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Introducing English as a Second Language to a New Pronunciation model built around PARESOL (Phonetic Alphabet Revised for English Speakers of Other Languages).

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N E W P R O I N T E R N A T I O N A L

N a p a s

North American Pronunciation Acquisition System

W O R K B O O K E D I T I O N

*By J. P. Donaldson*

Newpro International

North American Pronunciation Acquisition System

N a p a s

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Chapter

1

Keys to Acquiring North American English Pronunciation

With a few simple rules and lots of practice, you can soon be speaking English like a native. In this chapter you will learn some general hints on learning the pronunciation of a language and how to use this book.

This book is designed for two purposes. The first is to help students of English develop listening skill. The way native English speakers talk is very different from the words and sentences studied in classrooms and textbooks. Students often find it difficult to understand speech they would easily understand if it was in printed form. This book will develop listening skills by helping students learn rules of pronunciation that translate written English to spoken English.

The second purpose of this book is to help students who wish to produce pronunciation of English similar to the pronunciation of native English speakers to do so. It is the author’s belief that English, being a global and internationalized language, no longer has a pronunciation pattern we can call “correct.” As such, it is perfectly acceptable for students of English to speak with the pronunciation they currently use unless that pronunciation is so difficult for others to understand that communication breaks down. This book will help students address individual issues they find to be causing communication problems. On the other hand, there are students who wish to produce English that sounds like native speakers. This book will help such students gain an understanding of pronunciation patterns not normally addressed in English textbooks.

This book uses the Phonetic Alphabet Revised for English for Speakers of Other Languages. PARESOL is a phonetic alphabet with thirty-five simplified characters distilled from an analysis of the many different phonetic alphabets used around the world. Although the IPA (International Phonetic Alphabet) and others accurately signify the sounds used in English, there are some symbols that cause confusion to students of English. Another complication is that these alphabets have a large number of symbols, often numbering over a hundred, to precicely record every possible sound in any language. A simplification of the phonetic alphabet resulting in the minimum number of symbols needed to approximate the sounds in the English language would be easier for students to learn. PARESOL provides the minimum number of symbols needed to express English words in the simplest possible form.

This edition uses only Standard North American pronunciation of English.

This book is designed to be used by students of English at all levels.

Throughout this book you will be working on pronunciation on many different levels, including phonemes (individual sounds), syllables, words, phrases, and sentences. As much as possible we will be working simultaneously on different levels.

As you practice the things you learn in this book, there are a few points to keep in mind that might make it easier to improve your pronunciation.

* The North American pronunciation of English is very relaxed in most situations. To develop your skill at relaxing, always imagine that you are either very sleepy or had a little bit too much alcohol. Don’t try too hard. Just relax and speak as smooth and soft as possible.
* Children acquire pronunciation with greater ease than adults generally do. One reason for this is that they have lower inhibitions. You will find that your skills will improve more quickly if you lower your inhibitions when practicing English. To do this, try to produce English without being afraid of making mistakes. Imagine you are a child.
* As you will see in many movies, many good actors have the ability to change their pronunciation depending on the role they are playing. They don’t have to learn every work again, but rather learn transformation rules. For example, an American actor playing a role of someone from London would learn that words that begin with “h” like “hello” have a silent “h”. If you practice the rules in this book until they become natural, you will be able to not only produce near-native North American pronunciation, but also any other dialect of English.

Chapter

2

Vowels

The best place to start studying the pronunciation of North American English is with the basic sounds that make up words. In these next few chapters we will get a firm grip on the basics. In later chapters we will work on pronunciation rules within and between words.

Each dictionary and English textbook uses a different way of showing the pronunciation of words. For example, some dictionaries will write the pronunciation of “fix” as [fiks], others as [fıks], and still others as [fi:ks]. The phonetic script (pronunciation letters) used in this book is PARESOL, which stands for Phonetic Alphabet Revised for English Speakers of Other Languages. It is a synthesis and reduction of other phonetic scripts used around the world.

To start with, let’s see what sounds there are in the English language. Most common of all are the vowels. Vowels are sounds where the mouth is open and air moves without being stopped or restricted by the tongue, teeth, or lips. Most vowels are written using the letters “a,” “e,” “i,” “o,” “u,” or a combination of these letters.

The easiest vowels for non-native English speakers to produce are [a], [o], [u], [e], and [i]. These simple vowels are common in most languages.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Simple Vowels

[a]: father, [faðr], top [tap], want [want]

On the top of the alarm clock is a charming star.

[anðə tap əðə əlarm klak ızə ʧarmiŋ star]

[o]: bone [bon], cone [kon], phone [fon]

Don’t show the notice to those boys.

[don ʃo ðə nodıstə ðoz boiz]

[u]: blue [blu], shoe [ʃu], rooster [rusdr]

Did the movers lose two new boots?

[dıdðə muvrz luz tu nu buts]

[e]: get [get], feather [feðr], medicine [medəsn]

Every pet they sell is healthy.

[evri peðei sel ız helθi]

[i]: feet [fit], heat [hit], mean [min]

We treat people with free meals and cheap seats.

[wi trit pipl wıθ fri milz æn ʧip sits]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The more difficult vowels are [ı], [ʌ], [ə], and [ʊ]. In a later chapter we will spend some time learning and practicing these more complicated vowels.

Complicated Vowels:

The vowel [ı] is very close to the vowel [i]. Actually, it is exactly between the vowels [i] and [e]. Don’t worry about these vowels too much yet because we will practice them more in chapter 2.

[ı]: dig [dıg], ship [ʃıp], picnic [pıknık]

With fifteen big gifts, will Jimmy still feel miserable?

[wıθ fıftin bıg gıfs wıl ʤımi stıl fıl mızrbl]

The vowels [ʌ] and [ə] are exactly the same except [ʌ] is longer and louder than [ə]. They are close to the vowel [a], but the mouth is relaxed more. We will practice this more in the next chapter.

[ʌ]: cup [kʌp], love [lʌv], fun [ʌ]

The funny duck loves his colorful umbrella.

[ðə fʌni dʌk lʌvzız kʌlrfl ʌmbrelə]

[ə]: a [ə], of [əv], computer [kəmpiudr]

A cup of coffee and a donut, please.

[əkʌpə kafi ænə donət pliz]

The vowel [æ] is also close to the vowel [a]. We saw above that [ʌ] and [ə] are *more* relaxed than [a]. The vowel [æ] is *less* relaxed than [a]. The back of the mouth is tighter and is kind of like a quiet scream.

[æ]: back [bæk], cat [kæt], happy [hæpi]

That’s actually the happiest band I’ve ever had the chance to practice with.

[ðæs ækʃli ðə hæpiəs bændaiv evr hædðə ʧænstə prækdıs wıθ]

The vowel [ʊ] is between the vowels [u] and [ʌ]. We will practice this more in the next chapter.

[ʊ]: book [bʊk], foot [fʊt], neigborhood [neibrhʊd]

These good books should be looked over thoroughly.

[ðiz gʊd bʊks ʃudbi lʊkdovr θʊroli]

**Exercise 1**

*Using the vowels learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. If you need me, I’ll be waiting in the back room with Tom and Mary.

[ ıf jə n\_\_\_\_d m\_\_\_\_, ail bi w\_\_\_ \_\_\_diŋ ın ðə b­\_\_\_k r\_\_\_m wıθ t­\_\_\_m ən m­\_\_\_r\_\_\_ ]

1. Fifteen people sat under the tree in the hot summer sun.

[ f\_\_\_ft\_\_\_n p\_\_\_pl s\_\_\_\_t \_\_\_ndr ðə tr\_\_\_ \_\_\_n ðə h\_\_\_t s\_\_\_mr s\_\_\_n ]

1. She found her keys under the sofa, along with a ten dollar bill.

[ ʃ\_\_\_ fæʊnd hr k\_\_\_z \_\_\_ndr ðə s\_\_\_f\_\_\_, \_\_\_l\_\_\_ŋ w\_\_\_θ ə t­\_\_\_n d\_\_\_lr b\_\_\_l ]

1. You will need to set up one hundred and fifty chairs.

[ ju w\_\_\_l n\_\_\_d tə s\_\_\_t \_\_\_p w\_\_\_n h\_\_\_ndrəd æn f\_\_\_fdi ʧ\_\_\_rz ]

1. Instead of eating junk food every day, you should eat vegetables.

[ ınst­\_\_\_d əv \_\_\_d\_\_\_ŋ ʤ\_\_\_nk f­\_\_\_d \_\_\_vr\_\_\_ dei, ju ʃ\_\_\_d \_\_\_t v\_\_\_ʤtəblz ]

*You can check your answers in Appendix A at the end of the book.*

**Other Vowels**

There are some other sounds that you may find in a dictionary or other sources. They are found in other dialects of English such as British English, Brooklyn English, Australian English, etc... In this book you will not have to learn any other vowels besides [i, ı, e, ə, ʌ, ʊ, u, o, a,] and [æ].

Some vowels, like [a, i, u, e, o], are common in almost every language in the world. Other vowels that are common in English don’t exist in most other languages. In Italian or Japanese, for example, you will never find the vowels [æ], [ı], and [ʊ].

Chapter

3

Practicing Vowels

In this chapter we will take some time to practice the more difficult vowels. Be sure to listen carefully to yourself, teachers, and friends when they say the words you find here.

**[ o → a ]**

Let’s start with the vowel most often pronounced by students of English with a different vowel than is used by North American native English speakers. Some words are spelled with an “o” but pronounced with an [a] in North American English (many dictionaries will write [ɔ] for these words, but [a] is close enough). Usually they are spelled with an “o” between two consonants. Other words are spelled with an “o” and another vowel, but pronounced [a].

blond

[bland]

block

[blak]

body

[badi]

bomb

[bam]

bond

[band]

bottle

[badl]

box

[baks]

clock

[klak]

closet

[klazət]

cock

[kak]

cod

[kad]

coffee

[kafi]

comedy

[kamədi]

cop

[kap]

cost

[kasd]

cross

[kras]

doctor

[dakdr]

dog

[dag]

doll

[dal]

donkey

[daŋki]

dot

[dat]

drop

[drap]

floss

[flas]

fog

[fag]

frog

[frag]

follow

[falo]

god

[gad]

gone

[gan]

gossip

[gasıp]

got

[gat]

hobby

[habi]

hockey

[haki]

holiday

[halədei]

hop

[hap]

hospital

[haspıdl]

hot

[hat]

job

[ʤab]

jockey

[ʤaki]

jog

[ʤag]

jolly

[ʤali]

lobster

[labsdr]

lobby

[labi]

lock

[lak]

loft

[laft]

log

[lag]

long

[laŋ]

lost

[last]

lot

[lat]

mob

[mab]

modern

[madrn]

mom

[mam]

mop

[map]

moth

[maθ]

knob

[nab]

knock

[nak]

nod

[nad]

not

[nat]

off

[af]

office

[afıs]

on

[an]

pocket

[pakət]

pod

[pad]

politics

[palətıks]

pond

[pand]

pop

[pap]

possible

[pasəbl]

pot

[pat]

probably

[prabli]

problem

[prabləm]

rob

[rab]

rock

[rak]

rod

[rad]

rot

[rat]

shock

[ʃak]

shopping

[ʃapiŋ]

sob

[sab]

soccer

[sakr]

sock

[sak]

soft

[safd]

toggle

[tagl]

top

[tap]

toss

[tas]

volume

[valjum]

wobble

[wabl]

Some other words are pronounced [a] but are spelled with an “o”:

abroad → [əbrad]

bought → [bat]

brought → [brat]

cough → [kaf]

fought → [fat]

thought → [θat]

taught → [tat]

**Exercise 2**

*Using the vowels learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. The boss wants Robin to go shopping at Loft One on Broadway.

[ ðə b\_\_\_s w\_\_\_ns r\_\_\_b\_\_\_n tə go ʃ\_\_\_p\_\_\_ŋ æt l\_\_\_ft w\_\_\_n \_\_\_n br\_\_\_dw\_\_\_ \_\_\_ ]

1. He got a bottle of beer in the bar when he finished his job.

[ h\_\_\_ g\_\_\_də b\_\_\_dl ə b\_\_\_r ın ðə b\_\_\_r hw\_\_\_n i f\_\_\_n\_\_\_ʃd ız ʤ\_\_\_b ]

1. My dog ate a box of rotten donuts.

[ m\_\_\_ \_\_\_ d\_\_\_g \_\_\_ \_\_\_də b\_\_\_ks ə r\_\_\_Ɂn d\_\_\_n\_\_\_ts ]

1. Hot coffee costs two bucks, but it’s half off today.

[ h\_\_\_t k\_\_\_f\_\_\_ k\_\_\_sts t\_\_\_ b\_\_\_ks, b\_\_\_t \_\_\_ts h\_\_\_f \_\_\_f tədei ]

1. She has long blond hair and a lot of freckles.

[ ʃ\_\_\_ h\_\_\_z l\_\_\_ŋ bl\_\_\_nd h\_\_\_r ænə l\_\_\_də fr\_\_\_klz ]

*You can check your answers in Appendix A at the end of the book.*

### **[ ı - i - e ]**

### Another vowel that often needs more practice is the sound [ı]. Because most languages don’t have this sound, but have the sound [i], problems sometimes arise when students pronounce words that should be said using the vowel [ı] instead of the vowel [i]. For example, unless the situation is really clear, a native English speaker might not be able to understand if you say “eat” [it] when you meant to say “it” [ıt]. On the next page you will find a list of words for practicing the difference between the vowel [i] and the vowel [ı]. The vowel [ı] is not found in most languages. It is halfway between the vowels [i] and [e], which are the most common vowels in many languages. Practice saying:

[bibıbebıbi] [didıdedıdi] [mimımemımi]

Did you notice that the [ı] sound is between the other two?

[i → ı → e]

Some common words with [ı] are: it, is, in, big, chin, dinner, dish, finish, fish, gift, give, him, his, kiss, listen, mix, pick, pig, pitch, quick, rich, rib, really, sick, simple, until, will, win and wish.

To practice:

1) First practice saying all the words in the [i] column on the next page.

(eat, bean, dean, feel …)

2) Then practice saying all the words in the [e] column.

(etcetera, Ben, den, fell …)

3) Next practice saying a word in the [i] column and the word in the same line under the [e] column.

(eat – etcetera, bean – Ben, dean – den, feel – fell …)

4) Now say a word in the [i] column, then the word in the [ı] column, and the word in the [e] column.

(eat – it – etcetera, bean – been – Ben, dean – dinner – den, feel – fill –

fell …)

5) Finally say all three words together in each line.

(eat/it/etcetera, bean/been/Ben, dean/dinner/den, feel/fill/fell …)

**[i]**

each

[iʧ]

bean

[bin]

dean

[din]

feel

[fil]

heat

[hit]

leave

[liv]

meat

[mit]

neat

[nit]

Pete

[pit]

read

[rid]

seat

[sit]

teen

[tin]

**[ı]**

itch

[ıʧ]

been

[bın]

din

[dın]

fill

[fıl]

hit

[hıt]

live

[lıv]

mit

[mıt]

knit

[nıt]

pit

[pıt]

rid

[rıd]

sit

[sıt]

tin

[tın]

**[e]**

etch

[eʧ]

Ben

[ben]

den

[den]

fell

[fel]

head

[hed]

lever

[levr]

met

[met]

net

[net]

pet

[pet]

read (past tense)

[red]

set

[set]

ten

[ten]

**Exercise 3**

*Using the vowels learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. We really think the fish and chips are impressive.

[ w\_\_\_ r\_\_\_l\_\_\_ θ\_\_\_nk ðə f\_\_\_ʃ æn ʧ\_\_\_ps ar \_\_\_mpr\_\_\_s\_\_\_v ]

1. Living in this city is very interesting.

[ l\_\_\_v\_\_\_ŋ \_\_\_n ð\_\_\_s s\_\_\_d\_\_\_ \_\_\_z v\_\_\_r\_\_\_ \_\_\_ntrəst\_\_\_ŋ ]

1. It will be impossible to be there at six o’clock.

[ \_\_\_t w\_\_\_l b\_\_\_ \_\_\_mp\_\_\_səbl tə b\_\_\_ ð\_\_\_r \_\_\_t s\_\_\_ks əklak ]

1. Immigration is an important issue these days.

[ \_\_\_məgr\_\_\_ \_\_\_ʃən \_\_\_z ən \_\_\_mportənt \_\_\_ʃ\_\_\_ ð\_\_\_z d\_\_\_ \_\_\_z ]

1. She shipped the sheepskin rugs in tins to the ten teens.

[ ʃ\_\_\_ ʃ\_\_\_pd ðə ʃ\_\_\_psk\_\_\_n r\_\_\_gz \_\_\_n t\_\_\_nz tə ðə t\_\_\_n t\_\_\_nz ]

*You can check your answers in Appendix A at the end of the book.*

### **[ u - ʊ - ʌ - a - æ ]**

### In this next section you will practice three vowels that are common in the English language, but are very rare in other languages: [ʊ], [ʌ], and [æ]:

The sounds [u] and [a] are often used in English, the same as they are in most languages such as Chinese, Japanese, Spanish, and German. The sounds [ʊ], [ʌ], and [æ] are not used in many languages, but can be produced by practicing them in a series as shown below. The sound [ʊ] is between the sounds [u] and [ʌ]. The sounds [ʊ] and [ʌ] are both between the sounds [u] and [a]. The sound [æ] is produced by making the sounds [a] and [e] at the same time while also opening the mouth more and moving the back of the tongue closer to the back of the mouth. It might be helpful to think of it as sounding similar to a scream. The words below are selected according to North American pronunciation. Although the sounds [u], [ʊ], [ʌ], [a], and [æ] appear in all other standard pronunciation dialects, they might not correspond to the words on the next page.

Practice this while paying attention to the relationship between the sounds:

[bubʊbʌbabæ - bæbabʌbʊbu]

[dudʊdʌdadæ - dædadʌdʊdu]

[mumʊmʌmamæ - mæmamʌmʊmu]

[lelælelælelæ] [rılirælirʌli]

To practice:

1) First practice saying a word in the [u] column and the word in the same line under the [a] column.

(boom – Bach, room – rock, fool – fall …)

2) Now say a word in the [u] column, then the word in the [ʊ] column, then the word in the [ʌ] column and the word in the [a] column.

(boom – book – buck – Bach, room – rookie – run – rock …)

3) Then say each word in each line

(boom – book – buck – Back – back, room – rookie – run – rock – rack …)

4) Finally say all five words together in each line.

(boom/book/buck/Back/back, room/rookie/run/rock/rack … )

**[u]**

boom

[bum]

room

[rum]

fool

[ful]

google

[gugl]

hoop

[hup]

loom

[lum]

pool

[pul]

shoot

[ʃut]

tooth

[tuθ]

womb

[wum]

**[ʊ]**

book

[bʊk]

rookie

[rʊki]

full

[fʊl]

good

[gʊd]

hook

[hʊk]

look

[lʊk]

push

[pʊʃ]

should

[ʃʊd]

took

[tʊk]

wood

[wʊd]

**[ʌ]**

buck

[bʌk]

run

[rʌn]

fun

[fʌn]

guts

[gʌts]

honey

[hʌni]

luck

[lʌk]

pun

[pʌn]

shut

[ʃʌt]

tongue

[tʌŋ]

won/one

[wʌn]

**[a]**

Bach

[bak]

rock

[rak]

fall

[fal]

got

[gat]

hot

[hat]

lock

[lak]

pocket

[pakət]

shot

[ʃat]

talk

[tak]

want

[wan]

**[æ]**

back

[bæk]

rack

[ræk]

fat

[fæt]

gas

[gæs]

ham

[hæm]

lack

[læk]

pass

[pæs]

shack

[ʃæk]

task

[tæsk]

wag

[wæg]

**Exercise 4**

*Using the vowels learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. Would you look under the wood box in the back?

[ w\_\_\_ʤə l\_\_\_k \_\_\_ndr ðə w\_\_\_d b\_\_\_ks \_\_\_n ðə b\_\_\_k ]

1. Truth was under attack in two new books.

[ tr\_\_\_θ wəz \_\_\_ndr ət­\_\_\_k ın t\_\_\_ n\_\_\_ b\_\_\_ks ]

1. The rookie broke through with an outstanding batting average.

[ ðə r\_\_\_k\_\_\_ br\_\_\_k θr\_\_\_ w\_\_\_θ ən æʊtst\_\_\_nd\_\_\_ŋ b\_\_\_d\_\_\_ŋ \_\_\_vreʤ ]

1. They should view the bulding as a good model.

[ ðei ʃ\_\_\_d vj\_\_\_ ðə b\_\_\_ld­­\_\_\_ŋ æz ə g\_\_\_d m\_\_\_dl ]

1. I couldn’t prove it unless I used a computer.

[ ai k\_\_\_dn pr\_\_\_v ıt \_\_\_nl\_\_\_s ai j\_\_\_zd ə kəmpj\_\_\_dr ]

*You can check your answers in Appendix A at the end of the book.*

Chapter

4

Consonants

In this chapter you will learn the consonants used in English. Consonants are any sounds that are not vowels. In other words, the sounds are not open.

There are many more consonants in any language than there are vowels. Consonants are any sounds that are not vowels (open sounds). While vowels are usually written with the letters a, e, i, o, u, and sometimes y, consonants are usually written with the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. Sometimes r and y are vowels. There are also sets of letters that make up consonants such as ch, sh, and th.

First we will practice the easiest and most common consonants used in English.

Simple Consonants:

[b]: baby [beibi], cable [keibl], brown [bræun], bathtub [bæθtʌb]

Billy brought a box of baby bibs.

[bıli bradə baksə beibi bıbz]

[d]: dish [dıʃ], order [ordr], advertise [ædvərtaiz], said [sed]

At dinner I ordered a little salad and a dish of noodles.

[ædınr ai ordrdə lıdl sælʌd ænə dıʃə nudǝlz]

[f]: fish [fıʃ], fox [faks], after [æfdr], photographer [fətagrəfr]

Fifty-five foreigners from far away left for France.

[fıfdifaiv forenrz frʌm far əwei lef fr fræns]

[g]: going [goiŋ], give [gıv], egg [eig]

Guests argued aggressively over the gorgeous gifts.

[gests argiud əgresıvli ovr ðə gorʤəs gıfs]

[h]: hello [helo], hamster [hæmsdr], human [hjumən], ahead [əhed]

Humans who help hundreds have hopeful lives are happy.

[hjumənz hu help hʌndrədz hæv hopfʊl laivz r hæpi]

[k]: kite [kait], cat [kæt], actor [ækdr], quickly [kwıkli], actually [ækʃli]

Kangaroos can kick extremely actively if caught.

[kæŋgəruz kən kık ekstrimli ækdıvli ıf kat]

[l]: love [lʌv], really [rıli], fall [fal]

We should only look at really long-term goals.

[wi ʃʊd onli lʊkæ rıli laŋtrm golz]

[m]: music [mjuzık], lamp [læmp], farm [farm]

Many impossible dreams come true.

[meni ımpasəbl drimz kʌm tru]

[n]: nose [noz], funny [fʌni], entertainment [enərtainmen]

Never enter personal identification numbers unless you are alone.

[nevr enr prsənl aidenəfəkeiʃən nʌmbrz ʌnles jur əlon]

[p]: piece [pis], opportunity [apərtunıdi], camp [kæmp]

Perhaps people will open up the packages.

[prhæps pipl wıl opn ʌp ðə pækeʤəz]

[r]: ring [riŋ], early [rli], other [ʌðr]

Every Saturday afternoon I rest for several hours.

[evri sædrdei æfdrnun ai resfr sevrl æʊrz]

[s]: song [saŋ], basket [bæsket], force [fors]

She eats several baskets of strawberries unless we stop her.

[ʃi itsevrl bæsgetsə straberiz ʌnles wi stapər]

[t]: telephone [teləfon], interesting [ıntrəstiŋ], boat [bot]

Tell him to get two tickets to Taiwan.

[telım tə getu tıkəts tə taiwan]

[v]: violin [vaiəlın], over [ovr], give [gıv]

Every one of our loaves is above average.

[evri wʌn əvar lovzıs əbʌv ævreʤ]

[w]/[hw]: one [wʌn], with [wıθ], where [hwer], when [hwen], why [hwai]

When we whisk whipped cream we put the spoon somewhere.

[wen wi hwısk hwıpkrim wi pʊðə spun sʌmhwer]

[z]: zebra [zibrə], visible [vızəbl], pickles [pıklz]

Zebras grazed leisurely in fields of reeds and shrubs.

[zibrəz greizd liʒrli ın fıldzə ridz æn ʃrʌbz]

The consonants above are written using letters from the alphabet. There are other consonants that are written using special symbols used only when we work on pronunciation. These are a little more difficult than the consonants above.

Complicated Consonants:

[ʃ]: shopping [ʃapiŋ], fashion [fæʃən], finish [fınıʃ]

Surely we should finish shopping before rushing off to the fashion show.

[ʃrli wi ʃʊd fınıʃ ʃapiŋ bifor rʌʃiŋ aftə ðə fæʃən ʃo]

[ʧ]: child [ʧaild], watching [waʧiŋ], spinach [spınıʧ]

Cheap watches cost too much in Charleston.

[ʧip waʧəz kas tu mʌʧ ın ʧarlztən]

[ʒ]: garage [gəraʒ], measure [meiʒʊr]

I treasure my leisure time and find pleasure in my decision to retire.

[ai treiʒr mai liʒr taim æn faind pleiʒr ın mai dısıʒən tə ritair]

[ʤ]: jam [ʤæm], ledger [leʤr], edge [eʤ]

George just jumped over the edge.

[ʤorʤ ʤʌs ʤʌmpdovr ðə eʤ]

[ð]: this [ðıs], other [ʌðr], bathe [beið]

That’s the brother of the star.

[ðætsðə brʌðr əðə star]

[θ]: think [θiŋk], author [aθr], math [mæθ]

Thank you for thinking of both things.

[θeiŋkiu fr θiŋkiŋ ə boθiŋz]

[ŋ]: ringing [riŋiŋ], hungry [hʌŋgri], Hong Kong [haŋkaŋ]

I think I was dreaming I had wings and was singing songs.

[ai θiŋk ai wəz drimiŋ ai hæd wiŋz æn wəz siŋiŋ saŋz]

[ʔ]: cotton [kaʔn], button [bʌʔn], eaten [iʔn]

Have you ever eaten cotton candy at the carnival?

[hævjə evr iʔn kaʔn kændi aʔðə karnǝvl]

[j]: yellow [jelo], you [ju]/[jə], saying [seijiŋ]

Yesterday I saw you buying a yellow yacht.

[jesdrdei ai sajə baijiŋ ə jelo yat]

Note: The sounds [i] and [j] are almost the same. To make the consonant [j] you should make the vowel [i] and then make it tighter. Also notice that the consonant [j] is usually found at the beginning or end of a word or inside a word next to the vowel [i].

**Exercise 5**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. These problems are extremely complicated.

[ \_\_\_i\_\_\_ p\_\_ablə\_\_\_ \_\_\_ ar e\_\_\_ \_\_\_ \_\_\_ \_\_\_imli \_\_\_a\_\_\_ \_\_\_ \_\_\_ı\_\_\_eidəd ]

1. Charlie tried to measure the yellow cotton jacket.

[ \_\_\_a\_\_\_ \_\_\_i \_\_\_ \_\_\_aid tə mei\_\_\_r ðə \_\_\_e\_\_\_o ka\_\_\_n \_\_\_ækət ]

1. She was singing a song written at the turn of the century.

[ \_\_\_i \_\_\_ʌ\_\_\_ si\_\_\_i\_\_\_ ə sa\_\_\_ \_\_\_ı\_\_\_n æɁðə trn əðə \_\_\_en\_\_\_ʊri ]

1. I think they thought about the theory for three thousand years.

[ ai \_\_\_i\_\_\_k \_\_\_ei \_\_\_a\_\_\_ əbæʊt ðə \_\_\_ıri fr ­­\_\_\_ \_\_\_i \_\_\_æʊ\_\_\_nd \_\_\_ır\_\_\_ ]

1. Thomas usually works on his homework a few hours every night.

[ \_\_\_aməs \_\_\_u\_\_\_li \_\_\_rks an hız \_\_\_o\_\_\_ \_\_\_ \_\_\_ \_\_\_ ə f\_\_\_u æʊr\_\_\_ e\_\_\_ \_\_\_i nai\_\_\_ ]

*You can check your answers in Appendix A at the end of the book.*

Chapter

5

Practicing Consonants

In this chapter you will practice the more difficult consonants used in English. While you are practicing, please pay very close attention to the difference between how they sound in English and how they sound in your native language.

In North American English there are some consonants that are not used in other languages. In this chapter you will learn how to make these sounds. There are also some consonants that are very similar to those used in other languages, but it is useful to practice so you can produce the same sounds as those made by native English speakers.

**[ r / l ]**

Probably the most difficult sounds in English are [r] and [l]. Each language has a slightly different way of making these consonants. The [r] sound is produced by flattening the back and sides of the tongue so that the sides of the tongue are firmly pressed against the back teeth. The front of the tongue is raised slightly, but not allowed to touch the top of the mouth or the teeth. Air passes smoothly over the front of the tongue without any stop. The [l] sound is produced by narrowing the back and sides of the tongue so that the sides of the tongue do not touch the teeth or any part of the mouth. The front of the tongue is raised and pressed softly against the roof of the mouth or the back of the front upper teeth. Air passes smoothly over the sides of the tongue without any stop.

The sounds indicated by the letter “r” in other languages are sometimes different than the English [r]. For example, the Japanese sounds that are indicated by the letter “r” or the Spanish rolled “r” are not as continuous and smooth. In the English [r] and [l] sounds the tongue at all times allows air to pass smoothly without any stop, either over the front or sides.

Practice saying the following making sure to keep the air flowing smoothly without any pause: [ralaralaralarala] [loroloroloroloro] [rulurulurulurulu]

To practice:

1) Next practice saying a word in the [r] column and the word in the same line under the [l] column.

(pray – play, car – call, rack - lack …)

2) Now say a word in the [r] column, then the word in the [l] column, and the word in the [r] column.

(pray – play – pray, car – call – car, rack – lack – rack …)

3) Finally say both words together in each line.

(pray/play, car/call, rack/lack …)

**[r]**

pray

[prei]

car

[kar]

rack

[ræk]

rent

[ren]

well

[wel]

rise

[raiz]

bill

[bıl]

rift

[rıft]

rode

[rod]

rude

[rud]

rook

[rʊk]

room

[rum]

**[l]**

play

[plei]

call

[kal]

lack

[læk]

lent

[len]

wear

[wer]

lies

[laiz]

beer

[bır]

lift

[lıft]

load

[lod]

lewd

[lud]

look

[lʊk]

loom

[lum]

**Exercise 6**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. Leftovers \_\_\_\_\_\_\_\_\_\_ taste much \_\_\_\_\_\_\_\_ if they are \_\_\_\_\_\_\_\_\_\_\_\_\_.

[ lefdovrz rıli teist mʌʧ bedr ıf ðei ar fraid ]

1. Please \_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_ on the \_\_\_\_\_\_\_\_\_\_.

[ pliz liv ðə rest əv ðə peiprz ın ðə trej an ðə rait ]

1. Larry \_\_\_\_\_\_\_\_\_ his \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ than anything in the \_\_\_\_\_\_\_\_\_\_\_\_\_.

[ leri lʌvz hız grlfrend mor thən eniθiŋ ın ðə wrld ]

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ drifted \_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ə pliziŋ smel drıfdəd θru ðə lıviŋrum ]

1. \_\_\_\_\_\_\_\_\_\_\_\_ her \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ more than \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_.

[ klırli hr brʌðr laiks bır mor ðæn ʌθr driŋks ]

*You can check your answers in Appendix A at the end of the book.*

**[ ð / θ ]**

The [ð] and [θ] sounds are quite common in English, but almost never used in any other language in the world. They are both exactly the same except [ð] uses voice, while [θ] uses only air movement without any voice. These sounds are made by making the tongue soft and flat so that it softly touches all of the teeth, including back and front, upper and lower. The position of the tongue is very close to [d] and [t]. The front of the tongue is forward slightly so it touches (or almost touches) the back of the teeth. To make the movement of air smooth and soft, the teeth are opened approximately 0.5cm and remain open for the whole sound.

Practice saying the following and make sure the air is moving smoothly and uninterrupted:

[ðaθaðaθaðaθa]

[θoðoθoðoθoðo]

[ðeiθeiðeiθeiðeiθei]

[ðæzæðæzæðæzæ]

[θʌsʌθʌsʌθʌsʌ]

To practice:

1) First practice saying the words in each column.

(breed – breathe – breeze, laid – lathe – laze… tank – thank – sank …)

2) Then say all three words together in each line.

(breed/breathe/breeze, laid/lathe/laze, … tank/thank/sank …)

**[d]**

breed

[brid]

laid

[leid]

dat\*

[dæt]

dares

[derz]

tide

[taid]

fodder

[fadr]

neater

[nidr]

**[ð]**

breathe

[brið]

lathe

[leið]

that

[ðæt]

there’s

[ðerz]

tithe

[taið]

father

[faðr]

neither

[niðr]

**[z]**

breeze

[briz]

laze

[leiz]

zat

[zæt]

Zayre’s

[zerz]

ties

[taiz]

fazzer\*

[fazr]

knees are

[nizr]

\*not English words

**[t]**

tank

[teiŋk]

tink

[tiŋk]

tore

[tor]

and tum\*

[æntʌm]

bat

[bæt]

fate

[feit]

team

[tim]

**[θ]**

thank

[θeiŋk]

think

[θiŋk]

Thor

[θor]

anthem

[ænθʌm]

bath

[bæθ]

faith

[feiθ]

theme

[θim]

**[s]**

sank

[seiŋk]

sink

[siŋk]

soar

[sor]

and some

[ænsʌm]

bass

[bæs]

face

[feis]

seam/seem

[sim]

\*not English words

**Exercise 7**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. Thirty other leather coats were there in the bathtub.

[ \_\_\_rdi ʌ\_\_\_r le\_\_\_r kots wr \_\_\_er ın \_\_\_ə bæ\_\_\_tʌb ]

1. Clothing can be thought of as an expression of thought.

[ klo\_\_\_iŋ kn bi \_\_\_at əv æz ən ekspreʃən əf \_\_\_at ]

1. My mother and brother visited me when I went north.

[ mai mʌ\_\_\_r æn brʌ\_\_\_r vızıdəd mi hwen ai went nor\_\_\_ ]

1. The weather thankfully cleared up last month.

[ \_\_\_ə we\_\_\_r \_\_\_eiŋkfʊli klırd ʌp læs mʌn\_\_\_ ]

1. One tenth of the math problems were beneath the graph.

[ wʌn ten\_\_\_ əv \_\_\_ə mæ\_\_\_ prabləmz wr bini\_\_\_ \_\_\_ə græf ]

*You can check your answers in Appendix A at the end of the book.*

### **[ s / ʃ ]**

### The consonants [s] and [ʃ] are both used a lot in English. In almost every language you will find the sound [s], but in many languages the sound [ʃ] is never or rarely used.

The English sounds [sı] and [si] are produced by leaving the tongue flat in the bottom of the mouth while pushing air through closed teeth. The tongue does not move at any time while making this sound. The sound [ʃi] is the same as the sound [si] except the tongue is pushed up and forward in the mouth a little bit more. In some languages like Japanese, the sound [si] does not exist. Students whose native language does not have this sound may find it useful to start by making the sound [swi] like in the words “sweep,” “swing,” or “sweet.” Then change the [w] sound to a [u] sound, resulting in the sound [sui]. Then take out the vowel [u], and then you will have [si].

Repeat the following:

[siʃisiʃisiʃi] [sıʃısıʃısıʃı] [sisıʃiʃı] [isizisizisi]

To practice:

1) First practice saying all the words in the [ʃi]/[ʃı] column.

(she, she’d, shitty …)

2) Then practice saying all the words in the [si]/[sı] column.

(see, seed, city …)

3) Next practice saying a word in the [sui]/[suı] column and the word in the same line under the [si]/[sı] and [ʃi]/[ʃı] columns.

(swee - see - she, swede - seed - she’d, swity - city - shitty …)

4) Finally say both words together in each line.

(swee/see/she,swede/seed/she’d,swity/city/shitty ….)

**[sui] or [suı]**

swee\*

[sui]

swede

[suid]

swidy\*

[suıdi]

sween\*

[suin]

sweek\*

[suik]

sweep

[suip]

swip\*

[suıp]

swift

[suıft]

**[si] or [sı]**

see/sea

[si]

seed

[sid]

city

[sıdi]

seen

[sin]

seek

[sik]

seep

[sip]

sip

[sıp]

sift

[sıft]

**[ʃi] or [ʃı]**

she

[ʃi]

she’d

[ʃid]

shitty

[ʃıdi]

sheen

[ʃin]

sheik

[ʃik]

sheep

[ʃip]

ship

[ʃıp]

shift

[ʃıft]

\*not English words

**Exercise 8**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ ready to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ʃi simd redi tə fınıʃ ]

1. \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ʃi selz ʃaini siʃelz bai ðə siʃor ]

1. You \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ up the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hair.

[ ju ʃʊd swip ʌp ðə ʃip her ]

1. We’ll go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ wıl go ʃapiŋ æt sıdi senr ]

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ likes to \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the deck of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ʃi laiks tə sıp sodə an ðə dek əðə ʃıp ]

*You can check your answers in Appendix A at the end of the book.*

**[ Ɂ ]**

Probably the sound most commonly overlooked in English classes is the consonant [ʔ]. Although it is used in many languages around the world, it is usually not written as part of the alphabet or character set of those languages. The same is true in English.

The sound [ʔ] is made by stopping the air quickly at the back of the throat. To find the right place in the throat for stopping the air, hold your breath for a few seconds with your mouth open. Although this sound is not very common within words in North American English, often a word ending with [t] will change to [ʔ] if the next word starts with a consonant. We will get into the rules governing such changes in a later chapter. If there is a [t] inside a word it will sometimes change to [ʔ] if the next sound is [l] or [n]. The thing to remember is that [ʔ] is usually heard as a replacement for the letter “t” inside a word.

Repeat the following:

[aiueo] [aaaiiiuuueeeooo] [aiueo]

Now stop the air between each vowel:

[aʔiʔuʔeʔo] [aʔaʔaʔiʔiʔiʔuʔuʔuʔeʔeʔeʔoʔoʔo] [aʔiʔuʔeʔo]

Repeat the following:

Art is art if art has artistic artists artfully making art.

[ardızarıf arʔhæz artısdik ardısts arʔfʊli meikiŋ art]

I’ve eaten rotten meat so I’ve gotten sick.

[aiv iʔn raʔn miʔso aiv gaʔn sık]

Repeat the words in each column on the next page:

**[d]**

caught an

[kadən]

but an

[bʌdən]

eat an

[idən]

height in

[haidın]

four got in

[forgadın]

rot in

[radın]

beat an

[bidən]

fright inning

[fraidıniŋ]

**[t]**

caw ton

[katən]

but ton

[bʌtən]

eat ton

[itən]

height tin

[haitın]

forgot tin

[forgatın]

raw ten

[raten]

beat ton

[bitən]

fright tinning

[fraitıniŋ]

**[ʔ]**

cotton

[kaʔn]

button

[bʌʔn]

eaten

[iʔn]

heighten

[haiʔn]

forgotten

[forgaɁn]

rotten

[raɁn]

beaten

[biɁn]

frightening

[fraiɁniŋ]

**Exercise 9**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. I \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ orange \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_shirt with big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ai badən ornʤ kaɁn ʃrt wıθ bıg bʌɁnz ]

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ moved into a new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ai risənɁli muvd ıntu ə nu əparɁmən ]

1. If you had \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ potatoes you would be sick.

[ ıf ju hæd iɁn ðə raɁn pəteidoz ju wʊd bi sık ]

1. I haven’t seen any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ai hævn sin eni fraiɁniŋ muviz leiɁli ]

1. Have you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ why he was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

[ hæv ju forgaɁn hwai hi wʌz biɁn ]

*You can check your answers in Appendix A at the end of the book.*

**[ v / w ]**

The consonants [v], [w], and [f] are found in many languages, but often are used in English in a different way than other languages.

The sounds [v] and [f] are both made by raising the lower lip up to the upper teeth and touching slightly. Air is then forced out between the lower lip and upper teeth. The sound [v] is made with voice and [f] with air only. The consonant [w] is almost the same as the vowel [u]. The only difference is that when you make the consonant [w] you should tighten your lips a little more than you do when you make the vowel [u]. In fact, it is very hard to hear the difference between the words “won” [wʌn] and “one” [uʌn]. They are so close that most native English speakers pronounce both words the same. Just remember that [w] is much closer to the sound [u] than it is to the sound [v].

[bavabavabavaba]

[beiveiueiveibeiveiuei]

[vʌbʌvʌuʌvʌbʌvʌuʌ]

Repeat the words in each column on the next page:

**[b]**

berry

[beri]

bine

[bain]

Fay bore

[feibor]

fiber

[faibr]

gay bore

[geibor]

cub her

[kʌbr]

**[f]**

ferry

[feri]

fine

[fain]

Fay for

[feifr]

fifer

[faifr]

gay for

[geifr]

cuff her

[kʌfr]

**[v]**

very

[veri]

vine

[vain]

favor

[feivr]

fiver

[faivr]

gave her

[geivr]

cover

[kʌvr]

**[w]**

wary

[weri]

wine

[wain]

Fay were

[feiwr]

fai were\*

[faiwr]

gay were

[geiwr]

cuwer\*

[kʌwr]

\*not English words

**Exercise 10**

*Using the consonants learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. These fine wines are made from the vines of France.

[ ðiz \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ r meid \_\_\_\_\_\_\_\_\_\_ ðə \_\_\_\_\_\_\_\_\_\_\_\_\_ ə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. The Fern Island ferry is very fast.

[ ðə \_\_\_\_\_\_\_\_\_\_ ailən \_\_\_\_\_\_\_\_\_\_\_ ız \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. They’ve decided to leave if the fire covers the field.

[ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ dısaidəd tə \_\_\_\_\_\_\_\_\_\_ ıf ðə \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ ðə \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. The police have to cuff her and cover her with a towel.

[ ðə pəlis \_\_\_\_\_\_\_\_\_\_\_ tə \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ r wıθ ə tæwəl ]

1. If you live in Finland, you’ll find that Finish food is wonderful.

[ ıf ju \_\_\_\_\_\_\_\_\_\_\_ ın \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , jul \_\_\_\_\_\_\_\_\_\_\_\_\_ ðæt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fud ız \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

*You can check your answers in Appendix A at the end of the book.*

Chapter

6

Transformations of Common Words

In this chapter we will practice words that have pronunciations different than what you would expect just by looking at their spellings. Often these words have sounds that are dropped or changed. Being able to hear these words is an important part of developing listening skill. Practicing these words will also help you with your spelling.

Some words in English seem completely different when they are written than they seem when they are spoken. For example, from reading sentences you would probably not guess that the words “a” and “of” are usually pronounced exactly the same: [ə]. In this chapter you will practice many rules for pronouncing these words. The rules are written in italics so you can find them easily in the future.

… of … → [ ə ]

(except before a vowel)

*When the word “of” is between two words and the next word starts with a consonant, the “f” is dropped and the “o” is pronounced [ə]. Notice that the word “a” is also pronounced [ə].*

Please give me a piece of chocolate.

[ pliz gımi ə pis ə ʧaklət ]

The post office is in front of the train station.

[ ðə posafıs ız ın frʌnə ðə treinseiʃən ]

Which of these bottles of olive oil do you want to get?

[ hwıʧ ə ðiz badlz ev alıv ojl du jə wanə get ]

… for … → [ fr ]

*The word “for” between two words is usually pronounced [fr]. This is different than the word “four,” which is pronounced [for].*

We are going to stay there for four days.

[ wır gənə stei ðer fr for deiz ]

How much did you pay for that set of pencils?

[ hæʊmʌʧ ʤə pei fr ðæsedə penslz ]

… to … → [ tə ] (usually)

*The word “to” is usually pronounced [tə] if it is between two words. The words “two” and “too” are pronounced [tu]. Sometimes the word “to” is pronounced [də] as we will see in a later section.*

I like to take the train from my house to work.

[ ai laiktə teikðə trein frʌmaihæʊs tə wrk ]

It’ll take one to two hours to get there.

[ ıdlteik wʌn tə tu æʊrz tə geðer ]

**Exercise 11**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. I don’t know what to think of this.

[ ai don no hwə \_\_\_\_\_\_\_\_ θiŋk \_\_\_\_\_\_\_ ðıs ]

1. I got \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ these \_\_\_\_\_\_\_\_\_ only \_\_\_\_\_\_\_\_\_\_\_ dollars.

[ ai gaɁ for ə ðiz fr onli for dalrz ]

1. To be successful we like to plan for every outcome.

[ \_\_\_\_\_\_\_ bi səksesfʊl wi laik \_\_\_\_\_\_\_\_ plæn \_\_\_\_\_\_\_\_\_ evri æʊɁkəm ]

1. She sang \_\_\_\_\_\_\_\_ song \_\_\_\_\_\_\_\_\_ love \_\_\_\_\_\_\_\_\_\_ her sweetheart.

[ ʃi seiŋ ə saŋ ə lʌv fr r swiɁhart ]

1. There were \_\_\_\_\_\_\_\_\_\_ days \_\_\_\_\_\_\_\_\_\_\_\_ auditions \_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_ parts.

[ ðer wr tu deiz əv adıʃənz fr ðə for parts ]

*You can check your answers in Appendix A at the end of the book.*

… you … → [ jə ] (usually)

*The word “you” is pronounced [jə] in most cases when it is between other words. We will see a few other rules for the word “you” later.*

Have you ever been to Broadway?

[ hæv jə evr bıntə bradwei ]

I think you should try to find a better CD player.

[ aiθiŋk jə ʃʊd traidə faind ə bedr sidi pleijr ]

… and … → [ æn ] or [ ən ] or [ n ]

*The word “and” can be pronounced [æn], [ən], or [n]. The “d” is usually silent.*

I’ll take a hamburger and some French fries. Oh, and this cookie and a cola.

[ ailteikə hæmbrgr ænsʌm frenʧfraiz . o ӕn ðıs kʊki ǝnǝ kolǝ ]

And then she and her friend went out for dinner and a movie.

[ ænðenʃi ənr frend wenæʊɁfr dınr ænə muvi ]

Like day and night, the change was amazing and impressive.

[ laik dei n nait . ðə ʧeinʤ wəz əmeiziŋ æn ımpresıv ]

In two hours and fifteen minutes they raised a hundred and eighty million, nine hundred and sixty-three thousand, four hundred and fifty dollars and ninety-nine cents.

[ ıntu æʊrz n fıftinmınəts ðeireizd ə hʌndrəd n eidimıljən nainhʌndrəd n sıksdiθri θæʊzənd forhʌndrəd n fıfdidalrz n naininain sens ]

While looking at the chart below, tap out a slow “1, 2, 3, 4” rhythm with your hand on the table. Then say the words while keeping the rhythm on the words “1, 2, 3, 4.” Keep your voice going. Below you will find the rows written out in phonetic script.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **2** |  | **3** |  | **4** |  |
| **1** | and | **2** | and | **3** | and | **4** | And |
| **1** | and a | **2** | and a | **3** | and a | **4** | and a |
| **1** | and then a | **2** | and then a | **3** | and then a | **4** | and then a |

One Two Three Four…

[ **wʌn** **tu θri** **for**  ]

One and Two and Three and Four and…

[ **wʌn** æn **tu** æn **θri**  æn **for** æn ]

One and a Two and a Three and a Four and a…

[ **wʌn** ənə **tu** ənə **θri** ənə **for** ənə ]

One and then a Two and then a Three and then a Four and then a…

[ **wʌn** nðenə **tu** nðenə **θri** nðenə **for** nðenə ]

--tion/--sion/--shion/--cion [ ʃən ]

*Words ending in “ion” are usually pronounced [ən]. Usually these words are ending in “tion”, “sion”, “shion”, or “cion,” which is pronounced [ʃən].*

She made a translation of the information.

[ ʃi meid ə trænzleiʃən əðə ınfrmeiʃən ]

The fashion show was held in the station.

[ ðə fæʃənʃo wʌz held ın ðə steiʃən ]

**Exercise 12**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. Can you believe the reaction and reception you got?

[ kæn \_\_\_\_\_\_\_ bəliv ðə \_\_\_\_\_\_\_\_\_\_\_\_ ən \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ gat ]

1. You have a big and powerful voice and good intonation.

[ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bıgn pæwrfʊl voisngʊd \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. I think you should focus on conversation and communication.

[ ai θiŋk \_\_\_\_\_\_\_\_ ʃʊd fokəs an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

*You can check your answers in Appendix A at the end of the book.*

… he → [ i ]

… him → [ ım ]

… her → [ r ]

… his → [ ız ]

… them → [ əm ]

*When the words “he,” “him,” “her,” “his,” come after another word, the “h” is usually silent. When the word “them” comes after another word, the “th” is silent. Also, the “e” becomes [ǝ].*

Does he have a car?

[ dʌzi hæv ə kar ]

That wasn’t the only party he went to.

[ ðæ wʌzn ðə onli pardi wentu ]

I saw him get into a big black car.

[ ai sa ım gedıntu ə bıg blækar ]

Please tell him I want him to give me a hand.

[ pliz tel ım ai wan ım tə gımi ə hænd ]

I think her boyfriend gave her a necklace.

[ ai θiŋk r boifrend geiv r ə nekles ]

If you see her tell her I said “hi!”

[ ıf jə si r tel r ai sed hai ]

When his boss gave him a raise he fired his team.

[ wen ız bas geiv ım ə reizi faird ız tim ]

Was his car at his house?

[ wʌz ız kar æd ız hæʊs ]

Those are pretty flowers! Where did you get them?

[ ðoz r prıdi flæurz . wer ʤə gedəm ]

I got them at a shop in my neighborhood.

[ ai gadəm ædə ʃap ın mai neibrhʊd ]

Please tell them I can see them on Saturday.

[ pliz tel əm ai kn siəm an sædrdei ]

Wasn’t he happy when you gave them to him?

[ wʌzn i hæpi hwenjə geivəm tu ım ]

… is … → [s] or [z]

(written as ...’s)

… are … → [r] or [ər]

(written as …’re)

*When the word “is” is between two words, it is usually pronounced [s], [ıs], [z], or [ız]. When the word “are” is between two words, it is usually pronounced [r] or [ər].*

Where is your bag?

[ hwerʒr bæg ]

James is going to go to a city where his health is better.

[ ʤeimzız gənə godə ə sıdi hwerız helθs bedr ]

This park is my favorite.

[ ðıs parks mai feivrıt ]

These are interesting videos.

[ ðiz r ıntrəstiŋ vıdioz ]

Five are enough for me.

[ faiv r inʌfr mi ]

… did … → [d]

*When the word “did” comes between to words in a question it usually changes to [d]. We will practice this rule more in chapter eight.*

(…did you… → [ʤə] )

How far did you go?

[ hæʊ far ʤə go ]

(…did he… → [di] )

Where did he go?

[ hwər di go ]

(…did she… → [dʃi] )

When did she leave?

[ hwen dʃi liv ]

(…did they… → [dðei] )

Who did they go with?

[ hudðei go wıθ ]

(…did it… → [dıt] )

When did it start?

[ hwen dıt start ]

**Exercise 13**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. These \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ papers, but I don’t think \_\_\_\_\_\_\_\_\_\_\_\_ finished \_\_\_\_\_\_\_\_\_\_\_.

[ ðiz r ız peiprz , bʌdai don θiŋk i fınıʃd əm ]

1. Where \_\_\_\_\_\_\_\_\_ she have \_\_\_\_\_\_\_\_\_\_ shoes fixed?

[ hwerd ʃi hævr ʃuz fıksd ]

1. Where \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bag?

[ hwer z ız bæg ]

1. I saw \_\_\_\_\_\_\_\_\_\_\_ talking to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the mall.

[ ai sa ım takiŋ tu əm æɁðə mal ]

1. Why \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ leave so early?

[ hwai d i liv so rli ]

*You can check your answers in Appendix A at the end of the book.*

… going to (noun) …

→ [ goiŋtə ]

*When the words “going to” are between two words and the next word is a noun, the pronunciation will be [goiŋtə].*

Are you going to your co-workers wedding?

[ arjə goiŋtə jr kowrkrz wediŋ ]

I am going to China next month.

[ aim goiŋtə ʧainə neks mʌnθ ]

… going to (verb) …

→ [ gənə ]

*When the words “going to” are between two words and the next word is a verb, the pronunication will be [gənə]. In casual writing style, this is written as “gonna.”*

I’m going to buy a house near the sea.

[ aim gənə bai ə hæʊs nır ðə si ]

Where is he going to go to university?

[ hwer z i gənə godə junıvrsıdi ]

Are we going to go out for drinks after the meeting?

[ ar wi gənə go æʊfr driŋks æfdr ðə midiŋ ]

My brother is going to move to Canada.

[ mai brʌðr z gənə muv tə kænədə ]

I have to get a pair of shoes, so I’m going to get them tonight.

[ ai gadə gedə per ə ʃuz so aim gənə gedəm tənait ]

… have to (+) …

→ [ gadə ] (have got to…)

*When the words “have to” are between two words and the situation is positive and in the simple tense, the pronunciation will usually be [gadə]. Another way of writing this is “have got to.”*

I have to go!

[ ai gadə go ]

We have to go to work early tomorrow.

[ wi gadə godə wrk rli təmaro ]

(Note that “got a” is pronounced the same:)

I got a message saying I have to go to L.A.

[ ai gadə mesəʤ seiŋ ai gadə godə elei ]

… have to (-/?) …

→ [ hæftə ]

*When the words “have to” are between two words and the situation is negative or a question, or has complex grammar, the pronunciation will be [hæftə].*

I don’t have to get any other books.

[ ai don hæftə gedeni ʌðr bʊks ]

When do you have to leave?

[ wen du jə hæftə liv ]

want a (noun) / want to (verb) → [wanə]

*When the words “want a” or “want to” are followed by another word, the pronunciation will be [wanə].*

I want a cookie and then I want to drink some coffee.

[ ai wanə kʊki æn ðen ai wanə driŋk səm kafi ]

usually → [juʒli]

*The word “usually” is often difficult for students to say. Notice that there are only two syllables (beats).*

I usually go shopping at the mall.

[ ai juʒli go ʃapiŋ æðə mal ]

comfortable → [kʌmftəbl] or [kʌmftrbl]

*The word “comfortable” is also difficult for some students. Notice that there are only three syllables.*

That’s a comfortable chair.

[ðætsə kʌmftəbl ʧer ]

interesting → [ıntrəstiŋ]

*The word “interesting” has only three syllables.*

Program planners should try to make interesting classes.

[ progræm plænrz sʊd traidə meik ıntrəstiŋ klæsəz ]

**Exercise 14**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. I’m going to have to call him soon, but I have to call her first.

[ aim \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ kalım sun , bʌdai \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kalr frs ]

1. We are going to Beijing so we are going to buy a suitcase.

[ wır \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ beiʒiŋ so wır \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bai ə suɁkeis ]

1. You have to do what you want to do!

[ jə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ du hwəʧə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ du ]

1. I usually hang out at that coffee shop because it’s comfortable.

[ ai \_\_\_\_\_\_\_\_\_\_\_\_\_ heiŋ æʊdæɁðæɁ kafi ʃap kʌz ıts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. I want a book that’s interesting.

[ ai \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bʊk ðæts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

*You can check your answers in Appendix A at the end of the book.*

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Yes, No, Yeah, Uh-huh, and Huh-uh.**

The answers to yes/no questions can be given in many ways. Depending on the situation, you can answer in a different way. Look at the chart below. If you want to respond in a strong way, use “yes” or “no”. You can also use “yes” and “no” if you want to sound cold or are in a very formal situation. In many cases you can use “yeah” and “no” and this is the normal form. In normal conversation, the most common way to answer is with “uh-huh” and “huh-uh.” This is probably most common because “yes,” “yeah,” and “no” are usually followed by a comma and more response such as “I have,” “we are,” “there is,” “it has,” etc… Because these responses need to have correct grammar matching the question, it is much easier to use “uh-huh” and “huh-uh”.

*Note that “uh-huh” has a rising intonation and “huh-uh” has falling intonation.*

|  |  |  |
| --- | --- | --- |
| Strong, cold, formal  (10%) | Normal  (30%) | Warm, friendly, relaxed  (60%) |
| [jes] | [jæ] | [ ʌhʌ↗ ] |
| **Yes,** | **Yeah,** | **Uh-huh.** |
| **No,** | **No,** | **Huh-uh.** |
| [no] | [no] | [ hʌʔʌ↘ ] |

Do you like ice cream? → Uh-huh.

[ dujə laik aiscrim ] [ ʌhʌ↗ ]

Have you been to Denver? → Huh-uh.

[ hævjə bın tə denvr ] [ hʌʔʌ↘ ]

*Be careful not to get “uh-huh” and “huh-uh” confused with “Huh?” and “…, huh?”.*

*“Huh?” means “what?” or “What did you say?”.*

*“…, huh?” is a replacement for any kind of tag question such as “…, aren’t you?”, “…, haven’t you?”, “…, weren’t there?”, or “…, wasn’t it?”.*

A: It’s a beautiful day, huh?

[ ıts ə biudıfəl dei hʌ↘ ]

B: Huh?

[ hʌ↗ ]

A: It’s a beautiful day, huh?

[ ıts ə biudıfəl dei hʌ↘ ]

B: Uh-huh. But it’s a little too hot, huh?

[ ʌhʌ↗ . bʌdıts ə lıdl tu hat hʌ↘]

A: Huh-uh. It’s perfect.

[ hʌʔʌ↘ . ıts prfekt ]

Chapter

7

Pronunciation Transformations of “T” Inside Words

In this chapter we will practice the rules of pronunciation for a few sounds inside words.

---[vowel][t][vowel]--- → [d] (usually)

*When a word has a “t” between two vowels, the “t” will usually be prounounced [d].*

The city was pretty, but it wasn’t very exciting.

[ ðə sıdi uʌz prıdi bʌd ıwʌzn veri eksaidiŋ]

I like eating dinner while sitting in front of the TV.

[ai laik idiŋ dınr hwail sıdiŋ ınfrʌnə ðə tivi ]

---[n][t]--- → [n] (often)

*The letters “nt” inside words are usually pronounced without the “t”.*

International entertainment is growing because of the Internet.

[ ınrnæʃənl enrteinmen ız growiŋ bikʌz ə ðə ınrnet ]

Renting a car is cheaper than painting your old car.

[ reniŋ ə kar z ʧipr ðæn peiniŋ jr old kar ]

**Exercise 15**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. I’ve been wanting to enter this school since I graduated.

[ aiv bın \_\_\_\_\_\_\_\_\_\_\_\_ tə \_\_\_\_\_\_\_\_\_\_\_\_\_ ðıs skul sıns ai \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. It’s pretty hard to be a painter.

[ ıts \_\_\_\_\_\_\_\_\_\_\_\_\_ hard tə bi ə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. Winter was bitterly cold.

[ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wəz \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kold ]

1. The beautiful letter made him cry.

[ ðə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ maid ım krai ]

1. We’ll be waiting at the statue in the center of the university.

[ wıl bi \_\_\_\_\_\_\_\_\_\_\_\_\_\_ aɁ ðə stæʧu ın ðə \_\_\_\_\_\_\_\_\_\_\_\_ ə ðə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

*You can check your answers in Appendix A at the end of the book.*

Chapter

8

Pronunciation Transformations of “T” Between Words

In this chapter we will practice pronunciation rules that link two or more words together.

*(Note: The following rules are presented in the order of their power. That is, if two or more of these rules could apply to one situation, the rule to follow is the one appearing first)*

---[t] + [j]--- → [ ʧ ]

*When a word ending with a [t] is followed by a word starting with a [j], the two sounds will come together to make [ʧ].*

We want you to take this letter to the bank.

[ wi wanʧə də teik ðıs ledrdə ðə beiŋk ]

---nt … → [n]

*When a word ending with [nt] is followed by another word, the [t] will be silent.*

Let’s rent a video.

[ lets ren ə vıdio ]

He went out for dinner with his sister.

[ hi wenæʊ fr dınr wıð ız sısdr ]

The student waited in front of the school.

[ ðə studen weided ınfrʌnə ðə skul ]

---st … → [s]

*When a word ending with [st] is followed by another word, the [t] will be silent.*

He was the first one to arrive.

[ hi wʌz ðə frswʌn tə əraiv ]

I’ll take the biggest, sweetest, creamiest, most delicious cake, please!

[ ail teik ðə bıges suides crimies mos dəlıʃəs keik . pliz ]

---n’t …→ [ ↗↘n ]

*When a word ending with [n’t] is followed by another word, the [t] will be silent. Also, the word will sound bigger than the other words in the sentence.*

Why didn’t he go to the meeting?

[ hwai dıdni godə ðə midiŋ ]

|  |  |  |
| --- | --- | --- |
| … can … → [ kn ] | I can swim. | [ aiknswım ] |
| … can’t … → [kæn] | I can’t swim. | [ aikænswım ] |
| Can … → [kæn] | Can you swim? | [ kænjəswım ] |
| … can → [kæn] | Yeah, I can. | [ jæ . aikæn ] |
| Can’t … → [kænt] | Can’t you swim? | [ kænʧəswım ] |
| … can’t → [kænt] | No, I can’t | [ no . aikænt ] |

I can play the piano, but I can’t play the violin.

[ ai kn plei ðə piæno bʌdai kæn plei ðə vaiəlın ]

---[t] + [vowel] → [ d ]

*When a word ending with [t] is followed by a word starting with a vowel, the [t] will change to a [d].*

They eat out every day.

[ ðei idæʊdevri dei ]

I get up at about eight o’clock.

[ ai gedʌpædəbæʊdeidə klak ]

---[t] + [consonant] → {silent} or [ʔ]

*When a word ending with [t] is followed by a word starting with a consonant, the [t] will change to a [ʔ] or it will be silent.*

It was fun!

[ ıwʌz fʌn ] or

[ ıʔwʌz fʌn ]

I ate some sweet potato pie and eight doughnuts.

[ ai eisʌm suipəteido pai æn eidonʌts ] or [ ai eiʔsʌm suiʔpəteido pai æn eiʔdonʌts ]

**Exercise 16**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. I went yesterday, and I went the day before, but I didn’t see you there.

[ ai \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , æn ai \_\_\_\_\_\_\_\_ ðə dei bəfor , \_\_\_\_\_\_\_\_\_ ai \_\_\_\_\_\_\_\_\_\_\_\_\_ si jə ðer ]

1. First we need a bit of hot pepper and then a sweet onion.

[ \_\_\_\_\_\_\_\_\_\_ wi \_\_\_\_\_\_\_\_ ə \_\_\_\_\_\_\_\_\_\_ ə \_\_\_\_\_\_\_\_\_\_ pepr æn ðen ə \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ʌnjən ]

1. We’ll meet at your place.

[ wıl \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pleis ]

1. I can’t sit here and let you hurt yourself.

[ ai \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hır æn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ]

1. She was lost in the forest for at least five hours.

[ ʃi wəz \_\_\_\_\_\_\_\_\_\_\_ ın ðə \_\_\_\_\_\_\_\_\_\_\_\_\_\_ fr æ \_\_\_\_\_\_\_\_\_\_\_\_ faiv æʊrz ]

*You can check your answers in Appendix A at the end of the book.*

---[vowel or r or l] + to → ---[ də ]

*If the word “to” comes right after a word ending in a vowel, an [r], an [n], or an [l], the pronunciation of “to” will usually become [də].*

I got some snacks on my way to school. Is it ok to eat in here?

[ ai gasəm snæks an mai ueidə skul . ız ıdokeidə idın hır ]

What are you going to wear to the party?

[ hwəʧə gənə werdə ðə pardi ]

go to … → [ godə ]

*Because of the previous rule, “go to…” becomes [godə].*

Go to the end of the street and turn left.

[ godə ðə end ə ðə stidæn trn left ]

I have to go to work tomorrow.

[ ai gadə godə wrk təmaro ]

Are you going to go to the party?

[ ar jə gənə godə ðə pardi ]

**Exercise 17**

*Using the rules learned in this chapter and the Paresol chart at the end of the book, work with a partner to fill in the blanks below:*

1. It’s kind of far to my house from here.

[ ıts kainə \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ mai hæʊs frəm hır ]

1. You have to go to the supermarket on your way to the party.

[ jə \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ ðə suprmarkəd an jr \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ ðə pardi ]

1. We’ll be sure to get a good room.

[ wıl bi \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ged ə gʊd rum ]

1. I’m too poor to go to Hawaii for vacation.

[ aim tu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ həwaji fr vəkeiʃən ]

1. He is going to fly to London to try to convince her to marry him.

[ hiz gənə \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ lʌndən \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ kənvıns \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ meri ım ]

*You can check your answers in Appendix A at the end of the book.*

Chapter

9

Pronunciation Trasformations of Common Questions

In this chapter we will practice pronunciation rules for common questions. We will practice putting question words together and producing complete sentences with natural North American pronunciation.

The most common questions use “what,” “where,” “when,” “who,” “why,” and “how”. The most common tenses are the past tense (did you), past perfect to indicate something is finished (have you), past continuous to indicate something in the past continued (have you been), a present tense indicating what is happening now (are you), a present tense indicating what usually is the case (do you), future tense (are you going to), and a tense indicating wish (do you want to). These questions are used in the majority of conversations.

Look at the chart on the next page. You can see three columns; on the left a column with the questions, in the middle a column with the tense, and on the right an empty column into which the rest of the question goes.

We will practice putting these all together and making natural pronunciation. Notice that the groups of words in the tense column are always unstressed (very small, fast, quiet, and short).

|  |  |  |
| --- | --- | --- |
| Who  [hu]  What  [hwǝ] or [hwǝt]  When  [hwen]  Where  [hwer]  Why  [hwai]  How  [hæʊ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What (color, song…)  [hwǝ]  How (far,many…)  [hæʊ]  What kind of (music …)  [wǝkainǝ]  Which (one, book …)  [hwıʧ] | did you  [ʤə]  are you  [jə]  have you  [jə]/[vjə]  have you been  [jəbın]  do you  [dujə]  are you going to  [jəgənə]  do you want to  [dujəwanə] | ……….? |

Past Tense: … did you … → [ʤə]

*When the words “did you” are between other words, they will get small and short. Many students think that native English speakers are speaking really fast, but actually they are changing the pronunciation of these words to: [ʤə].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do last night?

[ hwə ʤə du læs nait ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go with?

[ hu ʤə go wıθ ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get here?

[ hwen ʤə geʔhır ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ put my book?

[ hwer ʤə pʊʔmai bʊk ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stop studying business?

[ hwai ʤə stap stʌdiŋ bıznes ]

How \_\_\_\_\_\_\_\_\_\_\_ learn about this company?

[ hæʊ ʤə lrn əbæʊʔ ðıs kʌmpəni ]

What TV show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ watch?

[ hwə tivi ʃo ʤə waʧ ]

What kind of clothes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ buy?

[ wəkainə kloz ʤə bai ]

How long \_\_\_\_\_\_\_\_\_\_\_\_\_ spend in the library?

[ hæʊ laŋ ʤə spend ın ðə laibreri ]

Which song \_\_\_\_\_\_\_\_\_\_ decide to download?

[ hwıʧ saŋ ʤə dısaidtə dæʊnlod ]

… have you … → [jə]/[vjə]

*Some native English speakers always pronounce …have you… as [jǝ], while others always pronounce it as [vjǝ] (…’ve you…).*

What \_\_\_\_\_\_\_\_\_\_\_\_\_ done with my computer?

[ wəʧə dʌn wıθ mai kəmpiudr ]/[ wədvjə … ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ told this to?

[ hujə told ðıs tu ]/[ huvjə …]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ever lived there?

[ wenjə evr lıvd ðer ]/[ wenvjə …]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_ been for the last week?

[ werjə bın fr ðə læs wik ]/[ wervjə … ]

Why \_\_\_\_\_\_\_\_\_\_\_\_ never told me this before?

[ waijə nevr told mi ðıs bifor ]/[ waivjə … ]

How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ been lately?

[ hæʊjə bın leiʔli ]/[ hæʊvjə … ]

What color \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ decided to paint your house?

[ wə kʌlr jə dəsaidəd tə painʧr hæʊs ]/[ wə kʌlr vjə … ]

What kind of jobs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ done?

[ wəkainə ʤabz jə dʌn ]/[ wəkainə ʤabz vjə … ]

How many people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made friends with?

[ hæʊ meni pipl jə meid frenz wıθ ]/[ hæʊ meni pipl vjə … ]

Which class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ taken?

[ wiʧ klæs jə teiken ]/[ witʃ klæs vjə … ]

… have you been … → [jəbın]

*When speaking at a normal or fast speed, the question …have you been… is usually pronounced [jǝbın]. When speaking slower it is pronounced [vjǝbın].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing?

[ wəʧə bın duın ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talking to?

[ hu jə bın takiŋ tu ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thinking about finishing this report?

[ hwen jə bın θiŋkiŋ əbæʊ fınıʃiŋ ðıs riport ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hiding?

[ hwer jə bın haidiŋ ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so quiet?

[ hwai jəbın so kwajət ]

How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing recently?

[ hæʊ jə bın duın risenʔli ]

What table \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sitting at?

[ hwə teibl jə bın sıdiŋ æt ]

What kind of alcohol \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drinking?

[ wəkainə ælkəhal jə bın driŋkiŋ ]

How long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ living here?

[ hæʊ laŋ jə bın lıviŋ hır ]

Which book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most interested in?

[ hwiʧ bʊk jə bın mos ıntrəsted ın ]

… are you … → [jə]

*When speaking slowly, we pronounce the question …are you… as [rjǝ]. However, when speaking at a normal or fast pace, we pronounce it [jǝ].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing?

[ hwʌʧə duın ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in love with?

[ hu jə ın lʌv wıθ ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ having dinner?

[ hwen jə hæviŋ dınr ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ staying?

[ hwer jə steijiŋ ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ working so hard?

[ hwai jə wrkiŋ so hard ]

How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing?

[ hæu jə duın ]

What movie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ watching?

[ hwʌ muvi jə waʧiŋ ]

What kind of cake \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eating?

[ wəkainə keik jə idiŋ ]

How long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ staying?

[ hæʊ laŋ jə steijiŋ ]

Which school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to?

[ hwıʧ skul jə goiŋtu ]

… do you … → [dujə]

*The question …do you… is pronounced [dujǝ].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do?

[ hwʌ dujə du ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like?

[ hu dujə laik ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eat lunch?

[ hwen dujə iʔlʌnʧ ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ live?

[ hwer dujə lıv ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study English?

[ hwai dujə stʌdi iŋglıʃ ]

How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get to work?

[ hæʊ dujə getə wrk ]

What magazine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read?

[ hwʌ mægəzin dujə rid ]

What kind of food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cook?

[ wəkainə fud dujə kʊk ]

How long \_\_\_\_\_\_\_\_\_\_\_\_\_\_ exercise every day?

[ hæʊ laŋ dujə eksrsaiz evri dei ]

Which station \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ watch?

[ hwıʧ steiʃən dujə waʧ ]

… are you going to … → [jəgənə]

*If we speak slowly, we usually pronounce …are you going to… as [rjǝgǝnǝ]. However, when we speak at a normal speed, the first [r] is dropped and it becomes [jǝgǝnǝ].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do?

[ wəʧə gənə du ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have lunch with?

[ hu jəgənə hæv lʌnʧ wıθ ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to the bank?

[ hwen jəgənə godə ðə beiŋk ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get a job?

[ hwer jəgənə gedə ʤab ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go there?

[ hwai jəgənə go ðer ]

How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pay for this?

[ hæʊ jəgənə pei fr ðıs ]

What country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to next?

[ wʌ kʌntri jəgənə gotu neksd ]

What kind of pet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get?

[ wəkainə peʧəgənə get ]

How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ record?

[ hæʊ meni jəgənə rikord ]

Which train \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ take?

[ hwıʧ trein jəgənə teik ]

… do you want to … → [dujəwanə]

*The question …do you want to… is pronounced [dujǝwanǝ].*

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eat for breakfast?

[ hwə dujəwanə iʔfr brekfəst ]

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go out with?

[ hu dujəwanə go æʊʔwıθ ]

When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ practice with me?

[ hwen dujəwanə prækdıs wıθ mi ]

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go shopping?

[ hwer dujəwanə go ʃapiŋ ]

Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ give up?

[ hwai dujəwanə gıv ʌp ]

How do you want to get there?

[ hæʊ dujəwanə geʔðer ]

What day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leave?

[ hwə dei dujəwanə liv ]

What kind of hat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ give her for her birthday?

[ wəkainə hæ dujəwanə gıvər fr brθdei ]

How many pizzas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ order?

[ hæʊ meni pitsəz dujəwanə ordr ]

Which cup of coffee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ try first?

[ hwıʧ kʌpə kafi dujəwanə trai first ]

Chapter

10

Rhythm and Intonation

In this chapter we will work on the rhythm and intonation of words, phrases, and sentences. We will see how some syllables are stressed and how others are reduced. We will also see how some words are spoken more quickly than others in a sentence and try to identify basic rules governing the rhythm of North American English.

**Phonemes and Syllables**

The most basic part of pronunciation we worked on in the first few chapters is the level of phoneme. A phoneme is an individual sound. For example:

* The word “a” has one phoneme, [ǝ].
* The word “be” has two phonemes; [b] and [i] → [bi].
* The word “three” has three phonemes; [θ], [r] and [i] → [θri].
* The word “try” has four phonemes; [t], [r], [a], and [i] → [trai].
* The word “scream” has five phonemes; [s], [k], [r], [i], and [m] → [skrim].
* The word “blinks” has six phonemes; [b], [l], [i], [ŋ], [k], and [s] → [bliŋks].

All of these words have one thing in common – each word has only one syllable. As we will see, syllables with more phonemes are not always longer than syllables with fewer phonemes. Within sentences there are rhythms. When deciding the rhythm, the most important elements are syllables, not phonemes.

Syllable: A block of sounds that make up one rhythmical beat.

*Many words have only one syllable. These words can be made up of one or more phonemes. Other words have more than one syllable. Most syllables include one vowel. The symbol “/” is used below to indicate syllable divisions.*

Examples of words with one syllable

A

[ǝ]

And

[ӕn]

Be

[bi]

Bat

[bӕt]

Born

[born]

Case

[keis]

Check

[ʧek]

Cry

[krai]

Date

[deit]

Do

[du]

Down

[dӕun]

Egg

[eg]

Else

[els]

End

[end]

Far

[far]

Four

[for]

Flask

[flӕsk]

Game

[geim]

Go

[go]

Ground

[grӕʊnd]

Hi

[hai]

Hint

[hınt]

Hold

[hold]

Jack

[ʤӕk]

Jam

[ʤӕm]

Key

[ki]

Kim

[kım]

Lend

[lend]

Low

[lo]

Man

[mӕn]

Mask

[mӕsk]

Make

[meik]

New

[nu]

Now

[næʊ]

One

[wʌn]

Off

[af]

Owe

[o]

Pay

[pei]

Pack

[pӕk]

Quart

[kwort]

Queen

[kwin]

Rain

[rein]

Roar

[ror]

Say

[sei]

Sale

[seil]

Shelf

[ʃelf]

Take

[teik]

Three

[θri]

Tricks

[trıks]

Up

[ʌp]

Us

[ʌs]

Use

[juz]

Vase

[veis]

Vent

[vent]

Wax

[wӕks]

Wear

[hwer]

Examples of words with two syllables

About

[ǝ/bæʊt]

Also

[al/so]

Answer

[ӕn/sʊr]

Blanket

[bleiŋ/kǝt]

Bumper

[bʌm/pǝr]

Caller

[kal/ǝr]

Checkers

[ʧek/ǝrz]

Darling

[dar/liŋ]

Dentist

[den/ıst]

Elbow

[el/bo]

Ending

[end/iŋ]

Fastest

[fӕs/dest]

Foreign

[for/ǝn]

Garage

[gǝ/raʒ]

Goggles

[gag/ǝlz]

Hamster

[hӕm/stǝr]

Hello

[he/lo]

Inside

[ın/said]

Issue

[ı/ʃu]

Jelly

[ʤe/li]

Johnny

[ʤan/i]

Keeper

[kip/ǝr]

Kindly

[kaind/li]

Longest

[laŋ/gǝst]

Lucky

[lʌk/i]

Making

[meik/iŋ]

Morning

[mor/niŋ]

Normal

[nor/mǝl]

Nosey

[noz/i]

Open

[o/pǝn]

Ostrich

[as/triʧ]

Palace

[pӕl/ǝs]

Party

[par/di]

Question

[kwes/ʧǝn]

Rancher

[rӕn/ʧǝr]

Release

[rǝ/lis]

Shower

[ʃӕ/wǝr]

Solid

[sal/ıd]

Tender

[ten/dǝr]

Topping

[tap/iŋ]

Under

[ʌn/dǝr]

Violet

[vai/lǝt]

Wander

[wan/dǝr]

Examples of words with three syllables

Absolute

[ӕb/sǝ/lut]

Battery

[bӕ/dǝ/ri]

Bottleneck

[ba/dǝl/nek]

Capital

[kӕp/ı/dǝl]

Comfortable

[kʌm/ftǝ/bl]

Department

[dǝ/part/ment]

Dishwasher

[dıʃ/waʃ/ǝr]

Effortless

[e/fert/les]

Energy

[en/ǝr/ʤi]

Fantastic

[fӕn/tӕs/tıc]

Fortunate

[for/ʧun/et]

Gasoline

[gӕs/ǝ/lin]

Gentleman

[ʤen/ǝl/mǝn]

Happiness

[hӕ/pi/nǝs]

Holiday

[hal/ı/dei]

Iconic

[ai/kan/ık]

Interesting

[ın/trǝ/stiŋ]

Jupiter

[ʤu/pı/der]

Literate

[lıd/ǝr/ǝt]

Lottery

[la/dǝr/i]

Masculine

[mӕs/kju/lǝn]

Medicine

[med/ıs/ǝn]

Navigate

[nӕv/ı/geit]

Normalize

[nor/mǝ/laiz]

Octopus

[ak/tǝ/pʊs]

Orphanage

[or/fʌn/eʤ]

Pajamas

[pǝ/ʤӕm/ǝz]

Photograph

[fo/dǝ/grӕf]

Reaction

[ri/ak/ʃǝn]

Register

[reʤ/ıs/tǝr]

Saturday

[sӕ/dǝr/dei]

Suppliment

[sʌp/lǝ/ment]

Telephone

[tel/ǝ/fon]

Thanksgiving

[θeiŋks/gıv/iŋ]

Umbrella

[ʌm/bre/lǝ]

Washington

[waʃ/iŋ/tǝn]

Examples of words with four or more syllables

Activity

[ӕk/tı/vı/di]

Artificial

[ar/dǝ/fiʃ/ǝl]

Bewitchingly

[bi/wıʧ/iŋ/li]

Bibliography

[bıb/li/a/grǝ/fi]

Capitalize

[kӕp/ı/dǝ/laiz]

Centralization

[sen/trǝ/laiz/ei/ʃǝn]

Democracy

[dǝm/ak/rǝ/si]

Diminishment

[dǝm/ın/ıʃ/ment]

Equality

[ik/wal/ı/di]

Energetically

[e/nǝr/ʤe/dık/li]

Fortunately

[for/ʧu/nǝʔ/li]

Generosity

[ʤen/ǝ/ras/ı/di]

Geopolitical

[ʤi/o/pǝ/lı/dık/ǝl]

Horticulture

[hor/dı/kʊl/ʧʊr]

International

[ı/nr/nӕ/ʃǝn/ǝl]

Impossible

[ım/pas/ǝ/bl]

Laboratory

[lӕb/rǝ/tor/i]

Liberation

[lıb/ǝ/rei/ʃǝn]

Mechanical

[mǝ/kӕn/ı/kǝl]

Motivational

[mod/ı/vei/ʃǝn/ǝl]

Necessity

[nǝ/ses/ı/di]

Nobility

[no/bıl/ı/di]

Operation

[a/pǝr/ei/ʃǝn]

Pathological

[pӕθ/ǝ/laʤ/ı/kǝl]

Perfectionist

[pǝr/fek/ʃǝn/ıst]

Romantically

[ro/mӕn/ık/li]

Salimandar

[sӕl/ı/mӕn/dǝr]

Solidify

[sǝ/lıd/ǝ/fai]

Technology

[tek/nal/ǝ/ʤi]

Theatrical

[θi/ӕ/trık/ǝl]

Unbeleivable

[ʌn/bǝ/liv/ǝ/bl]

Zoology

[zu/a/lǝ/ʤi]

Stress: A syllable within a word or sentence that is

1) Pronounced more clearly than other syllables

2) Is longer than other syllables

3) Is usually, but not always, a higher pitch than other syllables.

*Syllables are sometimes clear and long, and other times they are unclear and short. In words that have more than one syllable, one of the syllables will have a vowel that will be clearer, longer, and probably a higher pitch than the other syllables. This “stressed” syllable is pronounced very clearly. The length of this syllable is also longer than the other syllables. In most cases this syllable will have a higher pitch (like a musical note one step higher) than the other syllables. However, sometimes this syllable is the same pitch as the others. In other cases this syllable might even be lower than the others.*

**Stress within words with two or more syllables**

Stress occurs both within words that have two or more syllables and within sentences. First we will practice stress inside words. In the next section we will look at stress and rhythm within sentences.

On the next few pages you will find lists of words with two or more syllables. The clear, long vowel in the stressed syllable will be bigger than the other syllables.

Examples of stress in words with two syllables

About

[əb**æʊ**t]

Also

[**a**lso]

Answer

[**ӕ**nsʊr]

Blanket

[bl**ei**ŋkǝt]

Bumper

[b**ʌ**mpǝr]

Caller

[k**a**lǝr]

Checkers

[ʧ**e**kǝrz]

Darling

[d**a**rliŋ]

Dentist

[d**e**nıst]

Elbow

[**e**lbo]

Ending

[**e**ndiŋ]

Fastest

[f**ӕ**sdest]

Foreign

[f**o**rǝn]

Garage

[gǝr**a**ʒ]

Goggles

[g**a**gǝlz]

Hamster

[h**ӕ**mstǝr]

Hello

[h**e**lo]

Inside

[ıns**ai**d]

Issue

[**ı**ʃu]

Jelly

[ʤ**e**li]

Johnny

[ʤ**a**ni]

Keeper

[k**i**pǝr]

Kindly

[k**ai**ndli]

Longest

[l**a**ŋgǝst]

Lucky

[l**ʌ**ki]

Making

[m**ei**kiŋ]

Morning

[m**o**rniŋ]

Normal

[n**o**rmǝl]

Nosey

[n**o**zi]

Open

[**o**pǝn]

Ostrich

[**a**striʧ]

Palace

[p**ӕ**lǝs]

Party

[p**a**rdi]

Question

[kw**e**sʧǝn]

Rancher

[r**ӕ**nʧǝr]

Release

[rǝl**i**s]

Shower

[ʃ**ӕ**wǝr]

Solid

[s**a**lıd]

Tender

[t**e**ndǝr]

Topping

[t**a**piŋ]

Under

[**ʌ**ndǝr]

Violet

[v**ai**lǝt]

Wander

[w**a**ndǝr]

Examples of stress in words with three syllables

Absolute

[ӕbsǝl**u**t]

Battery

[b**ӕ**dǝri]

Bottleneck

[b**a**dǝlnek]

Capital

[k**ӕ**pıdǝl]

Comfortable

[k**ʌ**mftǝbl]

Department

[dǝp**a**rtment]

Dishwasher

[d**ı**ʃwaʃǝr]

Effortless

[**e**fertles]

Energy

[**e**nǝrʤi]

Fantastic

[fӕnt**ӕ**stıc]

Fortunate

[f**o**rʧunet]

Gasoline

[gӕsǝl**i**n]

Gentleman

[ʤ**e**ntǝlmǝn]

Happiness

[h**ӕ**pinǝs]

Holiday

[h**a**lıdei]

Iconic

[aik**a**nık]

Interesting

[**ı**ntrǝstiŋ]

Jupiter

[ʤ**u**pıder]

Literate

[l**ı**dǝrǝt]

Lottery

[l**a**dǝri]

Masculine

[m**ӕ**skjulǝn]

Medicine

[m**e**dısǝn]

Navigate

[n**ӕ**vıgeit]

Normalize

[n**o**rmǝlaiz]

Octopus

[**a**ktǝpʊs]

Orphanage

[**o**rfʌneʤ]

Pajamas

[pǝʤ**ӕ**mǝz]

Photograph

[f**o**dǝgrӕf]

Reaction

[ri**a**kʃǝn]

Register

[r**e**ʤıstǝr]

Saturday

[s**ӕ**dǝrdei]

Suppliment

[s**ʌ**plǝment]

Telephone

[t**e**lǝfon]

Thanksgiving

[θeiŋksg**ı**viŋ]

Umbrella

[ʌmbr**e**lǝ]

Washington

[w**a**ʃiŋtǝn]

Examples of stress in words with four or more syllables

Activity

[ӕkt**ı**vıdi]

Artificial

[ardǝf**i**ʃǝl]

Bewitchingly

[biw**ı**ʧiŋli]

Bibliography

[bıbli**a**grǝfi]

Capitalize

[k**ӕ**pıdǝlaiz]

Centralization

[sentrǝlaiz**ei**ʃǝn]

Democracy

[dǝm**a**krǝsi]

Diminishment

[dǝm**ı**nıʃment]

Equality

[ikw**a**lıdi]

Energetically

[enǝrʤ**e**dıkli]

Fortunately

[f**o**rʧunǝʔli]

Generosity

[ʤenǝr**a**sıdi]

Geopolitical

[ʤiopǝl**ı**dıkǝl]

Horticulture

[h**o**rdıkʊlʧʊr]

International

[ınrn**ӕ**ʃǝnǝl]

Impossible

[ımp**a**sǝbl]

Laboratory

[l**ӕ**brǝtori]

Liberation

[lıbǝr**ei**ʃǝn]

Mechanical

[mǝk**ӕ**nıkǝl]

Motivational

[modıv**ei**ʃǝnǝl]

Necessity

[nǝs**e**sıdi]

Nobility

[nob**ı**lıdi]

Operation

[apǝr**ei**ʃǝn]

Pathological

[pӕθǝl**a**ʤıkǝl]

Perfectionist

[pǝrf**e**kʃǝnıst]

Romantically

[rom**ӕ**ntıkli]

Salimandar

[s**ӕ**lımӕndǝr]

Solidify

[sǝl**ı**dǝfai]

Technology

[tekn**a**lǝʤi]

Theatrical

[θi**ӕ**trıkǝl]

Unbeleivable

[ʌnbǝl**i**vǝbl]

Zoology

[zu**a**lǝʤi]

**Stress and rhythm in sentences**

Stress not only shows up in words with two or more syllables, it also can be found in sentences. Some words are clearer, longer, and often have a higher pitch than other words.

The stressed words are the most important words in a sentence.

*When speaking English, some words are more important than others. The choice of which words are most important is up to the speaker. The important words will be pronounced more clearly than other words. They will also be longer than less important words. In addition, they may have a higher pitch.*

Look at the following sentences and decide which words you think are most important. Also decide which words you think are not very important.

Hamlet was an important play written by Shakespeare hundreds of years ago.

I met a friend in front of the bus station.

My mom called me on my cell phone.

Today I’m going to go out for dinner with my best friend.

If you want to get a new car, you should check the Internet first.

Of course your choice of which words are important will be different than the choices made by your classmates or by this book. On the next page you will see the sentences with choices highlighted in bold, the sentences adjusted for length after than, and then the phonetic spelling adjusted for pitch, clarity, and length below them.

**Hamlet** was an **important** **play** written by **Shakespeare** **hundreds** of **years** ago.

**Hamlet** was an **important** **play** written by **Shakespeare** **hundreds** of **years** ago.

[ h**ӕ**mleʔwǝzǝnımp**o**rtǝnpl**ei** rıʔnbaiʃ**ei**kspırh**ʌ**ndredzǝj**ı**rzǝgo ]

I **met** a **friend** in front of the **bus** **station**.

I **met** a **friend** in front of the **bus** **station**.

[ aim**e**dǝfr**e**ndınfrʌnǝðǝb**ʌ**st**ei**ʃǝn ]

My **mom** **called** me on my **cell** **phone**.

My **mom** **called** me on my **cell** **phone**.

[ maim**a**mk**a**ldmianmais**e**lf**o**n ]

**Today** I’m going to go **out** for **dinner** with my **best** **friend**.

**Today** I’m going to go **out** for **dinner** with my **best** **friend**.

[ tǝd**ei**aimgǝnǝgo**ӕu**ʔfrd**ı**nǝrwıθmaib**e**sfr**e**nd ]

If you want to **get** a **new** **car**, you should **check** the **Internet** first.

If you want to **get** a **new** **car**, you should **check** the **Internet** first.

[ ıfjǝwanǝg**e**dǝn**u**c**a**rjuʃʊdʧ**e**kðǝ**ı**nǝrneʔfrs ]

Chapter

11

Dialogue Practice

In this chapter we will practice everything we have learned so far in natural real-world situations. The following dialogues have the phonetic transcript written underneath each line. As you practice, please go as slow as you need to. If you see a word pronounced differently than you would expect from the spelling, please look back at previous chapters and try to figure out why it is pronounced the way it is.

**Maggie and Tom**

*Maggie and Tom are co-workers. They run into each other in the hall.*

Maggie

Hey! Tom! How are you doing?

[ hei tam hæʊjə duın ]

Tom

Not so good. I’ve been really busy going to meetings and stuff…

[ naso gʊd . aivbın rıli bızi goiŋtə midiŋz æn stʌf ]

Maggie

Yeah, me too. I have to finish writing that stupid report.

[ jæ mitu . ai gadə fınıʃ raidiŋ ðæstupıd riport ]

Tom

Oh, that one you were talking about last week?

[ o ðæwʌn jəwr takiŋ abæʊʔlæswik ]

Maggie

Uh-huh. The same one. I thought it would be easy.

[ ʌhʌ↗ . ðəseim wʌn . aiθadıʔwʊd bi izi ]

Tom

Couldn’t you get someone to help you with it?

[ kʊdnʧə gesʌmwʌn tə help jə wıθıt ]

Maggie

I wouldn’t want to bother anybody. Besides, it’s just about done.

[ ai wʊdn wanə baðr enibʌdi . bisaidz . ıtsʤʌsəbæʊʔdʌn ]

Tom

Just ask me if you need me to help you with it, ok?

[ ʤʌs æsmi ıfjə nid midə helpjə wıθıdokei ]

Maggie

Will do. But I think I got a lot of it done already.

[ wıldu . bʌdai θiŋkai gadə ladəviʔdʌn alredi ]

Tom

Good luck! See you around.

[ gʊdlʌk . sijə ræʊnd ]

Maggie

Catch you later! Bye.

[ kæʧə leidr . bai ]

**Eric and Sally**

*Eric and Sally just finished watching a movie together.*

Eric

What a wonderful movie! Did you like it?

[ hwʌdə wʌndrfl muvi dıʤə laikıt ]

Sally

Huh-uh. It was the worst movie I’ve seen in a long time.

[ hʌʔʌ↘ . ıwʌzðe wrs muvi aiv sin ınə laŋ taim ]

Eric

You have to be joking! What was so bad about it?

[ jə gadə bi ʤokiŋ . hwʌwʌz so bæd əbæʊdıt ]

Sally

Well, were to begin? The actors were terrible. The plot wasn’t logical. It was as if the writers didn’t know how to write a story.

[ wel hwerdə bigın . ðə ækdrz wr terəbl . ðə plaʔwʌzn laʤıkl . ıwʌz æzıf ðe raidrz dıdno hæʊdə raidə stori ]

Eric

Isn’t that why we go to the movies? To see a world where anything is possible? I don’t want to see reality. I get too much of that in my everyday life.

[ ıznðæʔhwai wi godə ðə muviz . tə siə wrld hwer eniθiŋ ız pasəbl . ai donwanə si riælıdi . ai geʔtu mʌʧə ðædın mai evridei laif ]

Sally

Sure. If its done right. But at least the story should make sense. And the actors have to make me believe. I want them to make it real.

[ʃʊr . ıfıts dʌn rait . bʌæʔlisðə stori ʃʊd meik sens . ænðə akdrz gadə meik mi bəliv . ai wanəm tə meik iʔril ]

Eric

Well, I’m sorry you didn’t like it. Let me make it up to you. Next time I’m going to take you to see the movie you choose.

[wel aim sari jə dıdn laikıt . lemi meik ıdʌptə ju . nekstaim aim gənə teikjədə si ðə muvi ju ʧuz ]

Sally

I want to see that new Tom Cruise movie. I’ve been looking forward to seeing him ever since he made the last movie.

[ ai wanə si ðænu tam cruz muvi . aivbın lʊkiŋ forwrd tə siŋım evr sınsı meidðə læsmuvi ]

Eric

What are you talking about? I thought you don’t like bad actors.

[ hwəʧə takın əbæʊt . ai θaʧə donlaik bædækdrz ]

Sally

You had better shut up!

[ ju bedr ʃʌdʌp ]

Eric

Sorry. Couldn’t help myself.

[ sari . kʊdn helpmaiself ]

**Bill and John**

*Bill and John are friends talking about their weekend plans.*

Bill

So, what are you going to do next weekend?

[ so hwəʧə gənə du neks wikend ]

John

Nothing special. Why?

[ nʌθın speʃl . hwai ]

Bill

Oh, I was just thinking of going to “City Center” park on Sunday with some friends for a BBQ and a game of volleyball. Want to go?

[ o ai wʌz ʤəs θiŋkın ə goiŋtə sıdi senr park an sʌndei wıθ səm frenz fr ə barbikju ænə geim ə valibal . wanə go ]

John

Sure! Sounds great! But I was going to ask Cindy to go out on Sunday.

[ ʃʊr . sæʊnz greit . bʌdai wəz gənə æsk sındi də go æudan sʌndei ]

Bill

Bring her along. Jack and Vince are bringing their wives, too. And Charlie’s going to bring Rose.

[ briŋer əlaŋ . ʤæk æn vıns r briŋiŋ ðer waivz tu . æn ʧarliz gənə briŋ roz ]

John

In that case, I’ll ask Cindy if she wants to go. I don’t know her schedule yet.

[ ın ðæʔkeis ail æsk sındi ıf ʃi wanstə go . ai duno ər skeʤul jet ]

Bill

Oh, could you bring your grill? I’m going to bring the meat and I asked Charlie and Rose to bring the net and ball. I asked them to bring them early and set them up.

[ o kʊʤə briŋ jr grıl . aim gənə briŋ ðə midæn ai æsd ʧarli æn roz tə briŋ ðə nedæn bal . ai asdəm tə briŋəm rli n sedəm ʌp ]

**Stacy and Mary**

*Stacy and Mary were talking about the trouble Stacy has at her job.*

Mary

Anyway, haven’t you thought about another job? I mean, it would be so much better if you could do something you actually enjoy.

[ eniwei hævnʧə θadəbæʊdənʌðr ʤab . ai min ıwʊd bi so mʌʧ bedr ıf jə kʊd du sʌmθiŋ jə ækʃli enʤoi ]

Stacy

I thought about it a lot. But I can’t figure out a way to make time to search for a job.

[ ai θadəbæʊdıdəlat . bʌdai kæn fıgiʊr æʊdə weidə meik taim tə srʧ fr ə ʤab ]

Mary

What about a job placement agency? A friend of mine got a great job where her talents are valued. And she didn’t have to spend a lot of time looking, either. The agency did everything for her. All she had to do was give them a percentage of her pay for the first few months.

[ hwʌdəbæʊdə ʤab pleismen eiʤensi . ə frendə main gadə greiʔʤab hwer ər tælensr væliud . ænʃi dıdn hæftə spendə ladə taim lʊkiŋ iðr . ðə eiʤensi dıd evriθiŋ fr ər . al ʃi hædtə du wʌz gıvəm ə prseneʤ ʌvr pei fr ðə frs fiu mʌns ]

Stacy

Yeah, I have to look into that. Could you ask her what her agency was?

[ jæ ai gadə lʊk ıntu ðæt . kʊʤə æskər hwʌdr eiʤensi wʌz ]

Mary

Sure. I’ll do that as soon as possible. I want to see you happy.

[ʃʊr . ail du ðædæz sun æs pasəbl . ai wanə si jə hæpi ]

Stacy

Thank you so much. I’m sorry I’ve been complaining so much.

[ θeiŋkju so mʌʧ . aim sari aivbın kʌmpleiniŋ so mʌʧ ]

Mary

No problem! That’s what friends are for!

[ no prabləm . ðætshwʌ frenz r for ]

**Gary and Jim**

*Gary and Jim are strangers waiting at the bus stop.*

Gary

Beautiful day, huh?

[ biudıfl dei, hʌ↘ ]

Jim

Huh?

[hʌ↗]

Gary

It’s a beautiful day, huh?

[ its ə biudıfl dei, hʌ↘ ]

Jim

Uh-huh. It sure is! Looks like spring is finally here.

[ ʌhʌ↗ . ıʃʊr ız . lʊks laik spriŋz fainəli hır ]

Gary

Yup. And the weather forecast calls for more sun all week.

[ jʌp . ænðə weðr forkæs kalz fr mor sʌn al wik ]

Jim

That’s good news. I was starting to think winter would last forever.

[ ðæts gʊd nuz . ai wʌz stardiŋ tə θiŋk wınər wʊd læs frevr ]

Gary

So, are you going downtown?

[ so jə goın dæʊntæʊn ]

Jim

Huh-uh. I have to go to the hardware store just up the road.

[ hʌʔʌ↘ . ai gadə godə ðə hardwer stor jʌs ʌp ðə rod ]

Gary

Building something?

[ bıldın sʌmθın ]

Jim

Nope. My damn toilette won’t flush. I have to get a new plunger.

[ nop . mai dæm toilə won flʌʃ . ai gadə gedə nu plʌnʤr ]

Gary

Same thing happened to me last year. Couldn’t fix it myself, though. Had to call in a plumber.

[ seim θiŋ hæpəndə mi læs jır . kʊdn fıks ıʔ maiself ðo . hædte kal ın ə plʌmr ]

Jim

Normally I would, too. But I figured I’d give it a shot since it’s my day off and all. And you? What are you up to on a fine day like this?

[ norməli ai wʊd tu . bʌdai fıgjʊrd aid gıv ıdə ʃa sıns ıts mai dei af æn al . ænʤu . hwʌʧə ʌptu anə fain dei laik ðis ]

Gary

Well, you know. All this sun got me thinking that I should get out and take up running again. Problem is, I couldn’t find my running shoes.

[ wel ju no . al ðıs sʌn gami θiŋkın ðædai ʃʊd gedæʊdæn teik ʌp rʌnın əgen . prabləm ız ai kʊdn fain mai rʌnın ʃuz ]

Jim

Going down to the sports store and get them there?

[ goın dæʊn tə ðə sports stor æn gedəm ðer ]

Gary

I thought I’d take a look. But I don’t want to spend much. I might drop by the mall, too. Cheaper there.

[ ai θadaid teikə lʊk . bʌdai don wanə spend mʌʧ . ai maiʔ drap bai ðə mal tu . ʧipr ðer ]

Jim

Uh-huh. Sounds like a plan. Oh, looks like my bus is coming. It was nice meeting you.

[ ʌhʌ↗ . sæʊnz laik ə plæn . o lʊks laik mai bʌsz kʌmiŋ . ıwʌz nais midiŋ ju ]

Gary

Same here. By the way, my name is Gary.

[ sim hır . bai ðə wei mai neimz geri ]

Jim

I’m Jim. Jim Buckley. Nice to meet you.

[ aim ʤım . ʤım bʌkli . nais tə miʧə ]

Gary

You, too. Well, good luck with the toilette.

[ ju tu . wel gʊd lʌk wıθ ðə toilət ]

Jim

Thanks, Gary. See you around!

[ θeiŋks geri . si jə əræʊnd ]

Gary

Take care.

[ teiker ]

**Appendix A**

Answer Key

**Exercise 1 (page 7)**

1. If you need me, I’ll be waiting in the back room with Tom and Mary.

[ ıf jə nid mi, ail bi weidiŋ ın ðə bæk rum wıθ t­am ən m­eri ]

1. Fifteen people sat under the tree in the hot summer sun.

[ fıftin pipl sæt ʌndr ðə tri ın ðə hat sʌmr sʌn ]

1. She found her keys under the sofa, along with a ten dollar bill.

[ ʃi fæʊnd hr kiz ʌndr ðə sofʌ, ʌlaŋ wıθ ə t­en dalr bıl ]

1. You will need to set up one hundred and fifty chairs.

[ ju wıl nid tə set ʌp wʌn hʌndrəd æn fıfdi ʧerz ]

1. Instead of eating junk food every day, you should eat vegetables.

[ ınsted əv idiŋ ʤʌnk f­ud evri dei, ju ʃʊd it veʤtəblz ]

**Exercise 2 (page 10)**

1. The boss wants Robin to go shopping at Loft One on Broadway.

[ ðə bas wans rabın tə go ʃapiŋ æt laft wʌn an bradwei ]

1. He got a bottle of beer in the bar when he finished his job.

[ hi gadə badl ə bır ın ðə bar hwen i fınıʃd ız ʤab ]

1. My dog ate a box of rotten donuts.

[ mai dag eidə baks ə raɁn donʌts ]

1. Hot coffee costs two bucks, but it’s half off today.

[ hat kafi kasts tu bʌks, bʌt ıts hæf af tədei ]

1. She has long blond hair and a lot of freckles.

[ ʃi hæz laŋ bland her ænə ladə freklz ]

**Exercise 3 (page 14)**

1. We really think the fish and chips are impressive.

[ wi rıli θink ðə fıʃ æn ʧıps ar ımpresıv ]

1. Living in this city is very interesting.

[ lıviŋ ın ðıs sıdi ız veri ıntrəstiŋ ]

1. It will be impossible to be there at six o’clock.

[ ıt wıl bi ımpasəbl tə bi ðer æt sıks əklak ]

1. Immigration is an important issue these days.

[ ıməgreiʃən ız ən ımportənt ıʃu ðiz deiz ]

1. She shipped the sheepskin rugs in tins to the ten teens.

[ ʃi ʃıpd ðə ʃipskın rʌgz ın tınz tə ðə ten tinz ]

**Exercise 4 (page 17)**

1. Would you look under the wood box in the back?

[ wʊʤə lʊk ʌndr ðə wʊd baks ın ðə bæk ]

1. Truth was under attack in two new books.

[ truθ wəz ʌndr ət­æk ın tu nu bʊks ]

1. The rookie broke through with an outstanding batting average.

[ ðə rʊki brok θru wıθ ən æʊtstændiŋ bædiŋ ævreʤ ]

1. They should view the bulding as a good model.

[ ðei ʃʊd vju ðə bıldiŋ æz ə gʊd madl ]

1. I couldn’t prove it unless I used a computer.

[ ai kʊdn pruv ıt ʌnles ai juzd ə kəmpjudr ]

**Exercise 5 (page 23)**

1. These problems are extremely complicated.

[ ðiz prabləmz ar ekstrimli kamplıkeidəd ]

1. Charlie tried to measure the yellow cotton jacket.

[ ʧarli traid tə meiʒr ðə jelo kaɁn ʤækət ]

1. She was singing a song written at the turn of the century.

[ ʃi wʌz siŋiŋ ə saŋ rıɁn æɁðə trn əðə senʧʊri ]

1. I think they thought about the theory for three thousand years.

[ ai ðink ðei θat əbæʊt ðə θıri fr ­­θri θæʊznd jırz ]

1. Thomas usually works on his homework a few hours every night.

[ taməs juʒli wrks an hız homwrk ə fju æʊrz evri nait ]

**Exercise 6 (page 27)**

1. Leftovers really taste much better if they are fried.

[ lefdovrz rıli teist mʌʧ bedr ıf ðei ar fraid ]

1. Please leave the rest of the papers in the tray on the right.

[ pliz liv ðə rest əv ðə peiprz ın ðə trej an ðə rait ]

1. Larry loves his girlfriend more than anything in the world.

[ leri lʌvz hız grlfrend mor thən eniθiŋ ın ðə wrld ]

1. A pleasing smell drifted through the livingroom.

[ ə pliziŋ smel drıfdəd θru ðə lıviŋrum ]

1. Clearly her brother likes beer more than other drinks.

[ klırli hr brʌðr laiks bır mor ðæn ʌθr driŋks ]

**Exercise 7 (page 31)**

1. Thirty other leather coats were there in the bathtub.

[ θrdi ʌðr leðr kots wr ðer ın ðə bæθtʌb ]

1. Clothing can be thought of as an expression of thought.

[ kloðiŋ kn bi θat əv æz ən ekspreʃən əf θat ]

1. My mother and brother visited me when I went north.

[ mai mʌðr æn brʌðr vızıdəd mi hwen ai went norθ ]

1. The weather thankfully cleared up last month.

[ ðə weðr θeiŋkfʊli klırd ʌp læs mʌnθ ]

1. One tenth of the math problems were beneath the graph.

[ wʌn tenθ əv ðə mæθ prabləmz wr biniθ ðə græf ]

**Exercise 8 (page 34)**

1. She seemed ready to finish.

[ ʃi simd redi tə fınıʃ ]

1. She sells shiny seashells by the seashore.

[ ʃi selz ʃaini siʃelz bai ðə siʃor ]

1. You should sweep up the sheep hair.

[ ju ʃʊd swip ʌp ðə ʃip her ]

1. We’ll go shopping at City Center.

[ wıl go ʃapiŋ æt sıdi senr ]

1. She likes to sip soda on the deck of the ship.

[ ʃi laiks tə sıp sodə an ðə dek əðə ʃıp ]

**Exercise 9 (page 37)**

1. I bought an orange cotton shirt with big buttons.

[ ai badən ornʤ kaɁn ʃrt wıθ bıg bʌɁnz ]

1. I recently moved into a new apartment.

[ ai risənɁli muvd ıntu ə nu əparɁmən ]

1. If you had eaten the rotten potatoes you would be sick.

[ ıf ju hæd iɁn ðə raɁn pəteidoz ju wʊd bi sık ]

1. I haven’t seen any frightening movies lately.

[ ai hævn sin eni fraiɁniŋ muviz leiɁli ]

1. Have you forgotten why he was beaten?

[ hæv ju forgaɁn hwai hi wʌz biɁn ]

**Exercise 10 (page 40)**

1. These fine wines are made from the vines of France.

[ ðiz fain wainz r meid frəm ðə vainz ə fræns ]

1. The Fern Island ferry is very fast.

[ ðə frn ailən feri ız veri fæst ]

1. They’ve decided to leave if the fire covers the field.

[ ðeiv dısaidəd tə liv ıf ðə fajr kʌvrz ðə fıld ]

1. The police have to cuff her and cover her with a towel.

[ ðə pəlis hæf tə kʌfr and kʌvr r wıθ ə tæwəl ]

1. If you live in Finland, you’ll find that Finish food is wonderful.

[ ıf ju lıv ın fınlənd , jul faind ðæt fınıʃ fud ız wʌndrfʊl ]

**Exercise 11 (page 43)**

1. I don’t know what to think of this.

[ ai don no hwə tə θiŋk ə ðıs ]

1. I got four of these for only four dollars.

[ ai gaɁ for ə ðiz fr onli for dalrz ]

1. To be successful we like to plan for every outcome.

[ tə bi səksesfʊl wi laik tə plæn fr evri æʊɁkəm ]

1. She sang a song of love for her sweetheart.

[ ʃi seiŋ ə saŋ ə lʌv fr r swiɁhart ]

1. There were two days of auditions for the four parts.

[ ðer wr tu deiz əv adıʃənz fr ðə for parts ]

**Exercise 12 (page 46)**

1. Can you believe the reaction and reception you got?

[ kæn jə bəliv ðə riækʃən ən resepʃən jə gat ]

1. You have a big and powerful voice and good intonation.

[ jəhævə bıgn pæwrfʊl voisngʊd ıntoneiʃən ]

1. I think you should focus on conversation and communication.

[ ai θiŋk jə ʃʊd fokəs an kanvrseiʃən æn kəmjunəkeiʃən ]

**Exercise 13 (page 50)**

1. These are his papers, but I don’t think he finished them.

[ ðiz r ız peiprz , bʌdai don θiŋk i fınıʃd əm ]

1. Where did she have her shoes fixed?

[ hwerd ʃi hævr ʃuz fıksd ]

1. Where is his bag?

[ hwer z ız bæg ]

1. I saw him talking to them at the mall.

[ ai sa ım takiŋ tu əm æɁðə mal ]

1. Why did he leave so early?

[ hwai d i liv so rli ]

**Exercise 14 (page 54)**

1. I’m going to have to call him soon, but I have to call her first.

[ aim gənə hæftə kalım sun , bʌdai gadə kalr frs ]

1. We are going to Beijing so we are going to buy a suitcase.

[ wır goiŋtə beiʒiŋ so wır gənə bai ə suɁkeis ]

1. You have to do what you want to do!

[ jə gadə du hwəʧə wanə du ]

1. I usually hang out at that coffee shop because it’s comfortable.

[ ai juʒli heiŋ æʊdæɁðæɁ kafi ʃap kʌz ıts kʌmftəbl ]

1. I want a book that’s interesting.

[ ai wanə bʊk ðæts ıntrəstiŋ ]

**Exercise 15 (page 58)**

1. I’ve been wanting to enter this school since I graduated.

[ aiv bın waniŋ tə enr ðıs skul sıns ai græʤueidəd ]

1. It’s pretty hard to be a painter.

[ ıts prıdi hard tə bi ə peinr ]

1. Winter was bitterly cold.

[ wınr wəz bıdrli kold ]

1. The beautiful letter made him cry.

[ ðə bjudıfʊl ledr maid ım krai ]

1. We’ll be waiting at the statue in the center of the university.

[ wıl bi weidiŋ aɁ ðə stæʧu ın ðə senr ə ðə junəvrsıdi ]

**Exercise 16 (page 62)**

1. I went yesterday, and I went the day before, but I didn’t see you there.

[ ai wenʧesdrdei , æn ai wen ðə dei bəfor , bʌdai dıdn si jə ðer ]

1. First we need a bit of hot pepper and then a sweet onion.

[ frs wi nid ə bıd ə haɁ pepr æn ðen ə swid ʌnjən ]

1. We’ll meet at your place.

[ wıl mid æʧr pleis ]

1. I can’t sit here and let you hurt yourself.

[ ai kæn sıɁ hır æn leʧə hrʧrself ]

1. She was lost in the forrest for at least five hours.

[ ʃi wəz las ın ðə forəs fr æ lis faiv æʊrz ]

**Exercise 17 (page 64)**

1. Its kind of far to my house from here.

[ ıts kainə far də mai hæʊs frəm hır ]

1. You have to go to the supermarket on your way to the party.

[ jə gadə godə ðə suprmarkəd an jr wei də ðə pardi ]

1. We’ll be sure to get a good room.

[ wıl bi ʃr də ged ə gʊd rum ]

1. I’m too poor to go to Hawaii for vacation.

[ aim tu por də godə həwaji fr vəkeiʃən ]

1. He is going to fly to London to try to convince her to marry him.

[ hiz gənə flai də lʌndən tə trai də kənvıns r də meri ım ]

**Pronunciation Chart**

PARESOL

(Phonetic Alphabet Revised for English for Speakers of Other Languages)

VOWELS

[a]: father, [faðr], top [tap], want [want]

[o]: bone [bon], cone [kon], phone [fon]

[u]: blue [blu], shoe [ʃu], rooster [rustr]

[e]: get [get], feather [feðr], medicine [medəsn]

[i]: feet [fit], heat [hit], mean [min]

[ı]: dig [dıg], ship [ʃıp], picnic [pıknık]

[ʌ]: cup [kʌp], love [lʌv], fun [fʌn]

[ə]: a [ə], of [əv], computer [kəmpiudr]

[æ]: back [bæk], cat [kæt], happy [hæpi]

[ʊ]: book [bʊk], foot [fʊt], neigborhood [neibrhʊd]

CONSONANTS

[b]: baby [beibi], cable [keibl], brown [bræun], bathtub [bæθtʌb]

[d]: dish [dıʃ], order [ordr], advertise [ædvərtaiz], said [sed]

[f]: fish [fıʃ], fox [faks], after [æfdr], photographer [fətagrəfr]

[g]: going [goiŋ], give [gıv], egg [eg]

[h]: hello [helo], hamster [hæmsdr], human [hjumən], ahead [əhed]

[k]: kite [kait], cat [kæt], actor [ækdr], quickly [kwıkli], actually [ækʃli]

[l]: love [lʌv], really [rıli], fall [fal]

[m]: music [miuzık], lamp [læmp], farm [farm]

[n]: nose [noz], funny [fʌni], entertainment [enərtainmen]

[p]: piece [pis], opportunity [apərtunıdi], camp [kæmp]

[r]: ring [riŋ], early [rli], other [ʌðr]

[s]: song [saŋ], basket [bæsket], force [fors]

[t]: telephone [teləfon], interesting [ıntrəstiŋ], boat [bot]

[v]: violin [vaiəlın], over [ovr], give [gıv]

[w]/[hw]: one [wʌn], with [wıθ], where [hwer], when [hwen], why [hwai]

[z]: zebra [zibrə], visible [vızəbl], pickles [pıklz]

[ʃ]: shopping [ʃapiŋ], fashion [fæʃən], finish [fınıʃ]

[ʧ]: child [ʧaild], watching [waʧiŋ], spinach [spınıʧ]

[ʒ]: garage [gəraʒ], measure [meiʒʊr]

[ʤ]: jam [ʤæm], ledger [leʤr], edge [eʤ]

[ð]: this [ðıs], other [ʌðr], bathe [beið]

[θ]: think [θiŋk], author [aθr], math [mæθ]

[ŋ]: ringing [riŋiŋ], hungry [hʌŋgri], Hong Kong [haŋkaŋ]

[ʔ]: cotton [kaʔn], button [bʌʔn], eaten [iʔn]

[j]: yellow [jelo], you [ju]/[jə], saying [seijiŋ]