

CHAPTER 1: VOWELS /i/ AND /I/

What you should do:

To make the vowel sound /i/ do this:

- A. Stretch your lips horizontally.
- B. Your tongue should be high in your mouth.
- C. The sides of your tongue, near the back, should lightly touch your upper teeth.

What you should do:

To make the vowel sound /I/ do this:

- A. Relax your mouth.
- B. Keep your tongue high, but slightly lower than when making the /i/ sound.
- C. Keep your lips in a neutral position. Do not stretch your lips.

- | | |
|-----------------------------|---|
| 1. eat / it | Make sure to eat all of it. |
| 2. least / list | Gary got the least of those on the list. |
| 3. reach / ridge | Reach over the ridge. |
| 4. peek / pig | Take a peek at the pig. |
| 5. heels / hills | Don't wear high heels hiking up hills. |
| 6. seat / sit | That's the seat that Jane sits in. |
| 7. leaving / living | They're leaving the city where they've been living. |
| 8. team, leaders / Tim, Jim | The team leaders are Tim and Jim. |
| 9. field / filled | The field was filled with flowers. |
| 10. seek / sick | Seek help if your child is sick. |
| 11. cheap / chip | It isn't cheap to buy computer chips. |

CHAPTER 2: VOWELS /eɪ/ AND /ɛ/

What you should do:

To make the vowel sound /eɪ/ do this:

- A. Stretch your lips horizontally as in the vowel /i/.
- B. Lower your jaw slightly.

What you should do:

To make the vowel sound /ɛ/ do this:

- A. Do not stretch your lips. Keep them in a neutral position.
- B. Lower your jaw so that it's in the same place as when making the vowel /eɪ/.

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|--------------------|---|
| 1. taste / test | Taste the soup. Test it to see if it's done. |
| 2. trained / trend | He's trained to understand current trends. |
| 3. later / letter | Later he'll open the letter. |
| 4. shade / shed | That shade of green is perfect for the shed. |
| 5. sail / sell | Sail the boat before you sell it. |
| 6. tailor / tell | The tailor will tell me when the suit is ready. |
| 7. date / debt | He set a date to clear his debt. |
| 8. wait / wet | We had to wait in wet weather. |
| 9. fail / fell | She failed to see the ice and fell to the ground. |
| 10. pain / pen | Your pain comes from using a heavy pen. |

CHAPTER 3: VOWELS /æ/ AND /ɑ/

What you should do:

To make the vowel sound /æ/ do this:

- A. Stretch your lips horizontally.
- B. Drop your jaw lower than when making the vowel sound /ε/.
- C. Place the tip of your tongue near the floor of your mouth, pressing up against your lower teeth.

What you should do:

To make the vowel sound /ɑ/ do this:

- A. Open your mouth very wide.
- B. Do not round or stretch your lips. Your mouth should be the shape of a box.
- C. The front of your tongue should be low, near the floor of your mouth.

- | | |
|----------------------------|---|
| 1. cats / cots | Cats like to sleep on cots. |
| 2. ran / Ron | Who ran against Ron? |
| 3. hat / hot | That hat kept her hot. |
| 4. stacking / stocking | Stores are stacking Christmas stockings. |
| 5. Dan / Don | Does this book belong to Dan or Don? |
| 6. sack / sock | Fill the sack with socks. |
| 7. cap / cop | Did you see the cap on the cop? |
| 8. impassable / impossible | The trail was impassable. It was impossible to walk on. |

CHAPTER 4: PRACTICE WITH /ɑ/

Pronouncing /ɑ/ when spelled with 'o'

- | | |
|---------------------|----------------------------------|
| 1. stop | Please stop talking. |
| 2. popular | Sushi has become popular. |
| 3. modern | We live in modern times. |
| 4. <u>e</u> conomy | The <u>e</u> conomy is slow. |
| 5. doll | Little children play with dolls. |
| 6. <u>b</u> orrow | Can I <u>b</u> orrow your car? |
| 7. rock | Move the rock. |
| 8. <u>d</u> octor | Go see a <u>d</u> octor. |
| 9. problem | We have a problem. |
| 10. dollar | That costs one dollar. |
| 11. college | Do you go to college? |
| 12. copy / document | Please copy the document. |
| 13. operate | He'll need to operate. |
| 14. body shop | My car is in the body shop. |

CHAPTER 5: VOWEL /ə/

What you should do:

To make the vowel sound /ə/ do this:

- A. Part your lips slightly.
- B. Keep your mouth and jaw very relaxed.
- C. Keep your jaw in a position that's slightly lower than when making the vowel /ɪ/.
- D. The sides of your tongue do not touch your teeth.

NOTE: This is the sound Americans make for hesitation (“uh”) and for distress (“ugh”).

A) Pronouncing /ə/ when spelled with ‘o’

- | | |
|--------------------|---|
| 1. color | What's your favorite color? |
| 2. mother / tongue | My mother tongue is Spanish. |
| 3. love | You are the love of my life. |
| 4. some / onions | Please give me some onions. |
| 5. flood | Heed the flood warning. |
| 6. come | Come over to my house. |
| 7. some / money | I'd like to invest some money. |
| 8. government | A healthy economy requires good government. |
| 9. other | Could I please use the other office? |
| 10. wonder | It's no wonder it's snowing. It's January! |
| 11. of | I often think of you. |

B) Pronouncing /ə/ when spelled with ‘u’

1. sudden The talking stopped suddenly.
2. much I love you so much!
3. but / study I wish I could join you, but I have to study.
4. cup Could I please have a cup of coffee?
5. buddy We’re friends. He’s my buddy.
6. shut Please shut the door behind you.
7. just / begun I’ve only just begun my work.
8. buzzer Please ring the buzzer and I’ll let you in.

C) Pronouncing /ə/ when spelled with ‘ou’

1. enough I can never have enough chocolate.
2. country Korea is a beautiful country.
3. double I’d like a double latte please.
4. trouble If we’re late for the meeting, we’ll get in trouble.
5. young She’s beautiful and looks very young.
6. cousin My cousin lives in Virginia.

CHAPTER 6: VOWEL /ɔ/

What you should do:

To make the vowel sound /ɔ/ do this:

- A. Open your jaw in a wide, vertical stretch.
- B. Keep your lips in an oval shape, as if you had an egg in your mouth.
- C. Your tongue is near the floor of your mouth.
- D. Your top teeth may be visible.

A) /ɔ/ and /ə/

- 1. caught / cut He got caught cutting class.
- 2. boss / bus The boss never takes the bus to work.
- 3. author / other The author wrote three other bestsellers.

B) /ow/ and /ɔ/

- 1. coast / cost Living on the coast must be costly.
- 2. coal / call The trapped coal miners called for help.

C) /ɔ/ and /ɑ/

- 1. Dawn / Don Dawn and Don are friends.
- 2. caught / cot The soldier got caught sleeping in the wrong cot.
- 3. caller / collar The telephone caller wore a microphone on his collar.

UNIT 2:
Consonants

CHAPTER 1: CONSONANTS /p/ /b/ /f/ /v/ AND /w/

What you should do: To make the /p/ sound do this:

- A. Gently press your lips together.
- B. Now quickly open your lips while pushing air out.
- C. Do not use your voice.
- D. Do not use your teeth.
- E. This should be the sound of a “pop.”

What you should do: To make the /b/ sound do this:

- A. Place your lips together.
- B. Open your lips while adding your voice.
- C. Do not use your teeth.
- D. Note that /b/ is a voiced /p/.

What you should do: To make the /f/ sound do this:

- A. Place your top teeth on your lower lip. Gently bite your lip.
- B. Push air out.
- C. Do not use your voice.

What you should do: To make the /v/ sound do this:

- A. Place your top teeth on your lower lip. Gently bite your lip.
- B. Add your voice.
- C. Note that /v/ is a voiced /f/.

What you should do: To make the /w/ sound do this:

- A. Round your lips.
- B. Now add your voice.
- C. Unround your lips.

pine	bind	fine	vine	wine
pail	bail	fail	veil	whale
pier	beer	fear	veer	we're
pat	bat	fat	vat	----
pot	bottle	father	volume	want

Practice with /p/ /b/ /f/ /v/ /w/

1. Pat's favorite vendor is pretty busy.
2. Frank is my very best friend.
3. I want to have a cup of coffee.*
4. Val is free this afternoon.
5. Wendy repeated the presentation verbatim.
6. We have before and after pictures.
7. Pete travels abroad every once in a while.
8. Practice makes perfect.
9. We frequently worry about the problematic variables.

* The 'f' in "of" is pronounced as /v/.

CHAPTER 2: CONSONANTS /s/ AND /z/

What you should do:

To make the /s/ sound do this:

- A. Place the tip of your tongue behind your top teeth, almost touching the gum ridge.
- B. Stretch your lips horizontally.
- C. Push air out. Make the sound of a snake!
- D. This is a voiceless sound.

<u>Initial /s/</u>	<u>Medial /s/</u>	<u>Final /s/</u>
1. slowly	missing	reduce
2. smile	acc <u>i</u> dent	progress
3. <u>s</u> ystems	answer	price
4. soldier	construct	yes

What you should do:

To make the /z/ sound do this:

- A. Position your mouth as if you were about to make the /s/ sound.
- B. Now add your voice. Make the sound of a mosquito buzzing!
- C. Note that /z/ is a voiced /s/.
- D. This is a voiceless sound.

<u>Initial /z/</u>	<u>Medial /z/</u>	<u>Final /z/</u>
1. zip	razor	these, those
2. zoo	dozen	yours
3. zinc	raising	his, is, as
4. zone	husband	always

CHAPTER 1: WORD BEGINNINGS – PART I

What you should do:

The following word beginnings are typically unstressed. Stress the syllable in **bold**.

A) dis: Pronounce as /dɪs/

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|-------------------------|---|
| 1. dis appeared | My pen dis appeared. |
| 2. dis advantage | We're at a dis advantage. |
| 3. dis ability | We offer long-term dis ability. |
| 4. dis able | You can dis able that function. |
| 5. dis missed | She was dis missed from the company. |
| 6. dis organized | She's dis organized. |
| 7. dis regard | Dis regard my last e-mail. |



B) mis: Pronounce as /mɪs/

- | | |
|-----------------------------|--|
| 1. mis calculation | That was a serious mis calculation. |
| 2. mis conception | It's a common mis conception. |
| 3. mis conduct | The CEO was accused of mis conduct. |
| 4. mis understanding | It was a mis understanding. |
| 5. mis place | Did you mis place your glasses? |
| 6. mis pronounced | The word "soldier" is often mis pronounced. |
| 7. mis reported | They mis reported their earnings. |

C) un: Pronounce as /ən/

- | | |
|--------------------------|---|
| 1. un able | I'm un able to attend the event. |
| 2. un plug | Don't forget to un plug the equipment. |
| 3. un reasonable | The boss's demands were un reasonable. |
| 4. un available | The doctor is un available. |
| 5. un believable | That's un believable! |
| 6. un comfortable | This chair is un comfortable. |
| 7. un like | San Francisco is un like any other city. |
| 8. un necessary | It's un necessary to make a reservation. |

UNIT 4: Rhythm

Think of rhythm as speed: how quickly or slowly words are pronounced. Rhythm equals rate of speech. A change in rhythm can change the meaning of the sentence. Rhythm can also determine the parts of the sentence that are emphasized. Words that are given special emphasis are pronounced longer and stronger.

In this unit, you'll learn common rhythm patterns.

CHAPTER 20: LINKING – SAME CONSONANT

What you should do:

When a word ends with a consonant sound and the next word begins with the same sound, pronounce that sound only **one** time. Think of the two words as joined together, or linked.

1. Jerry wentto the workshop.
2. Both therapists are certified.
3. I puttogether a betterreport.
4. It's a time management issue.
5. The fun never ends.
6. They'll stoppublishing the newsletter.
7. Is Jim still living there?*
8. The bulb burned out.
9. I still have vacation time.
10. I had doubts about him in the beginning.
11. This system isn't efficient.
12. That book is a staff favorite.



* *When final /l/ links with initial /l/, pronounce the two as one initial /l/.*

UNIT 5: **Intonation**

Think of intonation as the melody of a sentence — how the pitch of your voice rises and falls. Rising intonation is when the pitch of your voice goes up, and falling intonation is when the pitch of your voice goes down.

In this unit, you'll learn common intonation patterns.

CHAPTER 43: YES/NO QUESTIONS***What you should do:***

When the expected answer is “yes” or “no,” use **rising intonation**.

1. Did they leave already? (Yes/No)
2. Will you be done soon? (Yes/No)
3. Was that the last one? (Yes/No)
4. Can I help you? (Yes/No)
5. Have you had lunch yet? (Yes/No)
6. Is there something else I can show you? (Yes/No)
7. Will that be all? (Yes/No)
8. Do you know how to get there? (Yes/No)
9. Was it a long drive? (Yes/No)
10. Do you think you can join us? (Yes/No)



UNIT 6:
Everyday Speech Patterns

CHAPTER 48: CONSONANT CLUSTERS

What you should do:

A consonant cluster is two or more consonants pronounced together as one sound. Do not insert a vowel sound between the consonants. Be sure to pronounce each consonant.

A) Consonant + /r/

- | | |
|---------------------|-------------------------------------|
| 1. <u>b</u> roken | Our machine is <u>b</u> roken. |
| 2. <u>c</u> redit | <u>C</u> redit the expense account. |
| 3. <u>d</u> ress | Please <u>d</u> ress appropriately. |
| 4. <u>a</u> pproval | Do we have your <u>a</u> pproval? |
| 5. <u>t</u> hrough | Are we <u>t</u> hrough yet? |



B) Consonant + /l/

- | | |
|---------------------|-------------------------------------|
| 1. <u>b</u> lew | Who <u>b</u> lew the whistle? |
| 2. <u>p</u> roclaim | Did they <u>p</u> roclaim a winner? |
| 3. <u>f</u> loor | Put it on the <u>f</u> loor. |
| 4. <u>g</u> limmer | There's a <u>g</u> limmer of hope. |
| 5. <u>p</u> leasure | It's my <u>p</u> leasure. |

C) /s/ + Consonant

- | | |
|---------------------|------------------------------------|
| 1. <u>s</u> carce | Resources are <u>s</u> carce. |
| 2. <u>s</u> queaks | That chair <u>s</u> queaks. |
| 3. <u>s</u> peak | Please <u>s</u> peak loudly. |
| 4. <u>s</u> lightly | It's <u>s</u> lightly used. |
| 5. <u>s</u> tock | That item is out of <u>s</u> tock. |

D) 'qu' /kw/

- | | |
|---------------------|---|
| 1. <u>q</u> uality | She's in charge of <u>q</u> uality control. |
| 2. <u>q</u> ote | I'd like a price <u>q</u> ote. |
| 3. <u>a</u> quarium | They visited the <u>a</u> quarium. |
| 4. <u>q</u> uiet | Please be <u>q</u> uiet. |
| 5. <u>q</u> uit | Did he <u>q</u> uit his job? |

UNIT 6: EVERYDAY SPEECH PATTERNS

E) Consonant + /d/

1. undersold We will not be undersold.
2. expand Let's expand our product line.
3. suspend We're going to suspend the negotiations.
4. world Our world headquarters are in Chicago.
5. refund They got a large refund.

F) Consonant + /k/

1. silk The shirt's made of silk.
2. thank Thank you.
3. desk Put it on my desk.
4. task It's a complicated task.
5. think I think it's a great idea.

G) Consonant + /p/

1. help Can I help you?
2. stamp The letter needs a stamp.
3. grasp He has a grasp of the issues.
4. jump She had to jump through several hoops.
5. wasp I was stung by a wasp.

H) 'ds' /dz/

1. exceeds That exceeds our budget.
2. leads She leads the management team.
3. heads He heads up the new project.
4. avoids She always avoids a conflict.
5. succeeds He succeeds at everything.

I) /n/ + Consonant

1. lunch Let me treat you to lunch.
2. month Let's meet at the end of the month.
3. license Do you have a driver's license?

UNIT 7:
Practice Section

CHAPTER 58: COMMON WORDS

A) Common words with /i/

1. we We need new computers.
2. each They're \$10 each.
3. she She's my mentor.
4. these These are excellent.
5. me Call me!
6. three There are three of them.
7. real It's been a real pleasure.
8. be I'll be back
9. need I need a raise.
10. feet She's five feet tall.



B) Common words with /ɪ/

1. build They plan to build.
2. different That's a different story.
3. give Give him a little credit.
4. his This is his assistant.
5. is Is he alright?
6. it It was a long flight.
7. live I live in Los angeles.
8. been Have you been there recently?
9. this This is it.
10. with Have lunch with me.

C) Common words with /eɪ/

1. ate I already ate.
2. change It's a big change.
3. day What day should we meet?
4. great I had a great time.
5. late I don't want to be late.
6. main They're at the main office.
7. place It's a nice place.
8. say Just say the word!
9. they They got a crate of grapes.
10. way Get out of the way.