart Woman	clothes for wome	en			
\$55	Speed Electronics	computers and e	lectronic gadgets			
\$\$\$	Sunshine Café	big sandwiches				
\$\$	The Elephant Eatery	soups, salads, an	d pizza			
\$\$	The Old Oak	books				



Music of English 🏄



Listen. Then repeat each sentence until you can say it easily.



Pair work: Checking information

- Listen to the conversation.
- 2 Say the conversation two times with a partner.

Customer:

What does California Girl sell?

Information Clerk: Clothes for teenage girls.

Customer:

Not for women?

Information Clerk: No, for girls.

Customer:

Is it expensive?

Information Clerk: No. It's rather inexpensive.

Customer:

Thanks.

Information Clerk: You're very welcome. Have a nice day!

3 Take turns as the customer and the clerk. Ask what a store sells and if it is expensive. Find the answers in Task J on page 100.

More linking @

Listen. Then say each sentence until you can say it easily.

Continuing sound + vowel sound

Smart Woman is inexpensive.

Smart Womannizzzinexpensive .

FastBurger opens at ten.

FastBurgerrropenzzzat ten.

Stop sound + vowel sound

The Old Oak is closed on Sundays.

The OldOakis closedon Sundays.

Small World is fun.

Small Worldis fun.

Continuing sound + continuing sound

FastBurger never costs much.

FastBurgerrnever costs much.

Teens like shopping.

Teenzzzlike shopping.

Speed Electronics sells computers.

Speed Electronicssssells computers.

Vowel sound + vowel sound

Sunshine Café is expensive.

Sunshine Caféizzz expensive.

Big Guy is always busy.

Big Guyizzz always busy.

Same sound to same sound

Gemstones sells jewelry.

Gemstonessssells jewelry.

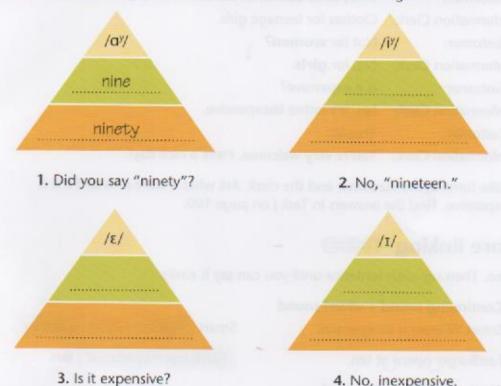
Mr. Allen never eats lunch.

Mr. Allennanever eats lunch.

N Review: Correcting mistakes

Look at the sentences under each pyramid.

- 1. Find the most important word and write it in the orange level.
- 2. Find the strong syllable of that word and write it in the green level.



4. No, inexpensive.

14

Final Sounds /n/, /l/, /nd/, and /ld/Linking with /n/, /l/, /nd/, and /ld/

What's a trail? It's a path.

A

Final sounds /n/, /l/, and /d/

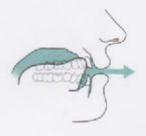
Look at these pictures.

/1/

/n/

/d/

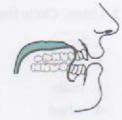
Looking from the side



Air continues out of the mouth



Air continues out of the nose only



Air stops

Looking to the front







belli

 \rightarrow

Air continues

Bennn



Air continues through the nose

bed



Air stops

B Listening for final sounds /n/ and /l/

Listen to the final sound of each word. Do not say the words.

- mine mile
 nine Nile
- 2. nine Nile 3. can call
- 4. ten tell
- 5. man mall
- 6. win will
- 7. pin pill
- 8. when well

OC Which word do you hear?

1 Listen. Circle the word you hear.

- 1. bone bowl (bone)
- 2. rain rail
- 3. main mail
- 4. when well
- 5. fine file
- 6. pain pail
- 7. train trail
- 8. ten tell
- 2 Listen again.

OD Which word is different?

1 Listen to three words. One word is different. Mark it.

	Х	Y	Z	
1		~		(ten, tell, ten)
2		***************************************	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
3				
4				
5		***************************************		
6		*************	***************************************	
7		***************************************	*************	
8		***************************************	**********	

2 Listen again.



Saying final sounds /n/ and /l/

Listen. Then say each word until you can say it easily.

1. pin

pill

6. main

mail

2. win

will

7. cone

coal

3. bone

bowl

8. when

well

4. rain

rail

9. then

they'll

5. can

call

10. train

trail

$\cap F$

Saying final sounds /nd/ and /ld/

Listen. Then say each word until you can say it easily.

1. find

filed

2. phoned

fold

trained

trailed

4. mind

mild

5. spend

spelled

6. owned

old



Music of English



Listen. Then repeat each sentence until you can say it easily. Be careful with the final sounds in the most important words.

What's a trail?

A thing to ride in.

No, that's a train. What's a trail?

It's a path.

Right.

Pair work: What's a train for?

Student A: Ask question a or question b.

Student B: Answer.

Student A: If the answer is correct, say "Right." If it is wrong, ask again.

Take turns asking the questions.

Example

Student A: What's a trail?

Student B: A thing to ride in.

Student A: No, what's a trail?

Student B: It's a path.

Student A: Right.

1. a. What's a trail?

b. What's a train?

2. a. What's a trail for?

b. What's a train for?

3. a. How do you spell "trail"?

b. How do you spell "train"?

4. a. What's a pin?

b. What's a pill?

5. a. What's a pin for?

b. What's a pill for?

6. a. How do you spell "main"?

b. How do you spell "mail"?

7. a. How do you spell "fold"?

b. How do you spell "phoned"?

8. a. What does "fold" mean?

b. What does "phoned" mean?

9. a. How do you spell "owned"?

b. How do you spell "old"?

A path.

A thing to ride in.

To walk on.

To ride in.

T-R-A-1-L.

T-R-A-I-N.

A sharp thing.

Medicine.

To stick things together.

To help a sick person.

M - A - I - N.

M - A - I - L.

F-O-L-D.

P-H-O-N-E-D.

To put one part on top of another part.

The past of "phone."

O - W - N - E - D.

O - L - D.

Linking with /l/, /n/, /ld/, and /nd/

1 Listen. Then say these words until you can say them easily.

Call our friends. Calllour friends.

Hold on. Holdon .

Spend it. Spendit .

phone number phonennumber

2 Listen. Then say each sentence until you can say it easily.

1. Please call our friends. Please callliour friends.

We called our boss.We calledour boss.

3. Hold on tight. Holdon tight.

They can always go. They cannalways go.

5. When are you coming? Whenmare you coming?

Don't spend all the money.Don't spendall the money.

7. She spelled every word right. She spelledevery word right.

8. What's your phone number? What's your phonennumber ?

Pair work: Checking information

- 1 Listen to the conversations.
- 2 Say the conversations with a partner.

1. The Emergency

Aunt: The baby swallowed a pill!

Mother: A pin! Call the doctor!

Aunt: Not a pin, a pill.

Mother: Pin or pill, we have to call the doctor!

2. The Misunderstanding

Father: Did you fold them?

Son: Fold what?

Father: The shirts I left for you to fold.

Son: Did you say "fold them"? I thought you said "Phone Tim."

Father: Did you phone Tim?

Son: Yes! I told him you left some shirts. He thought it was strange!

The mirror test: Final sounds /n/ and /l/ EXTRA

- 1 Find a small mirror and follow these steps.
 - 1. Hold the mirror close to your face, under your nose.
 - 2. Say the sound /n/ strongly.
 - 3. Quickly look at the mirror. You should see a cloud.



- 4. Say the word "bone." You should see a cloud again.
- 5. Say the sound /I/ strongly. You should not see a cloud.



- 6. Say the word "bowl." You should not see a cloud.
- 2 Try the mirror test with the words below. Check your mirror after each word.

cone coal
seen seal
ten tell
can call
pin pill

15

Final Sounds /s/, $/\theta$ /, and /t/ Linking with $/\theta$ /

What's a bath for? To get clean.

Ω A Final sounds /s/, / θ /, and /t/

1 Look at these pictures.

15/

/0/ (-th-)*

/t/

Looking to the front







Looking down



mass -



Air continues



math



Air continues



mat



Air stops

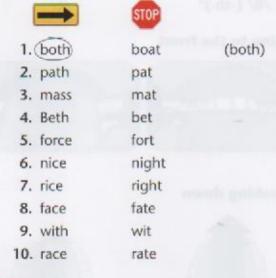
The /θ/ symbol is one of the International Pronunciation Alphabet (IPA) symbols for the letters
 -th-. See Key to Sound Symbols on page xvii.

2 Listen for the sound at the end of these words. Do not say the words.

\rightarrow		STOP
mass	math	mat
bass	bath	bat
boss	both	boat

Mhich word do you hear?

1 Listen. Circle the word you hear.



2 Listen again.

OC Which word is different?

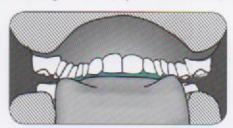
1 Listen to three words. One word is different. Mark it.

X	Y	Z	
1	~	*************	(boat, both, boat)
2			
3			
4			
5		*************	
6			
7			
8			

2 Listen again.

Saying final /θ/ (-th-)

1 Look again at the picture of how to say /θ/.



- 2 Listen. Then say each word until you can say it easily.
 - 1. bath
 - 2. both
 - 3. teeth
 - 4. math
 - 5. mouth

ΩE Saying final sounds $/\theta/$, /t/, and /d/ in numbers

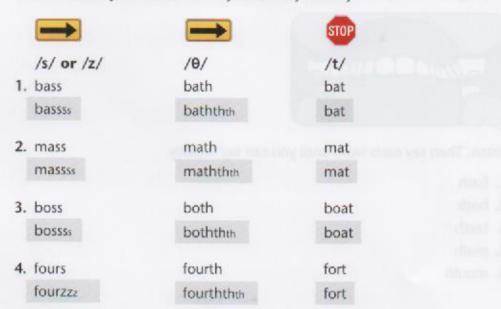
Listen. Then say each number until you can say it easily.

- 1. first
- first
- 2. second
- second
- 3. third
- third
- 4. fourth
- fourththth
- 5. fifth
- fifththth
- 6. sixth
- sixththth
- 7. seventh
- sevenththth
- 8. eighth
- eighththth
- 9. ninth
- ninththth
- 10. tenth
- tenththth



Saying final sounds /s/, /z/, $/\theta/$, and /t/

Listen. Then say each word until you can say it easily.

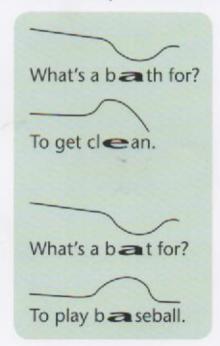


n G

Music of English



Listen. Then repeat each sentence until you can say it easily.



Pair work: What's a bath for?

Student A: Ask question a or question b.

Student B: Answer.

Student A: If the answer is correct, say "Right." If it is wrong, ask again.

Take turns asking the questions.

Note: The questions continue on the next page.

Examples

Student A: How do you spell "bat"?

Student B: B-A-T-H.

Student A: No. How do you spell "bat"?

Student B: What's a bath for?

Student A: To get clean.

Student B: Right.

1. a. How do you spell "bath"?

b. How do you spell "bat"?

2. a. What's a bath for?

b. What's a bat for?

3. a. What does "both" mean?

b. What does "boat" mean?

4. a. What does "bath" mean?

b. What does "bass" mean?

5. a. How do you spell "both"?

b. How do you spell "boat"?

6. a. What does "math" mean?

b. What does "mat" mean?

7. a. How do you say M - A - T - H?

b. How do you say M - A - S - S?

8. a. What does "mouse" mean?

b. What does "mouth" mean?

B - A - T - H.

B - A - T.

To get clean.

To play baseball.

Two things. Not just one of them.

A small ship.

A tub, in the bathroom.

A kind of fish.

B - O - T - H.

B - O - A - T.

Work with numbers.

A small rug.

"Math."

"Mass."

A small animal.

It's used for eating and speaking.







a. What comes after "night"?
 b. What comes after "ninth"?
 Tenth.

a. What's a path? A small trail.
 b. What's a pass? A free ticket.



Pair work: Checking days and dates

Student A: Say a day, month, and date from the list below.

Student B: Check what your partner said.

Student A: If the answer is correct, say "Yes." If it is wrong, give

the correct answer.

Take turns saying the days and dates.

Examples

Student A: Tuesday, March first.

Student B: Did you say "Thursday"?

Student A: No, "Tuesday."

Student B: Monday, April fourth.

Student A: Did you say "April fourth"?

Student B: Yes.

Day	Month	Date
Monday	January	first
Tuesday	February	second
Wednesday	March	third
Thursday	April	fourth
Friday	May	fifth
Saturday	June	sixth
Sunday	July	seventh
	August	eighth
	September	ninth
	October	tenth
	November	
	December	

Linking with /θ/ 🗪

1 Listen to these groups of words.

both of them boththhof them

Fourth of July Fourththhof July

math and English maththhand English

both things boththhthings

2 Listen. Then say each sentence until you can say it easily.

I want a bath after dinner.
 I want a baththhafter dinner.

2. It was the Fourth of July. It was the Fourththhof July.

Both of them came. Boththhof them came.

4. Sue is studying math and Sue is studying maththmand English.

5. Her teeth are very white. Her teeththmare very white.

6. The path over the mountain is hard. The paththhover the mountain is hard.

7. The path through the woods is easy. The paththathrough the woods is easy.

8. We both think you should we boththink you should come.

They both thank you. They bothththank you.

He left both things at home.
 He left boththings at home.

Review: Linking

Listen. Then say each sentence until you can say it easily.

1. Continuing sound + vowel sound

When is the store open? Whennis the storemopen?

Will it open before eight? Willlit open beforerreight ?

2. Stop sound + vowel sound

The bank opens at eight. The bankopens at eight .

I'd like a cup of tea. I'd likea cupof tea.

3. Continuing sound + continuing sound

She wants fish. She wantsssfish.

The store's near Main. The storezzznearr/Main.

4. Vowel sound + vowel sound.

Does he ever drink coffee or tea? Does heeeever drink coffeeeor tea?

Make the dog go away. Make the dog goooaway .

She adores vanilla ice cream. Sheeeadorez vanillaaaice cream.

Same sound + same sound

Will Lucy arrive soon? WilliLucy arrive soon?

Please stop pushing! Pleasezzstoppushing!

6. Linking a group of words

Go away! Far away! Goooaway! Farrraway!

Come again whenever you want to. Comemmagain whenever you want to.

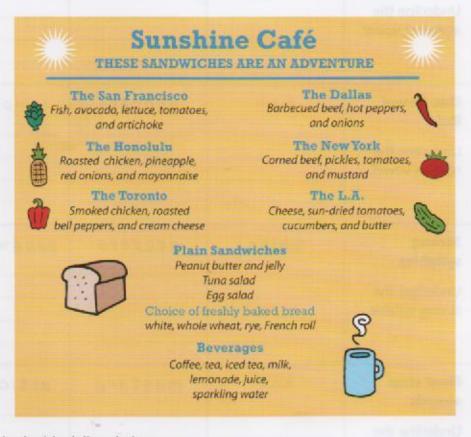
Will it open at ten? Willlitopennatten?

Will it open before nine? Willlitopen beforernine?

Bob ate all of the fish soup. Bobateallilof the fishshshsoup.

Counting syllables: The Sunshine Café □ □ □

1 Listen to the menu for the Sunshine Café.



- 2 Fill in the blank lines below.
 - 1. Write the name of one of the sandwiches,
 - 2. How many syllables are in the name of this sandwich?
 - 3. How many syllables are in the first food in the sandwich?
 - 4. Which beverage has the most syllables?
 - 5. How many syllables does it have?
- 3 Check your answers with a partner.

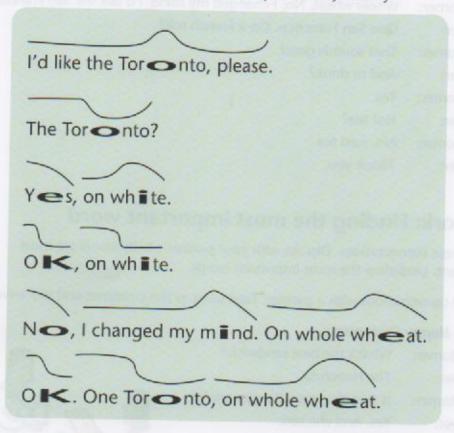
B Sounds and syllables chart

Write one word from the menu in each box in the chart. Some words belong in more than one box, so you can use the same word in two places.

	One syllable	Two syllables	Three syllables
Two Vowel Rule	baked	roasted	artich <u>o</u> ke
Underline the alphabet vowel.			
		***************************************	***************************************
One Vowel Rule	fish	peppers	lemonade
Underline the relative vowel.	***************************************	***************************************	***************************************
i diagram of the control of the cont	***************************************		***************************************
Strong syllables	white	peppers	<u>sand</u> wiches
Underline the strong syllable.		***************************************	
		***************************************	***************************************
Final stop sounds	ho <u>t</u>	mustar <u>d</u>	articho <u>k</u> e
Underline the final stop sound.			
souna.			
Final continuing	be <u>ll</u>	chicken	mayonnaise
sounds		4 22 4 2 1 2 2 2	
Underline the final continuing sound.			



Listen. Then say the conversation until you can say it easily.



Pair work: The most important word

- 1 Listen to these conversations. Underline the most important word in each word group.
- 2 Say the conversations with a partner. Take turns as the customer and the server.

Note: the second conversation is on the next page.

1. Customer: I'd like the Toronto, please.

Server: The Toronto?

Customer: Yes, on whole wheat.

Server: OK. One Toronto, on whole wheat. Coming right up!

2. Customer: I'd like the Honolulu, please.

Server: OK, one Honolulu. What kind of bread?

Customer: Whole wheat. No, I changed my mind. I'd like the San Francisco.

Server: One San Francisco. On a French roll?

Customer: That sounds good.

Server: And to drink?

Customer: Tea.

Server: Hot tea?

Customer: No, iced tea. Server: Thank you.

Pair work: Finding the most important word

- 1 Read these conversations. Discuss with your partner which words are most important. Underline the most important words.
- 2 Say the conversations with a partner. Take turns as the customer and the server.

1. The Happy Customer

Customer: What's the best sandwich?

Server: The Honolulu.

Customer: Is that the one with pineapple?

Server: Yes. And chicken.

Customer: Smoked chicken?

Server: No, roasted chicken.

Customer: That sounds fine!

2. A Problem with Lunch

Customer: I'd like the San Francisco, please.

Server: No fish today.

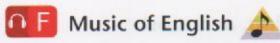
Customer: Well, then I'd like the Toronto.

Server: No chicken today.

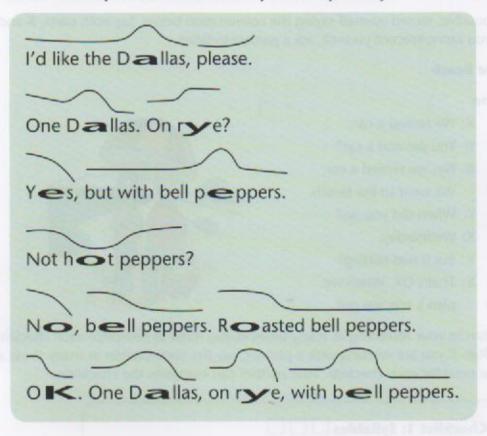
Customer: Do you have anything?

Server: Cheese. But the cheese is bad.

Customer: Then just bring me coffee.



Listen. Then say the conversation until you can say it easily.



G Working with the pyramid

Complete the two pyramids.

- 1. Find the most important word of each word group and write it in the orange level.
- 2. Then find the strong syllable of that word, and write it in the green level.



H Check yourself: Syllables, linking, and most important words

1 If possible, record yourself saying the conversation below. Say both parts, X and Y. If you cannot record yourself, ask a partner to listen.

The Beach

Line

- 1 X: We rented a car.
- 2 Y: You painted a car?
- 3 X: No, we rented a car.
- 4 We went to the beach.
- 5 Y: When did you go?
- 6 X: Wednesday.
- 7 Y: But it was raining!
- 8 X: That's OK. When we
- 9 plan a trip, we go!



2 Listen to your recording as many times as you need to complete each checklist below. If you are working with a partner, say the conversation as many times as you need for each checklist. Your partner can complete the checklists.

ora you get the	right number	of syllables in th	ese words?
Line	Yes	No	Syllables
1 rented	***************************************		(2)
2 painted	*************		(2)
6 Wednesday		************	(2)
7 raining			(2)
9 plan			(1)

Checklist 2: Linking

Did you link these words?

	Yes	No	
rented a			renteda
painted a	***************************************		painteda
went to			wentto
was raining		***************************************	wazzzraining
That's OK			Thatss ₅ OK
plan a			plannna
	painted a went to was raining That's OK	painted a went to was raining That's OK	painted a

limportant words

Checklist 3: Most important words

Did your voice go up or down on these words?

Line		Yes	No	
1	car		***************************************	car
2	painted			painted
3	rented	***********		rented
4	beach			b e ach
5	go	**********	***********	90
6	Wednesday	***************************************	***************************************	W€dnesday
7	raining	***************************************		raining
9	plan	*************	***************************************	plan
9	go		***************************************	90

3 Record the conversation again. Or say it again for your partner. Listen for your improvement.

Check yourself: Final sounds, linking, and most important words

1 Record yourself saying the conversation. Say both parts, X and Y. If you cannot record yourself, ask a partner to listen.

A Party

Line

- 1 X: We're having a party tomorrow night.
- 2 Y: What kind of party?
- 3 X: A birthday party.
- 4 Y: Who's it for?
- 5 X: My sister. She's going to be nineteen.
- 6 Y: Who's coming?
- 7 X: A lot of people.



2 Listen to your recording as many times as you need to complete each checklist below. If you are working with a partner, say the conversation as many times as you need for each checklist. Your partner can complete the checklists.

200000			22.5	
ine		Yes	No	
1 W	e're	***************************************	***************************************	\rightarrow
2 kir	nd		*************	STOP
4 W	ho's			\rightarrow
5 sis	iter			\rightarrow
5 ni	neteen			
7 lo	t			STOP

5.1				
CI	hecklist 2: Linkin	g CSO		
Di	d you link these wo	ords?		
Li	ne	Yes	No	
1	having a party	**************	***************************************	havingaaaparty
1	tomorrow night	*******************************		tomorrowwwnight
2	kind of	*********	***************************************	kindof
4	Who's it	***************************************	************************	Whozzzit
5	going to	************		goingto
5	be nineteen	*************	*******************************	beeenineteen
7	a lot	***************************************		aaalot
7	lot of			lotof

Checklist 3: Most important words Did your voice go up or down on these words? Line Yes No 1 party party 2 kind kind 3 birthday b∎rthday 4 for for 5 sister s i ster 5 nineteen ninet en 6 coming coming 7 lot lot

3 Record the conversation again. Or say it again for your partner. Listen for your improvement.

Review: Syllables, linking, and most important words

1 Record yourself saying this conversation the same way you did before, or ask a partner to listen.

A Trip in the U.S.A.

Line

- 1 X: I'm planning a trip.
- 2 Y: A long trip?
- 3 X: No, just a short one.
- 4 Y: Where are you going?
- 5 X: Washington.
- 6 Y: The capital?
- 7 X: No, Washington state.
- 8 Y: That's a long trip!
- 9 X: Oh, we're flying.
- 10 So it won't take long.
- 11 Y: Is this for business?
- 12 X: No, just for a vacation.
- 13 Y: Well, have a super trip!



2 Listen to your recording as many times as you need to complete each checklist below. If you are working with a partner, say the conversation as many times as you need for each checklist. Your partner can complete the checklists.

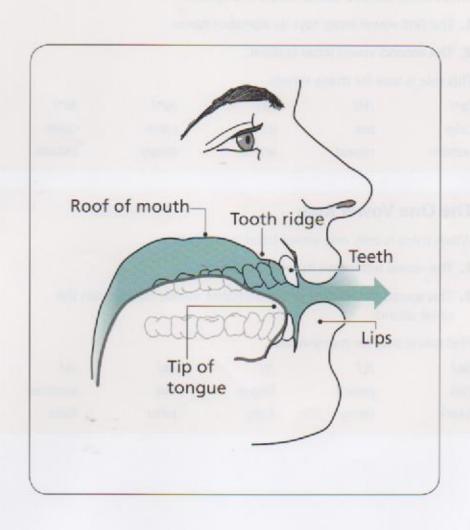
Lin	ie	Yes	No	Syllables
1	planning			(2)
5	Washington	***************************************		(3)
6	capital		***************************************	(3)
9	flying			(2)
11	business			(2)
12	vacation	***************************************	***************************************	(3)
13	super	***************************************		(2)

	ecklist 2: Linkin I you link these wo			
Lin	ie	Yes	No	
3	just a	**************	***************************************	justa
4	Where are you		***************************************	Whererrarerryou
8	That's a		***************************************	Thatsssa
12	for a	***************************************	***************************************	forma
13	have a	************	***************************************	havevva

Checklist 3: Most important word Did your voice go up or down on these words? Line Yes No 1 trip trip 2 long ong 3 short short 4 going going 5 Washington Washington 6 capital capital 7 state state 8 long ong 9 flying flying 10 won't won't 11 business b siness 12 vacation vaca tion 13 super s per

3 Record the conversation again. Or say it again for your partner. Listen for your improvement.

Appendix A Parts of the Mouth



Appendix B Vowel Rules

A Review of vowel rules

These rules work for many words.

The Two Vowel Rule

When there are two vowel letters in a syllable:

- 1. The first vowel letter says its alphabet name.
- 2. The second vowel letter is silent.

This rule is true for many words.

/e ^y /	/i ^y /	/a ^y /	/ow/	/u*/
cake	tea	ice	cone	cube
remain	repeat	arrive	soapy	excuse

The One Vowel Rule

When there is only one vowel letter in a syllable:

- 1. The vowel letter says its relative sound.
- This sound is a relative of the alphabet vowel, but it is not the same sound.

This rule is true for many words.

/æ/	/٤/	/1/	/a/	/^/
can	pencil	finger	hot	summer
Mack	Jenny	Kitty	John	Russ

B More words that follow the vowel rules

/e ^y /	/æ/	/i ^y /	/ε/	/ay/	/1/	/ow/	/a/	/uw/	/^/
ate	at	read	red	mile	mill	coat	cot	suit	sun
rain	ran	seat	set	file	fill	clothes	cloth	true	run
make	Mac	seal	sell	type	tip	soak	sock	blue	bur
same	Sam	mean	men	time	Tim	note	not	tube	tub
rate	rat	beat	bet	style	still	hope	hop	cue	cup

C The letters -y- and -w- as vowels

1 The letter -y- sometimes sounds like /i^y/.

/iy/	city	history	liberty
	pretty	bakery	lottery
	silly	electricity	comedy
	company	jewelry	

2 The letter -y- sometimes sounds like /a^y/.

pay

/e^y/

/ay/	sky	fly	apply
	why	my	cry
	try		

3 Sometimes the letters -y- and -w- act like a second vowel when they follow the letter -a- or -o-. Then the word may follow the Two Vowel Rule.

way

stay

	say	tray	today
	play	may	yesterday
	day	gray	
/ow/	show	below	snow
	slow	throw	rainbow
	grow	arrow	pillow
	flow	low	know

Appendix C How Often Do the Vowel Rules Work?

A The Two Vowel Rule

This rule works for many words, but not all. The chart below shows how often the Two Vowel Rule works in strong syllables. For example, the letters -ai-have the /e*/ sound 95% of the time.

Letters	Sounds	Percent of time ¹	Examples
-ai-		95%	rain, train, afraid
-a- + final -e-	/e ^y /	90%	cake, came, ate
-ay-		93%	day, say, play
-e- + final -e-	commo	32%	Pete, these, athlete
-ee-	/14/	98%	tree, meet, green
-ea-	/i ^y /	69%	tea, please, meat
- y - ²	- Liberton	95%	city, funny, lucky
-i- + final -e	(mw)	77%	ice, time, fine
-igh-²	/a ^y /	100%	high, night, light
-o- + final -e	lieuv hegas	76%	home, phone, alone
-oa-	/ow/	94%	coat, soap, coach
-ow- ²	You	53%	show, below, follow
-u- + final -e	6 cm/	94%	cute, blue, flute
-00-2	/uw/	88%	room, choose, school

Source: A Survey of English Spelling, Edward Carney, Routledge, London, 1994. These percentages of times that these spellings produce these vowel sounds are based on analyses of a database of 2.5 million words in British and American dictionaries.

Note: -y-, -igh-, -ow-, and -oo- do not actually fit the Two Vowel Rule but are included because they are so often pronounced with these vowel sounds.

B The One Vowel Rule

This rule works for many words, but not all. The chart below shows how often the One Vowel Rule works in strong syllables. For example, the letter -a- has the /æ/ sound 91% of the time.

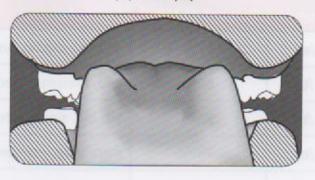
How often does the One Vowel Rule work?					
Letters	Sounds	Percent of time ¹	Examples		
-a-	/æ/	91%	has, cat, aspirin, answer		
-e-	/٤/	82%	bed, message, medicine		
-l-	/1/	93%	his, big, simple, children		
-0-	/a/	74%	stop, shop, problem		
-u-	/A/	66%	up, sun, butter, hundred		

Source: A Survey of English Spelling, Edward Carney, Routledge, London, 1994. These percentages of times that these spellings produce these vowel sounds are based on analyses of a database of 2.5 million words in British and American dictionaries.

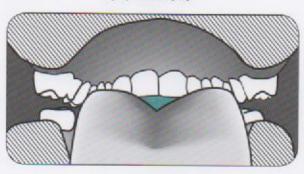
Appendix D Tongue Shapes for /t/, /d/, /s/, /z/, /θ/, /l/, and /r/

Looking to the front

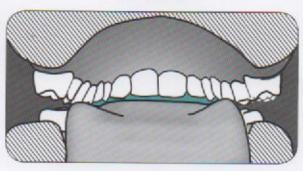
/t/ and /d/



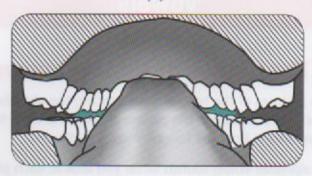
/s/ and /z/



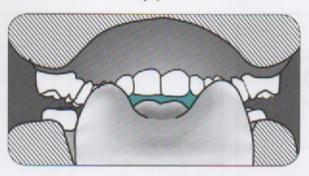
/0/ (-th-)*



^{*} The /θ/ symbol is one of the International Pronunciation Alphabet (IPA) symbols for the letters -th-. See Key to Sound Symbols on page xvii.



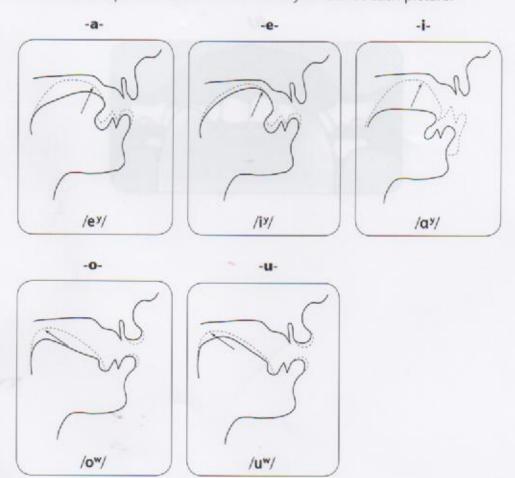
/r/



Extra Practice 1 Vowels

Part 1 The tongue in alphabet vowel sounds

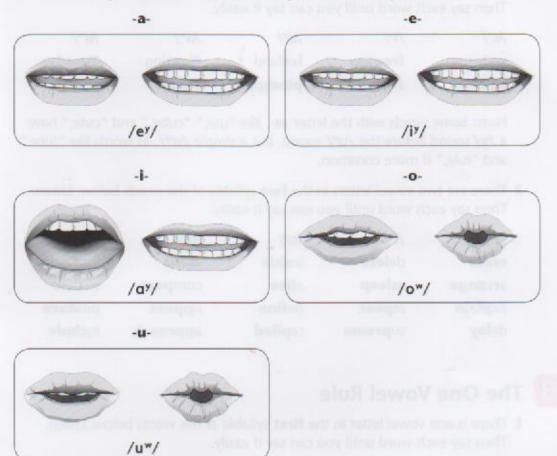
- 1 Look at these pictures of the tongue pronouncing the alphabet vowel sound for each letter. The solid line in the picture shows where the tongue begins. The dotted line shows how the tongue moves at the end.
- 2 Listen to the alphabet vowel sounds while you look at each picture.



Part 2 The lips in alphabet vowel sounds

The following pictures show how the lips change when the alphabet vowel sounds are being said.

Listen to the alphabet vowel sounds while you look at the pictures.



Part 3 Practicing the vowel rules

A The Two Vowel Rule

1 There are two vowel letters in the first syllable of the words below. Listen.
Then say each word until you can say it easily.

/e ^y /	/i y/	/a ^y /	/ow/	/uw/
painting	freeway	Iceland	floating	Tuesday
sailboat	seated	pine apple	soapy	useful

Note: Some words with the letter -u-, like "use," "cube," and "cute," have a /y/ sound before the /u"/ sound. But a simple /u"/, in words like "June" and "rule," is more common.

2 There are two vowel letters in the last syllable of the words below. Listen. Then say each word until you can say it easily.

/e ^y /	/i y/	/a ^y /	/ow/	/uw/
erase	delete	inside	alone	introduce
arrange	asleep	alive	compose	excuse
explain	repeat	define	oppose	produce
delay	su preme	replied	approach	in clude

The One Vowel Rule

1 There is one vowel letter in the first syllable of the words below. Listen. Then say each word until you can say it easily.

/æ/	/E/	/1/	/a/	/٨/
af ter	enter	history	problem	ugly
master	yellow	missing	сору	running
asking	television	Internet	hotter	Sunday
Saturday	relative	children	omelet	under

2 There is one vowel letter in the last syllable of the words below. Listen. Then say each word until you can say it easily.

/æ/	/ E /	/1/	/a/	/٨/
attach	pretend	for bid	forgot	un plug
subtract	for get	insist	adopt	instruct
demand	sug gest	begin	allot	begun

Extra Practice 2 Problem Consonants

Part 1 /v/ and /b/

A Listening to /v/ and /b/

1 Listen to the final sound in each of these words.

rove

robe

curve

curb

2 Listen to the beginning sound in each of these words.

vase

base

vote

boat

B Saying /v/ and /b/

The sound /v/ can continue, but the sound /b/ is a sound that stops.

- When saying /v/, the upper teeth touch the back of the lower lip. The lips
 do not touch each other, and this allows air to flow out of the mouth.
- 2. When saying /b/, the lips close, stopping the air inside the mouth.
- 1 Look at the pictures below to see the differences between /v/ and /b/.

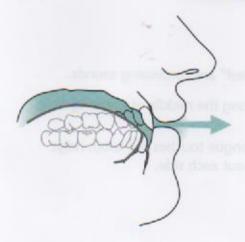


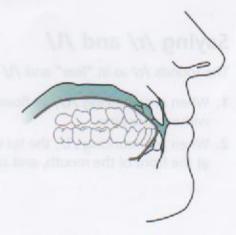
rove /v/



robe /b/

Looking from the side





- 2 Silently try the positions for these two sounds.
 - Note: If you have trouble keeping your lips apart for the /v/ sound, place a pencil or your finger under your upper lip to remind you to keep the lips apart.
- 3 Practice whispering the words "rove" and "robe." Then practice the words out loud.

OC Which word do you hear?

- 1 Listen. Circle the word you hear.
 - 1. vase

base

- 2. rove
- robe
- 3. van
- ban
- 4. very
- berry
- 5. vote
- boat
- 2 Practice saying the words you circled.

Part 2 /r/ and /l/

A Listening to /r/ and /l/

1 Listen to the final sound in each word.

car call

tire

fear

feel

- 2 Listen to the beginning sound in each word.
 - row low

rhyme lime

tile

rain

lane

B Saying /r/ and /l/

The sounds /r/ as in "fear" and /l/ as in "feel" are continuing sounds.

- When pronouncing /r/, air flows out along the middle of the tongue without stopping.
- When pronouncing /I/, the tip of the tongue touches the tooth ridge at the front of the mouth, and air flows out each side.

1 Look at the pictures below to see the difference between /r/ and /l/.



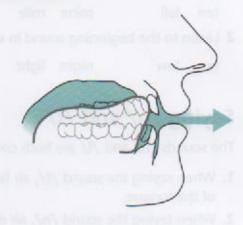
fear /r/



feel /l/

Looking from the side





Looking to the front





2 Whisper the words "fear" and "feel" several times. Then practice saying them out loud.

OC Which word do you hear?

1 Listen. Circle the word you hear.

Final s	ound	Be	Beginning sound		
1. roll	roar	6. loc	k rock		
2. heal	hear	7. lov	row		
3. coal	core	8. late	e rate		
4. steel	steer	9. lan	nb ram		
5. fail	fair	10. lim	e rhyme		

2 Practice saying the words you circled.

Part 3 /n/ and /l/

• A Listening to /n/ and /l/

1 Listen to the final sound in each word.

ten tell mine mile win will

2 Listen to the beginning sound in each word.

no low night light need lead

B Saying /n/ and /l/

The sounds /n/ and /l/ are both continuing sounds.

- When saying the sound /I/, air flows out of the mouth around each side of the tongue.
- 2. When saying the sound /n/, air does not flow out of the mouth. Instead, it flows out of the nose.
- 1 Look at the pictures to see the differences in tongue position and airflow for the sounds /n/ and /l/.

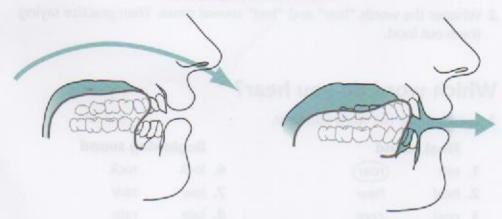


ten /n/



tell /l/

Looking from the side



- 2 Practice the positions for /n/ and /l/. Then whisper the words "ten" and "tell" several times. Pay attention to the difference in air flow for the final sounds.
- 3 Practice saying "ten" and "tell" out loud.

Which word do you hear?

1 Listen. Circle the word you hear.

Final sound		Beginn	Beginning sound			
1. pine	pile	6. name	lame			
2. cone	coal	7. nice	lice			
3. main	mail	8. knife	life			
4. when	well	9. niece	lease			
5. tune	tool	10. not	lot			

2 Practice saying the words you circled.

The sound combinations /nd/ and /ld/

Each of the following words ends in the sound combination /nd/ or /ld/.

Listen and repeat each pair of words. Be careful to say the /n/ and /l/ sounds clearly.

/nd/ /ld/
find filed
phoned fold
trained trailed
mind mild
spend spelled
found fouled

Part 4 $/\theta$ / and /t/

ΩA Listening to /θ/ and /t/

1 Listen to the final sound in each of these words.

bath bat both boat

2 Listen to the beginning sound in each of these words.

thank tank thought taught

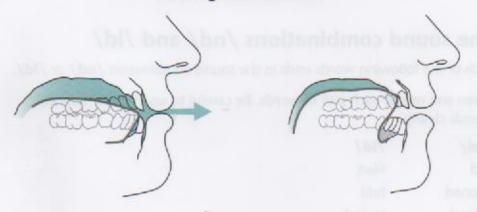
B Saying /θ/ and /t/

The sound $/\theta$ / as in "bath" is a continuing sound, and the sound /t/ as in "bat" is a sound that stops.

1 Look at the pictures of /θ/ and /t/ below and notice how the air flows out of the mouth for /θ/, but stops inside the mouth for /t/.



Looking from the side



Looking to the front



- 2 When saying /\(\theta\)/, your tongue is flat. The tip of your tongue touches your lower front teeth.
 - Practice. Feel the air moving over your tongue and teeth as you say the continuing sound /θ/.
 - Now press your tongue on the bump near your teeth. This bump goes all around the roof of your mouth. Now the air cannot flow out. This will make the stopping sound /t/.

Which word do you hear?

1 Listen. Circle the word you hear.

1. bath bat
2. both boat
3. booth boot
4. faith fate
5. Ruth root
6. math mat

2 Practice saying the words you circled.

Credits

Illustrations

Judith Alderman: 54 (looking to the front), 63 (looking to the front), 75 (looking to the front), 103 (looking to the front), 109 (looking to the front), 111, 134, 135, 141 (looking to the front), 144 (looking to the front); Judy B. Gilbert: 38, 39, 41; Adam Hurwitz: xi, 4, 12 (hands), 14, 15 (hands), 29, 30 (hands), 34, 45, 49, 54 (looking down), 57 (hands), 63 (looking down), 75 (looking down, from the side), 87 (hands), 90, 92, 93, 103 (looking from the side), 108, 109 (looking down), 126, 129, 136, 137, 139, 141 (looking from the side), 142, 144 (looking from the side); Chris Reed: 2, 3, 5, 6, 7, 9, 10, 12 (top), 13, 15 (top), 17, 19, 20, 21, 22, 23, 25, 26, 30 (furniture, newspaper), 31, 33, 40, 43, 46, 47, 50, 51, 52, 57 (bottom), 58, 61, 66, 67, 71, 74, 78, 80, 81, 82, 83, 87 (buildings), 89, 91, 96, 97, 106, 113, 114, 117, 120, 122, 124

Photo

iii ©Tetra Images/Getty Images

Class and Assessment Audio CD Theme Music

"Lone Jack to Knob Noster" by Jack Rummel from his CD, Lone Jack: The Ragtime of Today.

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The Two Vowel Rule

How do you spell "time"?

A Saying the letters of the alphabet

1 Listen. Then say the alphabet vowel sounds and key words.

and carrie i i i i a	out and and	e rorrer sourios a	and hey words.
Letter	Sound	Key word	6, othe
a	/e ^y /	cake	
e	/ly/	tea	
1	/a ^y /	ice	40
0	/ow/	cone	Words that of in the
u see	/u*/	cube	

2 Listen. Then say the names of the alphabet letters. Notice the alphabet vowel sounds in the names of the letters.

a	b	C	d	е	f	g	h	i	j	k	L.	m
n	0	р	q	Г	S	t	u	V	W	х	У	Z