

Pronunciation Guide for All Levels

**You Too Can Speak**

**English**

**an oral  
approach**



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**You Too Can Speak English**  
has been compiled by  
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PHONETIC ALPHABET

INTRODUCTION

<u>VOWELS</u>			<u>CONSONANTS</u>		
American	Examples	IPA	American	Examples	IPA
ē	mect, eat	i	b	bed, dub	b
i	it, bit	I	d	did, had	d
ā	date, ate	e	f	fall, off	f
e	let, bet	ε	g	get, dog	g
a	fat, man	ae	h	he, ahead	h
ä	car, pot	a	j	joy, wedge	dʒ
ô	saw, all	o	k	kill, bake	k
ō	boat, no	o	l	let, ball	l
oo	book, look	σ	m	met, trim	m
ōō	boot, do	u	n	not, ton	n
u	up, hut	ə	p	put, tap	p
<u>MAJOR DIPHTHONGS</u>			r	red, dear	r
äi	I, buy	aI	s	sell, pass	s
äoo	now, house	aσ	t	top, hat	t
ôi	boy, noise	oI	v	vat, have	v
iōō	use, cute	Iu	w	will, went	w
<u>/r/ GLIDES</u>			y	yet, yard	y
ūr	fur, bird	ə	z	zoo, haze	z
ēr	here, fear	ir	ch	chin, arch	tʃ
er	hair, care	εr	sh	she, dash	ʃ
är	car, jar	ar	zh	azure, vision	ʒ
ôr	door, board	σr	th	thin, truth	θ
oor	moor, poor	σr	TH	then, that	ð
			ng	ring, drink	ŋ
			hw	when, white	hw

Learning good pronunciation is a matter of developing motor skills, a little like learning to use a typewriter or operate telegraph equipment. The student acquires a set of motor skills: the motion of the lips, tongue, etc., necessary for the new language; ear training goes into learning pronunciation, too. To maintain motor skills frequent review is necessary otherwise these skills deteriorate.

In addition to other things, a language is a set of habits--habits developed in early childhood and reinforced throughout a person's lifetime by continual practice. These habits involve movements of the tongue, the lips, the vocal cords, etc., which produce speech sounds. Pronunciation is the production of speech sounds for communication.

Learning a foreign language consists of learning a new set of habits. The habits acquired in learning a native language during childhood will not fit another language. It is necessary for a student to begin by making conscious efforts to produce the sounds of the new language as the native speaker produces them. Because the sounds of the new language involve different and unfamiliar motions of the lips, tongue and other speech organs, learning to make the right motions may require a good deal of time and practice.

There is a tendency on the part of the beginning student to use habits from his native language for producing utterances in the new language. He substitutes familiar sounds from his own language for the new sounds of the foreign language. Sometimes this results in complete unintelligibility.

Hearing is vitally important in learning to pronounce the sounds of a new language. If the student does not really hear a distinction, he will probably not learn to produce it, not easily, at any rate. Practice in pronouncing such pairs as eat--it; sheep--ship; feel--fill. Facial diagrams are also beneficial.

Besides learning the new motions involved in producing the vowels and consonants of a language like English, the student must also gain automatic control of certain phenomena which accompany the vowels and consonants: STRESS (force in articulation), INTONATION (speech melody), and JUNCTURE (transition).

STRESS differences are observed in several pairs of English verbs and nouns. (In all such cases, the noun is accented on the first syllable and the verb on the second.) Ex. insult--insult; permit--permit. We find different INTONATION contours in a pair of sentences like, "He's here," and "He's here?" JUNCTURE differences can be seen in a pair of items like "nitrate" and "night rate."

## SUGGESTIONS FOR THE TEACHER

- (1) Always speak at a normal conversational speed.
- (2) Correct mistakes. If a student makes a mistake, stop him and have him repeat the word or sentence after you. Help him to form proper habits and try to keep him from continuing wrong ones.
- (3) Make it clear that you expect a superior performance from each student. Encourage all the students. Do not neglect the better ones to work with the poorer ones, and do not favor the better ones because you find it easier to talk with them.
- (4) Review frequently. As the students proceed through the course they should master everything thoroughly. In practice, real mastery often comes about a week after exposure. This is the time for careful review.
- (5) Avoid the use of the students' native language in the classroom.
- (6) Avoid discussions about the language being learned. Do not allow students to lead you into discussions about why you say one thing rather than another. The only answer is, "Because that's the way the language works."
- (7) Avoid introducing large numbers of new words. Learn the vocabulary range of your students and stay within it. Emphasize fluency and accuracy in handling a small vocabulary. This is especially important in the beginning stages.

Learning a new language amounts to learning by doing. This is best accomplished by imitation and drill in the classroom where the students can see and hear the teacher and the teacher can see and hear the students. The teacher serves his students best when he gives them utterances in the new language to imitate and checks their imitation, stopping now and again to make corrections and, occasionally, brief explanations.

In a language classroom where the audio-lingual method of teaching is used, every lesson, regardless of subject matter, is a lesson in pronunciation. The teacher always serves as a model for pronunciation and corrects mistakes when they are made. It must be remembered, however, that acquiring correct pronunciation of the second language is basically the development of new muscular habits. For this reason, special lessons must be devoted to the development of these habits.

Since no two languages use the same set of sounds, your students will be confronted immediately with sounds that exist in English but not in their native language. There will also be sounds in English which are almost, but not quite, like sounds in their language. Your students must first of all be trained to hear the sounds of English which do not exist in their language. Not until they can hear and distinguish the sounds can they be expected to produce them.

Let us suppose that the native language of your students does not have the vowel sound which English has in the word "hit" but does have the vowel sound in the word "heat." Your students will not hear the vowel sound of "hit." Instead, they will tend to identify it with the vowel which is familiar to them, the vowel in "heat." Drills with minimal pairs will help in this problem.

First, then, compare the language of your students with English to discover which English sounds will be problems for them. Which sounds will be totally new to the students and which sounds of the native language are almost like some of English? This will not be a difficult task for you. Notice in the Phonetic Alphabet at the front of the book which English sounds are missing in the Korean language. Also, simply notice what words and sounds your students consistently have trouble pronouncing in English. This will give you a clue to the problem sounds.

Students are often misled by the spelling of English. They try to pronounce words as they are written. Because of this, it is better at times to do the pronunciation work with books closed, at least at the beginning of the lesson. The teacher should use such lists as hit--heat; bit--beat; sit--seat; fit--feet, etc. Each of the two vowel sounds may be given a number. As words from the lists are read to the students, they should indicate which vowel sound they hear by saying the appropriate number. In this way one can find out if the students are hearing correctly. After students can distinguish the contrasting sounds without too much difficulty, you may go on to drill on the pronunciation of the sounds.

If students have great difficulty hearing the difference between such closely related minimal pairs (two words which differ in only one sound) such as hit and heat and bet and bait, you might try placing the unfamiliar sound between two familiar ones. For example, try giving the students beet and bait first. Then insert bit: beet, bit, bait. The students will soon hear that there is another sound between the two that they already have no problem in hearing, and they will have less trouble in distinguishing the new sound.

SPEECH PRODUCING MECHANISM

Students will also find it hard to distinguish sounds that are almost like others in their own language. For example, a student may be able to produce an "l" sound that is sufficiently different from the "l" sound in English to sound foreign. You will have to explain to the student how to produce the English sound, how to move his tongue, lips, and so on.

Problems arise also because of the distribution of sounds. The native language may have many of the sounds of English, but they may not occur in the same positions in words as they do in English. The teacher must be alert for such problems and drill students to overcome these difficulties.

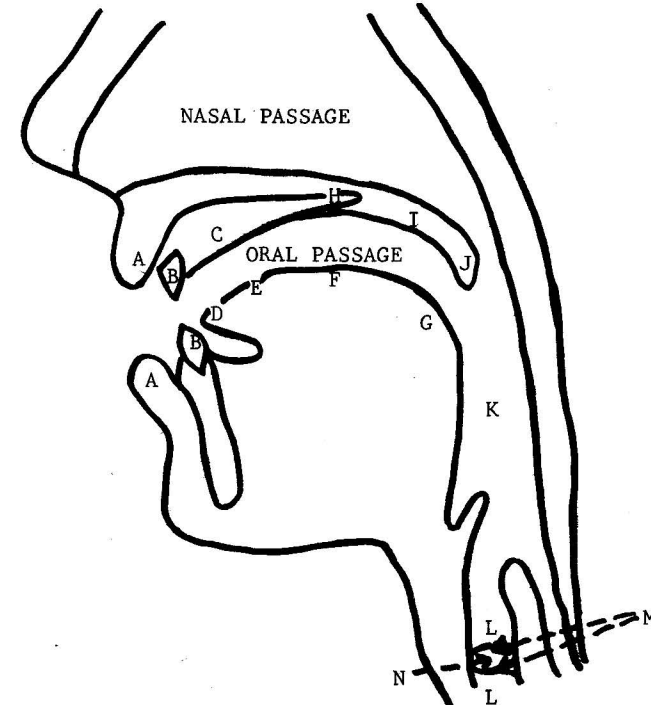
The teacher should try to give some pronunciation work using whole sentences. Many problems are caused by clusters of sounds, that is, groups of sounds coming together. The only way to deal with these clusters is to drill phrases or whole sentences. Using whole sentences also enables you to give practice in intonation, rhythm, and stress at the same time that you are working on vowel and consonant problems.

Every language has its own system of rhythm and stress. If your students are to learn to speak and to be understood in acceptable English, they will need practice and correction in these aspects of the language from the first day of class. Learning to speak English with the proper stress patterns is just as important as learning to recognize and produce the various vowel and consonant sounds.

Stress is the relative degree of loudness or force that a syllable receives when it is spoken. When you say the word "pencil" for example, the two syllables "pen" and "cil" are not said with equal loudness. Whether you say the word in a normal voice, or whisper it, or shout it, the first syllable is always spoken louder than the second syllable.

Intonation is the tune or melody of what we say. It is the rise and fall of the voice which occurs in speaking. Since there is a relationship between intonation and meaning, it is important for the student to learn the intonation patterns so that he may speak properly and understand what is said. Intonation is heard around a certain number of points called "itches." In English there are four pitches which may be used. Pitch 1 is the lowest and Pitch 4 is the highest. Pitches 1, 2, and 3 are used all the time in speaking English. Pitch 4 is less common and it is most generally used for emotional emphasis.

Speech is produced in the throat, mouth and nasal passage, but there are no "speech organs" as such, strictly speaking; all of the organs used in speech have other and perhaps more fundamental purposes involving eating and breathing. Nevertheless, the term is familiar and meaningful in the context of articulatory phonetics and will be used here. The speech organs are shown below in a cross-section of the head and throat.



- |                     |                        |
|---------------------|------------------------|
| A. Lips             | H. Hard palate         |
| B. Teeth            | I. Soft palate (Velum) |
| C. Alveolar ridge   | J. Uvula               |
| D. Tip of tongue    | K. Pharynx             |
| E. Front of tongue  | L. Larynx              |
| F. Middle of tongue | M. Vocal cords         |
| G. Back of tongue   | N. Glottis             |

The lungs, diaphragm, chest muscles, and windpipe also act in the production of speech, but their function is more or less automatic.

Speech is produced by causing a column of enclosed air to vibrate. It is the same process, basically, as the production of sound by a wind instrument in music. Air is forced under pressure from the lungs through the windpipe (trachea) to the voice box (larynx), a structure that sits on top of the windpipe and contains the vocal cords, as they are called. (These are not cords at all, really, and would be more properly named bands or membranes.) The vocal cords have the capability of closing off entirely the opening (glottis) and can hold back considerable air pressure (as when a person coughs or strains to lift a heavy weight). They can also assume other positions. They may be wide open, allowing the air to pass unimpeded; or they may be closed almost but not quite completely so that the escaping air, forced through the narrow opening between them, causes them to vibrate like the reed in a musical instrument. This vibration makes the all-important vocal tone, known technically as voice, without which speech would be impossible. Speech sounds that have this tone as part of their makeup are called voiced, and those without it are called unvoiced or voiceless. Varying the amount of tension on the vocal cords causes the vocal tone to vary in quality and in number of cycles per second; in other words, the timbre and pitch of the tone can be changed voluntarily, within limits, by the speaker.

The air stream issuing from the larynx, with or without voice, can now be modified in many ways; that is, we are at the stage of articulation. Almost all the parts of the throat and lower head that are accessible to the air stream can take part in articulation. For discussion purposes, we can divide these parts into three groups: (1) resonating cavities, (2) articulators, and (3) points of articulation.

Resonating Cavities. The size, the shape, and the material composition of the vessel enclosing a vibrating air column all have important effect on the quality of the sound that comes from it. There are quite a few spaces in the speech tract that affect sounds by their resonating qualities; in acoustic terms, they reinforce (amplify) certain frequencies and suppress or weaken (dampen) others. In addition to the sinuses and other spaces in the head, which function passively and without the control of the speaker, the resonating cavities involved in speech production are these: the pharynx, the space formed by the root of the tongue and the walls of the throat, which affects the sound by its shape but is not actively used in English; the nose, which adds its quite distinctive quality to the sound if the air is allowed to pass through it, whether or not the mouth is involved at the same time; and, finally, the mouth, the most important of all because it contains a number of highly mobile organs and can assume a tremendous number of different shapes.

Articulators. These are mobile organs that can be brought close to, or into contact with, various locations in the speech tract (known as "points of articulation") so as to stop or impede the free passage of the air stream. The "manner of articulation" is determined by the kind of closure or near closure that is made, as well as its manner of release. The "articulators" are the lips, especially the lower one; the tongue, usually divided into four parts: tip, front, middle, and back; the uvula; and, to an extent, the jaw.

Points of Articulation. These are fixed locations against which the mobile articulators operate in order to produce speech sounds: the teeth, the gums, the alveolar (teeth) ridge, the various parts of the palate, the walls of the pharynx, and the glottis. Below are the articulators used in English.

	LOWER ARTICULATOR	UPPER ARTICULATOR
Bilabial	lower lip	upper lip
Labiodental	lower lip	upper teeth
Dental	tip of tongue	upper teeth
Alveolar	tip of tongue	upper gums
Alveopalatal	front of tongue	far front of palate
Velar	back of tongue	velum (soft palate)
Glottal	the two vocal cords	

Principal movable parts of the speech apparatus: (plus adj. form)

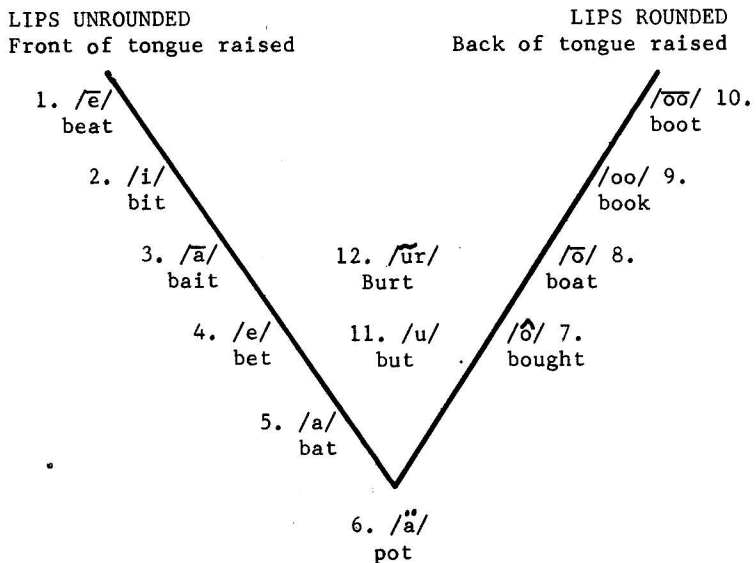
Lower lip	Labial/ labio-
Tongue tip	Apical/ apico-
Blade of tongue	Blade
Velic	Nasal vs. non-nasal
Vocal cords	Voiced vs. unvoiced
Lower jaw	High vs. mid vs. low (vowels)

Most important non-movable parts of the speech apparatus:

Upper lip	Labial
Upper teeth	Dental
Gum ridge	Alveolar
Hard palate	Palatal
Soft palate	Velar
Nasal cavity	Nasal

VOWEL SOUNDS

There are twelve vowel sounds that a student should know. Five of these are similar to the vowel sounds in many other languages: /ē/, /ā/, /ō/, /ä/, and /oo/. The other seven are more or less peculiar to English and more difficult for the foreign student to produce. The relation of one vowel sound to another can be represented graphically on a vowel triangle. (NOTE: Because the IPA Phonetic Alphabet contains symbols not on a regular typewriter, the American Phonetic Alphabet as listed in the Webster's New World Dictionary will be used in this book. You may check the "Phonetic Alphabet" at the beginning of this book for a comparison of the symbols.)



From /ē/ to /ä/ and from /oo/ to /ä/ the tongue is just a little lower for each sound; the jaw also drops gradually just a little so that each sound is a little more open than the preceding sound. From /ē/ to /ä/ the lips are drawn back or unrounded; from /oo/ to /ä/ the lips are rounded and more or less protruded. For /u/ and /ūr/ the tongue is in the middle of the mouth and the lips are relaxed.

Vowels are differentiated from consonants by their open, resonant nature. Friction noise is almost entirely absent. Different vowel sounds are produced by changing the shape of the interior of the mouth, principally by moving the tongue, and also by opening the jaws and by changing the position of the lips.

The following chart gives the tongue position of the vowel phonemes (phoneme may be defined as a sound that is significantly different from the other sounds of a language) in a little different form from the vowel triangle chart.

TONGUE POSITION	AREA OF MOUTH		
	FRONT	CENTRAL	BACK
High	ē		oo
	i		oo
Mid	ā	ūr	
	e	u	ō
Low	a		ô
			ä

Almost all speakers have an intuitive understanding of the difference between consonants and vowels, though they may not be able always to express it in technical terms. The vowels are open sounds and the speech tract is relatively unimpeded in their pronunciation, while there is always some kind of restriction or closure in the pronunciation of consonants.

Front Vowels (1-5) Back Vowels (6-10)

1. /ē/ as in beat



You may remember that /ē/ is the vowel which is pronounced farthest to the front of the mouth. Narrow opening between lips; lips drawn back rather tensely in smiling position; tip of tongue touching lower teeth; middle of tongue pressing against hard palate and sides of tongue against upper teeth. (be, key, eat, easy, feet)

2. /i/ as in bit



Closely related to /ē/; same narrow opening between lips; lips drawn back less tensely than for /ē/; tip of tongue touching lower teeth; middle of tongue slightly lower than for /ē/ and sides of tongue on upper teeth. (it, six, ships, bigot, sit, Miss, this)

3. /ā/ as in
- bait



Lips more open than /ē/ and /i/; jaw drops a little; lips drawn back rather tensely; tip of tongue touching lower teeth; middle of tongue slightly lower than for /i/ and sides touching upper teeth. (name, page, day, eight)

4. /e/ as in
- bet



Lips more open than /ā/; jaw drops a little more; lips drawn back less tensely than for /ā/ by relaxing the corners of the mouth; front of tongue a little lower and more relaxed, and sides of tongue barely touching upper teeth. (yes, desk, get, well, ever)

5. /a/ as in
- bat



Lips more open than /e/; jaw drops a little more; lips drawn back in a laughing position; tip of tongue receded from lower teeth; front of tongue a little lower and sides of tongue no longer touching upper teeth. (man, map, add)

6. /ā/ as in
- pot



Most open vowel sound; jaw drops considerably, leaving large opening between lips; lips rounded and relaxed; tip of tongue receded; tongue low in mouth. A physician uses this vowel sound "ah" when he asks you to open your mouth--he knows this sound requires the mouth to be opened more widely than for any other sound. (father, on, clock)

7. /ō/ as in
- bought



More closed than /ā/; jaw raised a little; lips rounded and somewhat protruded; tongue drawn back a little. (The vowel sounds are easier to teach and learn as they are compared with one another.) In the vowels 1-6 we have been opening the mouth a little wider each time, whereas in the pronunciation of vowels 7-10 we start back closing the mouth a little at a time. (August, wall, taught)

8. /ō/ as in
- boat



More closed than /ō/; jaw raised a little more, leaving small, round opening; lips well rounded and protruded; tip of tongue touches nothing; tongue drawn back a little more; when this vowel is pronounced, the lips form the shape of the letter "O". (no, go, so, home, those, close, cold)

9. /oo/ as in
- book



More closed than /ō/; jaw raised a little more, with opening wider horizontally but narrower between teeth; lips less rounded but somewhat protruded; tongue drawn back and upward with sides touching upper teeth. (look, foot, put, woman, soot, good)

10. /oo/ as in
- boot



Jaw almost closed, leaving very small, round opening; lips rather tensely rounded and well protruded in whistling position; tip of tongue touches nothing; back of tongue raised and touching velum. (do, who, you, new, cool)

### Vowels 11-12 in Neutral Position

11. /u/ as in
- but



Lazy, effortless sound in neutral position; lips not drawn back and not rounded, but completely relaxed in natural open position; tip of tongue touches nothing; tongue relaxed on floor of mouth; "uh" sound sometimes used in thinking of what to say next. (of, son, umbrella, young, run, umpire, up)

12. /ūr/ as in
- Burt



This sound is sometimes called the "r-vowel." It is said to contain the "glide /r/" sound with the vowel sound /u/--you begin it as an ordinary /u/ sound and end it as an /r/. Lips in natural open position, but slightly rounded and protruded; tip of tongue raised and tensely drawn back a little; sides of tongue touching upper teeth. (word, girl, nurse, actor, sister, verb, turn, bird, sir)

### DIPHTHONGS

1. /äi/ as in
- buy

A diphthong is one continuous gliding sound from one vowel to another within the same syllable. Tongue and lips begin in position for /ä/ and change rapidly to position for /i/. (I, my, write, time, like, five, sigh)

2. /äoo/ as in
- now

Tongue and lips begin in position for /ä/ and change rapidly to position for /oo/. (how, brown, our, house, cow, downtown)

3. /oi/ as in
- boy

Tongue and lips begin in position for /ō/ and change rapidly to position for /i/. (voice, noisy, enjoy, toy, oil, Roy)



CONSONANT SOUNDS

In English there are twenty-five consonant sounds. Sixteen of these sounds occur in eight pairs; both sounds in each pair are produced in the same way except that one sound is voiceless and the other is voiced. A sound is voiceless, or without voice, when there is no vibration of the vocal cords; a sound is voiced when one hears the voice because of the vibration of the vocal cords. The voiceless sounds are usually accompanied by a puff of air known as aspiration; there is no aspiration with a voiced sound.

All the vowel sounds and most of the consonant sounds are voiced. Except for the three nasal sounds /m/, /n/, and /ŋ/, the velum closes the passage of the nose so that the air escapes through the mouth.

Voiceless consonants are normally more strongly articulated, held, and/or released with greater energy and pressure than are their voiced counterparts. Voiceless consonants tend to be fortis, or strong, sounds. Voiced consonants tend to be lenis, or weak sounds.

All consonants are characterized by a complete or partial closure of the channel through which the breath stream flows, from the larynx, or voice box, through the mouth or nose. The articulators (tongue, teeth, lips, palate) act either to form a complete stoppage of the breath stream in order to produce sounds known as STOPS or PLOSIVES, or to form a partial closure of the breath stream to produce sounds known as CONTINUANT sounds. There are six STOP sounds in the English language, represented by the symbols /p, b, t, d, k, g/. They are heard as the initial sounds in the words pen, be, ten, den, key, and go.

All CONTINUANT sounds are either fricative or frictionless consonant sounds. For fricative sounds, also known as spirants, the breath stream is hindered by the articulators to the extent that a noticeable frictionlike quality is present. There are ten fricative sounds in English: /θ, TH, f, v, s, sh, z, zh, h, and hw/.

The frictionless consonants are either glide, nasal, or lateral sounds. For glides, the breath stream is altered during the formation of the sounds by the motion of the articulators from one position to another. The second position of the glide is the position of the following sound. There are three such sounds in English: /w/, /r/, /y/.

For nasal sounds, the breath stream is forced through the passageway behind the mouth cavity and out through the nose. The soft palate, acting as a valve, is forward and lowered so that the sound may be nasally emitted.

The /l/ is the only sound in English made with the breath stream forced over the sides of the tongue. It is classified separately as a lateral sound.

There are two consonant-blends, or affricates, in English. The voiced /j/ as in gem and the voiceless /ch/ as in chew.

Classification of Consonants \*

	Upper lip	Upper teeth	Upper teeth	Upper gum	Hard palate	Tongue blade	Soft palate	Glottal
	Lower lip	Lower lip	Tongue tip	Tongue tip	Tongue		Tongue	
STOPS	p-b			t-d			k-g	
CONTINUANTS								
Fricatives	wh	f-v	th-TH	s-z	sh-zh			h
Frictionless:								
Nasals	m			n			ng	
Laterals				l				
Glides	w				r	y		
AFFRICATES					ch-j			

\* Voiceless consonants appear to the left of the column, voiced consonants to the right.

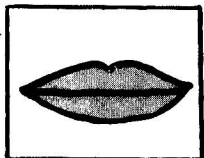
Glides are also known as semivowels. The glides appear only in prevocal (before vowels) positions. (Remember that the letters above stand for specific sounds and not necessarily the letter of the alphabet which they generally represent. For instance the word "wreath" although it begins with the letter 'w' it begins with the phoneme or sound of /w/.) A difference between continuants and affricates is that continuants can be sustained and affricates cannot be sustained.

The chart below shows all the consonant sounds in graphic form. All the sounds inside the box are voiced; the sounds outside the box are voiceless.

VOICELESS		VOICED	
pen	/p/	/b/ Ben	<u>Nasals</u>
two	/t/	/d/ do	/m/ my
cold	/k/	/g/ gold	/n/ no
fine	/f/	/v/ vine	/ŋ/ sing
thin	/θ/	/TH/ then	<u>Glides</u>
Sue	/s/	/z/ zoo	/r/ red; are
mission	/ʃ/	/zh/ vision	/y/ yes
cheap	/ç/	/j/ jeep	/w/ we
he	/h/		<u>Laterals</u>
		/hw/ what	/l/ law

The following consonant diagrams will help explain how to make the proper sounds for the consonant phonemes.

1. /p/ voiceless

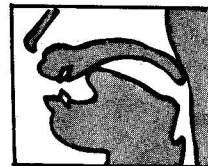


/b/ voiced

Lips closed, then open to release air; strong aspiration for /p/ at beginning of words, but not for /b/.

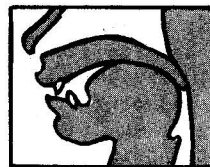
/p/ pen, pencil, piece, page, play  
/b/ book, boy, blue, brown, blackboard

2. /t/ voiceless



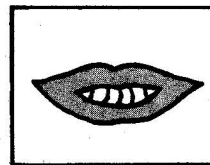
/d/ voiced

3. /k/ voiceless



/g/ voiced

4. /f/ voiceless



/v/ voiced

5. /θ/ voiceless



/TH/ voiced

Tip of tongue on toothridge, then released; sides of tongue touching upper teeth; strong aspiration for /t/ at beginning of words, but not for /d/.

/t/ table, two, ten, tall, time, tennis  
/d/ day, do, door, desk, doctor, did

Tip of tongue touches nothing; back of tongue on velum, then released; strong aspiration for /k/ at beginning of words, but not for /g/.

/k/ key, cool, cold, come, clerk, clock  
/g/ go, good, girl, glad, green, garden

Lower lip touches edge of upper teeth, allowing air to escape between lip and teeth; same aspiration for /f/ in all positions, but not for /v/.

/f/ fine, four, floor, first, half, off  
/v/ voice, very, five, leave, seven, eve

Broad tip and front of tongue visible between teeth; air escapes between tongue and teeth; some aspiration for /θ/ in all positions, but not for /TH/.

/θ/ thank, three, third, month, bath  
/TH/ this, that, these, they, there

6. /s/ voiceless



/z/ voiced

Tip of tongue may touch lower teeth; front of tongue near toothridge, allowing air to escape over narrow front surface of tongue; some aspiration for /s/ in all positions, but not for /z/; a hissing sound /s/ or a buzzing sound /z/.

/s/ six, sit, sleep, Sunday, ceiling  
/z/ zoo, zero, is, has, days, close

7. /sh/ voiceless

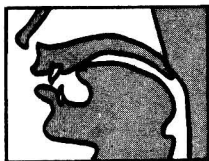


/zh/ voiced

Tip of tongue retracted; middle of tongue raised toward hard palate and spread laterally, with sides touching upper teeth; air escapes over broad front surface of tongue; some aspiration for /sh/ in all positions, but not for /zh/.

/sh/ she, sharp, short, nation, machine.  
/zh/ television, pleasure, Asia, leisure

8. /ch/ voiceless



/j/ voiced

Tip of tongue on toothridge; middle of tongue touching hard palate and spread laterally, with sides touching upper teeth; air escapes against upper teeth with release of tongue tip; aspiration for /ch/ in all positions, but not for /j/.

/ch/ chair, child, much, teach, picture  
/j/ John, George, large, judge, jam

9. /h/ voiceless

A puff of air over the vocal cords; tongue and lips in position for following sound; pure aspiration, but light as a breath of air.

/h/ he, here, have, how, house, who

10. /l/ voiced



Tip of tongue on toothridge the same as for /t/ and /d/, but somewhat curled upward, then released before a vowel sound; middle of tongue low, with sides free for air to escape laterally.

/l/ light, lesson, lawyer, well, wall

11. /m/ voiced



Lips closed, then released before a vowel sound; velum open for air to escape through nasal passage.

/m/ my, map, meet, Miss, name, time

12. /n/ voiced



Tip of tongue on toothridge as for /t/, /d/, and /l/, then released before a vowel sound; velum open for air to escape through nasal passage.

/n/ no, not, now, night, nine, fine

13. /ng/ voiced



Back of tongue on velum as for /k/ and /g/, but not released at end of word; velum open for air to escape through nasal passage.

/ng/ long, young, morning, singing

## 14. /r/ voiced



Mouth slightly open, tip of tongue raised and curved backward (retroflex position) but not touching anything; sides of tongue touching back teeth; impossible to pronounce alone--are /r/: from vowel sound, tongue glides backward to position for /r/; red: from position for /r/, tongue glides forward to position for following vowel sound.

/r/ are, art, warm, door, four, floor, radio, repeat, ruler, room, read, rat

## 15. /y/ voiced

Lips and tongue in position for /e/; lips and tongue glide quickly to position for following vowel sound; impossible to pronounce alone.

/y/ yes, you, yellow, year, young, your

## 16. /w/ voiced

Lips rounded and tongue in position for /oo/; lips and tongue glide quickly to position for following vowel sound; impossible to pronounce alone.

/w/ we, well, work, week, question, wit

## 17. /hw/

Lips rounded and tongue in position for /oo/; with a puff of air, lips and tongue quickly glide to position for following vowel sound; impossible to pronounce alone.

/hw/ what, when, where, white, wheel

STRESS, INTONATION, AND JUNCTURE

The lesson for learners of English--or any language--to learn is that the intonation and stress patterns of the new language are just as important as the sounds of the vowels and consonants. It is just as necessary for the learner to achieve mastery of stress and intonation as it is for him to say each individual word properly, not only so that hearers can understand him, but so that he can understand what he hears.

Both the word stress (accent) and the sentence stress (intonation) and juncture (transition) must be properly placed if reliable communication is to take place. To an English-speaking person the rhythm of many tongues sounds mechanically regular--a series of little bursts of sound all of about the same size and force, like machine-gun fire. English with its four pitch levels and rhythm is quite melodious.

Language is basically the means a group of individuals use for communication. If that group is large, it is likely that its members are spread out over a large area. We can expect to find that the language spoken by people in one area may differ somewhat from that spoken in other areas. There is no single dialect of English that is more prestigious or better than another, even though some individual speakers of English have their own preferences. There are no really great differences in the pronunciation of English around the world, and this means that no matter what dialect you learn in class, you will be able to understand English and to make yourself understood in English regardless of where in the English-speaking world you may travel.

Although this book tries to explain and graphically portray English pronunciation, the best way to learn the pronunciation of any new language is through imitation. The student should imitate the teacher constantly; the more accurately he imitates, the better his pronunciation will be. Through careful imitation, the student can learn to pronounce English reasonably well.

Stress

STRESS is the name given to the relative intensity or loudness with which a syllable or word is spoken. Stressed syllables and words are usually longer and louder, giving English the rhythm which we say is characteristic of English.

Grammarians sometimes divide all words into two classes: (1) CONTENT WORDS, which have meaning in themselves, like "mother," "forget," and "tomorrow;" and (2) FUNCTION WORDS, which have little

or no meaning other than the grammatical idea they express, such as "the," "of," and "will." In general content words are stressed, but function words are left unstressed, unless the speaker wishes to call special attention to them.

Content words, usually stressed, include:

1. Nouns
2. Verbs (with the few exceptions listed under function words)
3. Adjectives
4. Adverbs
5. Demonstratives: this, that, these, those
6. Interrogatives: who, when, why, etc.

Function words, usually unstressed, include:

1. Articles: a, an, the
2. Prepositions: to, of, in, etc.
3. Personal pronouns: I, me, he, him, it, etc.
4. Possessive adjectives: my, his, your, etc.
5. Relative pronouns: who, that, which, etc.
6. Common conjunctions: and, but, that, as, if, etc.
7. "One" used as a noun-substitute, as in "the red dress and the blue one."

There are four possible phrase stresses in English:

- |                  |                     |      |
|------------------|---------------------|------|
| I. MAJOR STRESS  | a. Primary Stress   | (')  |
|                  | b. Secondary Stress | ('') |
| II. MINOR STRESS | a. Tertiary Stress  | (-)  |
|                  | b. Weak Stress      | (°)  |

Syllable Stress:

a. 1-2	b. 1-2'	c. 1'-2-3	d. 1''-2-3'
1. bury	1. around	1. vigilance	1. overlook
2. judgment	2. occur	2. readiness	2. evermore
3. dollar	3. submit	3. mineral	3. premature
4. minus	4. disease	4. emphasis	4. magazine
5. nation	5. deceive	5. similar	5. guarantee

Word Stress:

1. a. I saw a yellowjacket. (a wasp, or bee-like insect)
- b. I saw a yellow jacket. (a yellow coat)
2. a. We thought they were cheapskates. (people that are stingy)
- b. We thought they were cheap skates. (inexpensive skates)
3. a. Have you ever seen a horsefly? (a kind of fly)
- b. Have you ever seen a horse fly? (a horse that can fly)

As you can tell from the above sentences, the meaning of the sentence depends on the word that is stressed.

B. Intonation and Juncture

Intonation is the tune of what we say. It is closely related to sentence stress, or the particular word stressed in a sentence. INTONATION is the name given to the levels of pitch (the relative height of the voice) in a sentence. When we talk about intonation, we include, too, the rising of the voice or the fading of the voice into silence at the end of an utterance as well as the sustained pitch of the voice in certain sentences.

There are four relative levels of pitch. (We use the term "relative" because the height to which the voice rises varies from speaker to speaker.) Most people start to speak at pitch level 2 (pitches running from 1-4, from the lowest to the highest) which is considered normal level. The voice then usually rises to 3 and then remains at 3 or falls to 1. Level 3 is above normal; level 1 is below normal. Level 3 is usually (but not necessarily) the level of the stressed part of the sentence. Level 4 is way above normal. It is usually used to express emotion, anger, surprise, delight, etc.

Usually the movement from one tone to another takes place between syllables or words, and is called a shift. A shift is indicated by a straight vertical line. Sometimes, however, the voice slides from one tone to another while it is pronouncing a syllable; such movement within a syllable is marked by a line curving up or down, and is known as an inflection. Another important feature of

the English sound system which makes a difference in meaning is internal junction, or pause. Sometimes this is not marked in writing, as in "ice cream," and "I scream." In the first example the junction is between "ice" and "cream," whereas in the second example the junction is between "I" and "scream." There is no difference in the pronunciation of the sounds; the difference in meaning is caused only by the slight pause.

There are two important intonation patterns in English:

(1) We use rising-falling intonation in --

(a) Simple statements

He came to see me.

(b) Commands

Go to the door.

(c) Question-word questions

Why did he leave?

(d) Attached (tag) questions sometimes, when we're not asking for information

He didn't go, did he?

(2) We use rising intonation --

(a) At the end of questions which do not begin with a question word

Is he there?

(Notice that in sentences with rising intonation, everything that follows the rise--the stressed syllable--is also pronounced on the high pitch or level.)

(b) Attached (tag) questions when we're asking for information

He didn't go, did he?

(c) In direct address

How are you, Mrs. Jones?

(d) In introductions

Mr. Brown, this is Miss Jones.

(e) Used where in writing we would ordinarily place a comma or a dash, where the pitch is sustained

Are you there, John?

(f) In a series, we use rising intonation until the last item where we use rising-falling intonation

I need books, pencils, and crayons.

It should be noted that the fall and fade out of the voice is often designated by a (#) double cross. The rising and fade out of the voice is often designated by a // double bar.

Why did he leave #      Can you get it for me //

Melodic contours result as we use different pitch levels to indicate the information we desire to convey. And, at times, melody can convey more than information. Through it the speaker can indicate his mood or attitude.

"Did you see him?"

"No."

"No?"

"I didn't."

In the above conversation the word "no" appears twice and its meaning is largely dependent on the pitch shifts the speaker uses. The first "no" is a simple negative answer, conveying the common dictionary meaning. The questioned "no" would be spoken with a changed meaning, such as "You mean you really didn't see him?" The meaning of the second "no" is conveyed through the rising melodic contour used on the word.

One last brief word before we leave the important subject of intonation. A contrast, such as Was he angry? and Was he angry! will show immediately that intonation is very necessary for the thoughts we wish to convey.

VOWEL DRILLS

Drill 1

The following drill contains the 12 vowel sounds. Notice that by changing one vowel sound you have a different word. Go through the individual vowel sounds on the vowel triangle, then do this drill.

/ē/	/i/	/ā/	/e/	/a/	/ä/
eat	it	bait	bet	cat	cot
beat	bit	late	let	hat	hot
heat	hit	mate	met	pat	pot
seat	sit	tale	tell	map	mop
feet	fit	sail	sell	cap	cop

/ōo/	/oo/	/ō/	/ô/	/ūr/	/u/
boot	book	low	law	Burt	but
food	foot	hole	hall	bird	bud
pool	pull	pole	Paul	hurt	hut
Luke	look	coal	call	fern	fun
suit	soot	boat	bought	curt	cut

Drill 2

The following drill contains the major diphthongs.

/oi/	/ô/	/äi/	/e/
oil	all	light	let
soil	Saul	bite	bet
coil	call	lice	less
joint	jaunt	piper	pepper
joy	jaw	dine	den

/äoo/	/äi/	/ioo/	/i/
how	high	mute	mit
sow	sigh	cute	kit
loud	lie	use	is
proud	pride	fuse	fizz
now	nigh	Hugh's	his

Drill 3

The following drill contains the /r/ glides. Before practicing the words, go over the /r/ glide sounds alone, noting the slight dropping of the jaw as you start with /ūr/ and go to /oor/.

- ūr - fur, bird, her, shirt, birth, word, germ, nurse, heard, firm
- ēr - here, fear, weird, ear, tear, cheer, gear, dear, near, queer
- er - hair, care, there, fair, bear, chair, air, mare, pear, tare
- ār - are, car, jar, far, part, dart, Mars, tar, chart, lark, park
- ôr - or, door, board, more, course, port, tore, roar, nor, shore
- oor - moore, lure, poor, adjure, tour, tournament, futurity

Drill 4

Practice the following by going through the words first in vertical columns and then by reading them across the page. Again notice the slight dropping of the jaw as you repeat the words going from left to right.

/ūr/	/ēr/	/er/	/är/	/ôr/	/oor/
bird	beard	bared	barred	board	--
burn	--	--	barn	born	--
burr	beer	bear	bar	bore	boor
cur	--	care	car	core	--
curse	--	--	--	course	--
curd	--	cared	card	cord	--
curt	--	--	cart	court	--
dirt	--	--	dart	--	--
err	ear	air	are	or	--
firm	--	--	farm	form	--
fur	fear	fair	far	four	--
gird	geared	--	guard	gourd	--
heard	--	--	hard	hoard	--
hearse	--	--	--	horse	--
her	hear	hair	--	--	--
purr	pier	pear	par	pour	poor

### Drill 5

Practice the following keeping in mind the /r/ glide sounds.

1. Do you like a man with a beard?
2. The farmer wanted to burn the barn.
3. Would you like to sit here?
4. That happened before you were born.
5. Most flowers grow in dirt.
6. The nurse took the English course at SDA.
7. I had an ear of corn at lunch.
8. How much do you pay for room and board?
9. He ate the apple and threw away the core.
10. He finally bared his secret, didn't he?
11. I heard what you said.
12. A boor is a bore.
13. It isn't nice to call a man a cur.
14. Does a bear have fur?
15. To err is human; to forgive, divine.
16. Horses used to draw hearses.
17. Pull the cord when you want to get off.
18. A clerk shouldn't be curt to customers, should he?
19. The little kitten was purring on the pier.
20. The portly gentlemen was barred from the courtroom.

### Drill 6

Vowel sounds contrasted with vowel plus /r/ glide sounds.

<u>/äoo/</u> + <u>/ür/</u>	<u>/ö/</u> + <u>/ür/</u>	<u>/äi/</u> + <u>/ür/</u>
cow      cower	low      lower	tie      tire
bow      bower	so      sower	high      higher
sow      sour	grow      grower	"y"      wire
plough      plougher	throw      thrower	quiet      quieter
cowed      coward	mow      mower	write      writer

### Drill 7

Memorize the short dialog, and then repeat it.

"What're you taking this semester?"  
 "Art, history, chemistry, and algebra."  
 "What's your hardest course?"  
 "Oh, history. I have to read alot."

### Drill 8

Repeat the following two lists from top to bottom and then from the bottom to the top. Notice in repeating the lists the first time, from top to bottom, that your tongue gradually moves from high front to low front to low back to high back. Notice also that your lower jaw gradually goes down and then up. Your lips become more and more open as you progress from the high vowels to the low vowels. With the back vowels, your lips become more and more round as you progress from low to high. (Notice that this follows the circle of the vowel-triangle chart.)

/ē/	peel	feel
/i/	pill	fill
/ā/	pale	fail
/e/	pell	fell
/a/	pal	fallow
/ä/	Poll	follow
/ö/	Paul	fall
/oo/	pole	foal
/oo/	pull	full
/oo/	pool	fool

### Drill 9

Pronounce the following pairs. The vowel in the first word of the pair is tense, and the vowel in the second word is lax.

<u>/ē/</u>	-	<u>/i/</u>	<u>/ö/</u>	-	<u>/oo/</u>
feet		fit	shoed		should
seat		sit	woed		would
sheep		ship	coed		could
beat		bit	fool		full
leak		lick	pool		pull

<u>/ā/</u>	-	<u>/e/</u>	<u>/ö/</u>	-	<u>/ö/</u>
age		edge	low		law
late		let	so		saw
date		debt	coat		caught
mate		met	woke		walk
taste		test	boat		bought



## Drill 10

Pronounce the following triplets. For /a/ and /u/ make your tongue tense; for /ä/, relax.

/a/	/u/	/ä/
backs	bucks	box
cap	cup	cop
cat	cut	cot
hat	hut	hot
lack	luck	lock

## Drill 11

Practice the following, applying the principles previously practiced in Drills 9, and 10.

1. My shoes don't fit my feet.
2. That ship is full of sheep.
3. Cats will lick a water leak.
4. If he would woo her, he would win her.
5. A fool is full of nonsense.
6. My age puts me on edge.
7. He paid the debt on the right date.
8. You test a pie by its taste.
9. If you saw it, it must be so.
10. He went for a walk after he woke.
11. The horse backs and bucks when he sees a box.
12. The cat cut its foot on the cot.
13. It's just my luck to lack a lock for the door.
14. Please sit in that seat.
15. My dog bit me when I beat him.
16. He shoed the horse when he should.
17. The pigeon cooed as loud as it could.
18. Let's pull him out of the pool.
19. Don't let yourself be late.
20. The captain met the mate on the bridge.
21. It's against the law to fly low.
22. He caught his coat on a nail.
23. She bought a boat for her son.
24. The beggar put his cap over his cup when he saw a cop.
25. He took off his hat in the hot hut.

## Drill 12

Diphthongs are made by starting with the vowel in the first part of the diphthong and then moving the tongue. For /äi/, put your tongue in the position for /ä/ and then quickly raise it toward the front of your mouth. For /äoo/, move your tongue from /ä/ upward and make your lips round. For /oi/, raise your tongue from /o/ toward the front of your mouth. Practice the diphthong sounds alone for awhile and then do the following drill.

/äi/	/äoo/	/oi/
buy	bough	boy
sigh	sow	soy
vied	vowed	void

## Drill 13

Practice the following drill applying the principles previously discussed.

1. I want to buy some powder.
2. A female hog is called a sow.
3. Roy vowed to Malcolm he would never plough the field.
4. Outer space is not a void.
5. She sighed because it was cold outside.
6. The boughs of the tree were reaching to the sky.
7. The boys vied with each other to win the prize.
8. Some plastics are made from soy beans.

## Drill 14

The following words have stress on the first syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /ē/ chiefly, creature, eager
2. /i/ bitter, building, business, busy, cheerful, chicken, chimney, Christmas, women
3. /ā/ able, agent, ancient, baby, basin
4. /e/ airplane, any, beggar, berry, better, blessing, breakfast, bury, careful, careless
5. /a/ absence, absent, action, active, actor, actress, after, angle
6. /u/ brother, bucket, bundle, butter, button, color
7. /ä/ argue, armor, army, artist, barber, bargain, body
8. /o/ also, always, August

### Drill 14 - Continued

9. /o/ cocoa, golden, holy
10. /oo/ cushion, woman
11. /oo/ beauty, cruel, doing
12. /ur/ certain, courage, current
13. /ai/ brighten, childhood, dying
14. /oo/ mountain
15. /oi/ noisy

### Drill 15

This drill contains two-syllable words with stress on the first syllable. Practice this drill applying the principles brought out in Drill 14. (Many of the words in Drill 14 are used.)

1. Do you like berries for breakfast?
2. The agent was able to sell the building.
3. You got a bargain for your money.
4. It takes courage to climb a high mountain.
5. I don't like to be cruel to any creature.
6. Artists like the golden light of August.
7. He was chiefly responsible.
8. Absence makes the heart grow fonder.
9. Children are active, eager, and noisy.
10. Don't argue with a barber.
11. The actor sat on the cushion and played with the baby.
12. The beggar carried a bundle of old clothes.

### Drill 16

This drill reviews the vowel sounds of /e/, /i/, and /a/. Pronounce the following words, remembering that /e/ is tense, /i/ is lax, and /a/ is tense. (Go through the 3 vowel sounds alone first.)

bean -- been -- bane  
deal -- dill -- dale  
feast -- fist -- faced  
feet -- fit -- fate  
keen -- kin -- cane  
leak -- lick -- lake

meal -- mill -- mail  
peat -- pit -- pate  
read -- rid -- raid  
seek -- sick -- sake  
sheep -- ship -- shape  
steal -- still -- stale

### Drill 17

The drill below uses sentences in practicing the vowels studied in Drill 16.

1. That game is easy.
2. The ship has a leak.
3. She faced the group and shook her fist.
4. Fate interferes with my life a great deal.
5. He ate dill pickles and beans.
6. Stale food can make you sick.
7. Is he still working at the mill?
8. Did you read your mail this morning?

### Drill 18

The following words have stress on the second syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /e/ agree, asleep, belief, believe, beneath, between
2. /i/ admit, appear, begin
3. /a/ afraid, arrange, ashamed, awake, away
4. /e/ accept, affair, again, against, ahead, arrest, attempt, collect, compare, confess, connect, correct, declare
5. /a/ advance, attack
6. /u/ above, among
7. /a/ adopt, apart
8. /o/ abroad, accord, across (accord has diphthong /or/ in it.)
9. /oo/ ago, alone, although
10. /oo/ insure
11. /oo/ accuse, amuse, approve
12. /ur/ concern, confirm
13. /ai/ admire, advice, advise, alike, alive, apply, arrive, arise
14. /oo/ about, account
15. /oi/ annoy, appoint

### Drill 19

Practice this drill applying the principles of the above drill.

1. I'll confess that my belief wasn't correct.
2. She was ashamed of her part in the affair.
3. They'll arrest the man you accuse.
4. She's afraid to go alone.
5. She was asleep beneath the tree.
6. If we advance, they'll attack.
7. I'll arrange to insure the car.

Drill 20

Review /i/, /ā/, /e/. Pronounce the following words, remembering that /i/ is lax, /ā/ is tense, and /e/ is lax.

bill -- bail -- bell  
 bit -- bait -- bet  
 dill -- dale -- dell  
 fill -- fail -- fell  
 hill -- hail -- hell  
 ill -- ale -- "L"  
 kin -- cane -- Ken  
 lid -- laid -- led  
 list -- laced -- lest

lit -- late -- let  
 mitt -- mate -- met  
 pin -- pain -- pen  
 pit -- pate -- pet  
 rick -- rake -- wreck  
 rid -- raid -- red  
 sill -- sail -- sell  
 till -- tail -- tell  
 will -- wail -- well

Drill 21 (apply above principles)

1. Pay your bill to the cashier.
2. Write it down lest you forget.
3. A dog bit me once.
4. Don't be late for class.
5. The farmer's in the dell.
6. The baby's going to wail again.
7. I've got something to tell you.
8. I can't get rid of this cold.
9. He caught the ball in his mitt.
10. I hope I didn't fail that exam.
11. Are you kin to that girl?
12. Do you have a straight pin?

Drill 22

This drill reviews the /ūr/ sounds. Remember to turn the tip of your tongue upward and back and it should not touch the roof of your mouth.

/ūr/	/ēr/	/er/	/ār/	/ōr/	/oor/
lurk	--	--	la:k	--	--
pert	--	--	part	port	--
shirt	--	--	--	short	--
spur	spear	spare	spar	spore	spoor
turn	--	--	--	torn	--
word	weird	--	--	ward	--
--	cheer	chair	char	chore	--
--	fierce	--	farce	force	--
--	mere	mayor	mar	more	Moore
--	rear	rare	--	roar	Ruhr
--	tear	tear	tar	tore	tour

Drill 23

This drill puts the words in the previous drill in sentence form.

1. You haven't heard a word I've said.
2. Teen-age girls are frequently pert.
3. He was wearing a shirt and a pair of shorts.
4. The audience gave a cheer when he got up from his chair.
5. It's a farce when he tries to act fierce.
6. A strange man has been lurking around the house after dark.
7. She did it on the spur of the moment.
8. The laundry's torn my new shirt.
9. Mr. Moore is running for mayor.
10. You can hear the lions roar in the zoo.
11. Are you going on the tour today?

Drill 24

Repeat the sentences. Notice that the difference between the singular and plural is the presence or absence of the /r/ blend. (Teacher: Read at natural speed, using the same rhythm and intonation for both singular and plural.) Use same timing for both.

- |                        |                       |
|------------------------|-----------------------|
| 1. The summer's hot.   | The summers're hot.   |
| 2. The tape's easy.    | The tapes're easy.    |
| 3. The paper's cheap.  | The papers're cheap.  |
| 4. The tie's O.K.      | The ties're O.K.      |
| 5. The boy's new.      | The boys're new.      |
| 6. The winter's cold.  | The winters're cold.  |
| 7. The pipe's dirty.   | The pipes're dirty.   |
| 8. The worker's hot.   | The workers're hot.   |
| 9. The teacher's kind. | The teachers're kind. |
| 10. The doctor's nice. | The doctors're nice.  |

Drill 25

Teacher: Use the following three steps for the items of this drill. Speak at a natural rapid speed, using reduced forms of be. /s/ and /z/ are to be pronounced strongly and clearly.

- (1) Give alternately the singular and plural forms of each item, holding up one finger for singular, two fingers for plural, while the students only listen.
- (2) Say items at random. After each the students hold up one or two fingers to indicate singular or plural.

- (3) Each individual student repeats an item and then gives the opposite (singular or plural form).

Ex. The student's there.                      The students're there.  
 The men're important.                      The man's important  
 The car's big.                                      The cars're big.

- |                           |                              |
|---------------------------|------------------------------|
| 1. The window's dirty.    | 9. The novel's interesting.  |
| 2. The students're busy.  | 10. The windows're open.     |
| 3. The girls're pretty.   | 11. The student's very bad.  |
| 4. The child's hungry.    | 12. The dish's dirty.        |
| 5. The word's difficult.  | 13. The boy's cold.          |
| 6. The rooms're noisy.    | 14. The sports're easy.      |
| 7. The sweaters're blue.  | 15. The pearls're expensive. |
| 8. The teachers're angry. | 16. The postcard's cheap.    |

### Drill 26

The following is a substitution drill covering the vowel sounds. Be careful about the rhythm of the sentences. (Tap pencil on desk.)

Ex.                      I need the desk.  
                     cake                      I need the cake.  
                     oil                      I need the oil.

Continue:

- |          |                   |       |
|----------|-------------------|-------|
| 1. bike  | I need the bike   | /äi/  |
| 2. coat  | I need the coat.  | /ō/   |
| 3. tape  | I need the tape.  | /ā/   |
| 4. cot   | I need the cot.   | /ä/   |
| 5. mat   | I need the mat.   | /a/   |
| 6. boot: | I need the boots. | /ōō/  |
| 7. saw   | I need the saw.   | /ō/   |
| 8. tea   | I need the tea.   | /ē/   |
| 9. milk  | I need the milk.  | /i/   |
| 10. pen  | I need the pen.   | /e/   |
| 11. car  | I need the car.   | /ä/   |
| 12. book | I need the book.  | /oo/  |
| 13. cup  | I need the cup.   | /u/   |
| 14. cow  | I need the cow.   | /äoo/ |
| 15. coil | I need the coil.  | /ōi/  |
| 16. urn  | I need the urn.   | /ūr/  |

### Drill 27

The following words have stress on the first syllable. When you pronounce them, be sure to lengthen the stressed vowel.

- |           |  |
|-----------|--|
| 1. /ē/    | eagerly, easily  |
| 2. /i/    | bitterness, citizen, civilize, criminal, critical, difficult, discipline   |
| 3. /ā/    | agency, favorable  |
| 4. /e/    | anyhow, anything, anyway, anywhere, century, definite, delicate, educate, elephant, enemy, envious, estimate, everything, everywhere |
| 5. /a/    | actively, actual, advertise, accident, animal, avenue, calculate, camera   |
| 6. /u/    | company, cultivate, customer, government   |
| 7. /ä/    | argument, article, colony, commonly, confidence, confident, conqueror, consciousness   |
| 8. /ō/    | audience, formerly, fortunate  |
| 9. /ō/    | nobody   |
| 10. /oo/  | curious (actually contains ōor blend)  |
| 11. /ōō/  | beautiful (contains the diphthong iōō)   |
| 12. /ūr/  | certainly, circular  |
| 13. /äi/  | bicycle, library   |
| 14. /äoo/ | nowadays   |

### Drill 28

This drill puts into practice some of the vocabulary from the preceding drill.

1. She waited eagerly for his return.
2. His estimate was higher than the actual cost.
3. An elephant isn't a delicate animal.
4. She lost consciousness when she heard about his accident.
5. The conqueror captured the colony easily.
6. Your argument is circular.
7. Should we try to educate all citizens?
8. A criminal lacks discipline.
9. The audience seemed favorable.
10. He s curious about everything.
11. The company is going to advertise its new camera.
12. Nowadays he certainly has alot of confidence in himself.
13. He rode his bicycle down the avenue.
14. An envious person is filled with bitterness.

### Drill 29

Repeat the following quotations watching your pronunciation and rhythm.

1. Early to bed and early to rise  
Makes a man healthy, wealthy, and wise. --Franklin
2. If at first you don't succeed,  
Try, try again. -- Hickson
3. Rain, rain, go away  
Come again another day. --Howell
4. The world is so full of a number of things,  
I'm sure we should all be as happy as kings. -- Stevenson
5. Set all things in their own peculiar place,  
And know that order is the greatest grace. --Dryden
6. I think that I shall never see  
A poem lovely as a tree. --Kilmer.
7. Once more: speak clearly if you speak at all;  
Carve each word before you let it fall. --Holmes

### Drill 30

Substitution drill. /i/ as in bit. Repeat /i/ in isolation several times.

Pronounce IS HE as /i - zē/.

- |             |                 |
|-------------|-----------------|
|             | Is he busy?     |
| 1. sick     | Is he sick?     |
| 2. big      | Is he big?      |
| 3. ill      | Is he ill?      |
| 4. Philip   | Is he Philip?   |
| 5. kicking  | Is he kicking?  |
| 6. sitting  | Is he sitting?  |
| 7. knitting | Is he knitting? |
| 8. busy     | Is he busy?     |
| 9. visiting | Is he visiting? |
| 10. in      | Is he in?       |

### Drill 31

Substitution drill. /a/ as in bat. Repeat /a/ in isolation several times.

Repeat these words: hat, bat, cat, bad, had, bag, pass, gas, pack

- |         |               |
|---------|---------------|
|         | I had a hat.  |
| 1. pass | I had a pass. |
| 2. bag  | I had a bag.  |
| 3. cap  | I had a cap.  |
| 4. cat  | I had a cat.  |
| 5. pack | I had a pack. |
| 6. hat  | I had a hat   |

### Drill 32

Substitution drill. /o/ as in saw.

Repeat these words: talk, walk, saw, boss, taught, bought, caught

- |         |                    |
|---------|--------------------|
|         | He saw the boss.   |
| 1. I    | I saw the boss.    |
| 2. you  | You saw the boss.  |
| 3. he   | He saw the boss.   |
| 4. we   | We saw the boss.   |
| 5. they | They saw the boss. |
| 6. she  | She saw the boss.  |
| 7. Dick | Dick saw the boss. |

### Drill 33

Substitution drill. /oo/ as in book.

Repeat these words: book, cook, cookie, put, good, cookbook  
(Be careful to pronounce IT'S with /i/ and not /ē/.)

- |             |                       |
|-------------|-----------------------|
|             | It's a good book.     |
| 1. cookbook | It's a good cookbook. |
| 2. cookie   | It's a good cookie.   |
| 3. hook     | It's a good hook.     |
| 4. root     | It's a good root.     |
| 5. book     | It's a good book.     |

### Drill 34

Substitution Drill. /är/ as in car. Repeat /är/ in isolation.  
(Start with the vowel sound /ä/ and go quickly into the /ür/ sound, curving the tongue toward the throat but being sure not to touch the roof of the mouth.)

Repeat the words: car, smart, carpenter, farmer, are, hardworking

- |                |                      |
|----------------|----------------------|
| 1. farmer      | Are you hardworking? |
| 2. carpenter   | Are you a farmer?    |
| 3. smart       | Are you a carpenter? |
| 4. Mark        | Are you smart?       |
| 5. Arthur      | Are you Mark?        |
| 6. hardworking | Are you Arthur?      |
|                | Are you hardworking? |

### Drill 35

Substitution Drill. /oor/ as in poor.

Repeat these words: poor, tour, you're

- |                 |                        |
|-----------------|------------------------|
| 1. farmer       | You're a teacher.      |
| 2. nurse        | You're a farmer.       |
| 3. carpenter    | You're a nurse.        |
| 4. doctor       | You're a carpenter.    |
| 5. teacher      | You're a doctor.       |
| 6. mechanic     | You're a teacher.      |
| 7. good student | You're a mechanic.     |
|                 | You're a good student. |

### Drill 36

Review /ā/, /e/, /a/. Pronounce the following words, remembering /ā/ is tense, /e/ is lax, and /a/ is tense.

bait - bet - bat  
caped - kept - capped  
fade - fed - fad  
flakes - flex - flax  
gate - get - gat  
lace - less - last  
laced - lest - last  
laid - led - lad  
later - letter - latter

mace - mess - mass  
main - men - man  
mate - met - mat  
pain - pen - pan  
paste - pest - past  
pate - pet - pat  
pate - pet - pat  
rain - wren - ran  
sate - set - sat

### Drill 37

This drill uses some of the vocabulary of Drill 36.

1. He picked up the baseball bat.
2. His room is in a mess.
3. Paste the notice on the board.
4. That's just a passing fad.
5. Put a mat under the vase.
6. Put your hat on the rack.
7. Do you like corn flakes?
8. When he was a young lad, he was very good-looking.

### Drill 38

Review /e/, /a/, /u/. Pronounce the following words remembering that /e/ is lax, /a/ is tense, and /u/ is lax.

beg - bag - bug  
bet - bat - but  
dead - dad - dud  
leg - lag - lug  
guess - gas - Gus  
lest - last - lust  
mess - mass - muss  
messed - mast - must

met - mat - mutt  
peck - pack - puck  
pen - pan - pun  
pep - pap - pup  
ten - tan - ton  
wren - ran - run  
guest - gassed - gust

### Drill 39

Review /a/, /u/, /ä/. Pronounce the following words, remembering that /a/ is tense, /u/ is lax, and /ä/ is tense.

bag - bug - bog  
bam - bum - bomb  
cad - cud - cod  
cap - cup - cop  
cat - cut - cot  
gnat - nut - know  
hat - hut - hot  
jag - jug - jog

pat - putt - pot  
rat - rut - rot  
lack - luck - lock  
ma'am - mum - mom  
sack - suck - sock  
tack - tuck - tock  
tags - tugs - togs

### Drill 40

Repeat the following quotations watching your pronunciation and rhythm.

Life is real! Life is earnest!  
And the grave is not its goal. -- Longfellow

And the night shall be filled with music,  
 And the cares that infest the day  
 Shall fold their tents, like the Arabs,  
 And as silently steal away. -- Longfellow

Lives of great men all remind us  
 We can make our lives sublime  
 And, departing, leave behind us  
 Footprints on the sands of time. -- Longfellow

Drill 41

The following are three-syllable words with stress on the second syllable. Be sure to lengthen the stressed vowel.

1. /ē/ agreement, convenience
2. /i/ admission, ambition, ambitious, appearance, artistic, beginning, committee, condition, consider, continue
3. /ā/ arrangement, behavior
4. /e/ adventure, already, attention, attentive, collection, confession, connection, contented, correction, descendant, develop, direction, directly, director
5. /a/ advantage, attraction, attractive, companion
6. /u/ accustom, another, destruction, destructive
7. /ä/ adopted, adoption
8. /ür/ according
9. /ō/ explosion, explosive
10. /oo/ amusement, approval
11. /oo/ insurance
12. /ür/ commercial, concerning
13. /äi/ arrival, delightful, entirely
14. /äoo/ allowance
15. /öi/ annoyance, appointment, avoidance

Drill 42 (Sentences for the above drill)

1. That's not according to our agreement.
2. The insurance company paid for it.
3. Don't be late for your appointment.
4. A committee will consider your application for admission.
5. You should be attentive in class.
6. His annoyance was beginning to show.
7. Do you feel ambitious?
8. She has an attractive appearance.

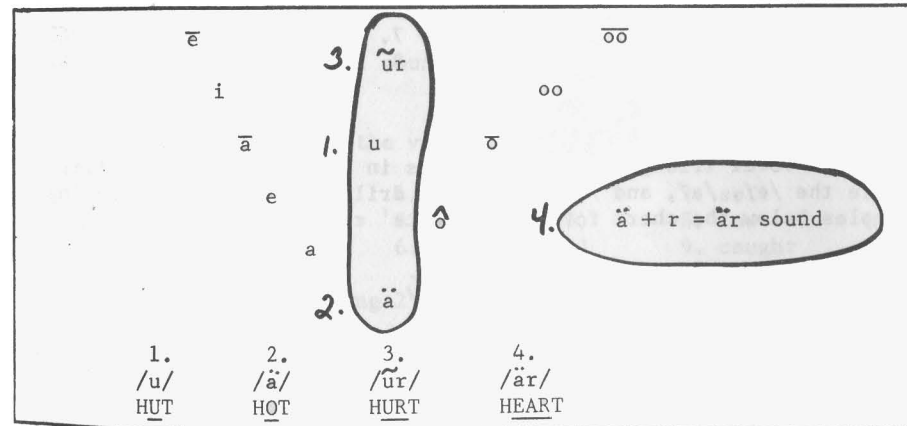
Different Vowel Sounds = Different Words!

/ē/	/i/	/ā/	/ā/	/e/	/a/	/a/	/ä/	/u/
beat	bit	bait	bait	bet	bat	cat	cot	cut
leak	lick	lake	mate	met	mat	hat	hot	hut
read	rid	raid	pain	pen	pan	lack	lock	luck
feel	fill	fail	laid	led	lad	Dan	Don	done
seen	sin	sane	lace	less	lass	Sam	psalm	some

/oo/	/oo/	/u/	/ō/	/ö/	/u/	/ö/	/u/	/ür/
Luke	look	luck	boat	bought	but	talk	tuck	Turk
toot	took	tuck	coat	caught	cut	call	cull	curl
boot	book	buck	note	nought	nut	gall	gull	girl
coot	could	cut	hole	hall	hull	fawn	fun	fern
shoot	should	shut	coal	call	cull	bought	but	Burt

Drill 44

Teacher: Make a quick vowel triangle on the board as follows:



- Vowels 1-2: hut - hot; cup - cop; shut - shot; cut - cot.  
 Vowels 2-3: hot - hurt; shot - shirt; wad - word; Tom - term.  
 Vowels 1-3: hut - hurt; cut - curt; shut - shirt; bun - burn.  
 Vowels 3-4: hurt - heart; burn - barn; firm - farm; heard - hard.

(After practicing the samples on the board, go over the above words with the teacher.)

Now, have the students identify the following vowel sounds by saying 1, 2, 3, or 4 as you read each word in the list below. The students should not be able to see the teacher's mouth for this drill. (Remember you should have the vowel triangle on the board with the sounds you are working on circled and the examples listed 1, 2, 3, 4 at the bottom of the triangle for reference.) You can work on other vowel sounds using this same system.

- |              |               |               |
|--------------|---------------|---------------|
| 1. hot (2)   | 9. stock (2)  | 17. hard (4)  |
| 2. hut (1)   | 10. shirt (3) | 18. curt (3)  |
| 3. heart (4) | 11. done (1)  | 19. shot (2)  |
| 4. hurt (3)  | 12. card (4)  | 20. up (1)    |
| 5. start (4) | 13. sir (3)   | 21. stuck (1) |
| 6. word (3)  | 14. not (2)   | 22. lock (2)  |
| 7. lot (2)   | 15. cart (4)  | 23. dirt (3)  |
| 8. one (1)   | 16. the (1)   | 24. dart (4)  |

Drill 45

Repeat and memorize these sentence pairs.

- |                                     |   |
|-------------------------------------|---|
| 1. He <u>shut</u> it. /u/           | 5. What does " <u>hut</u> " mean? /u/   |
| 2. He <u>shot</u> it. /ä/           | 6. What does " <u>hurt</u> " mean? /ür/ |
| 3. He gave me a <u>shot</u> . /ä/   | 7. The <u>firm</u> isn't mine. /ür/     |
| 4. He gave me a <u>shirt</u> . /ür/ | 8. The <u>farm</u> isn't mine. /är/     |

Drill 46

Make a vowel triangle on the board as in Drill 44 only this time circle the /e/, /a/, and /ä/ sounds for drill, and put the following examples below the chart for the students' reference. Drill them.

1.	2.	3.
/e/	/a/	/ä/
PET	PAT	POT

Say 1, 2, or 3 to identify the vowels.

- |              |                |
|--------------|----------------|
| 1. man (2)   | 7. desk (1)    |
| 2. said (1)  | 8. socks (3)   |
| 3. glass (2) | 9. have (2)    |
| 4. clock (3) | 10. friend (1) |
| 5. dress (1) | 11. mop (3)    |
| 6. stand (2) | 12. hat (2)    |

Substitution drill.

- |                 |                         |      |      |
|-----------------|-------------------------|------|------|
|                 | Sam has a bad back.     | /a/  | /a/  |
| 1. big bag      | Sam has a big bag.      | /i/  | /a/  |
| 2. good map     | Sam has a good map.     | /oo/ | /a/  |
| 3. nice hat     | Sam has a nice hat.     | /äi/ | /a/  |
| 4. baseball bat | Sam has a baseball bat. | /ā/  | /a/  |
| 5. black cap    | Sam has a black cap.    | /a/  | /a/  |
| 6. fat cat      | Sam has a fat cat.      | /a/  | /a/  |
| 7. sick pet     | Sam has a sick pet.     | /i/  | /e/  |
| 8. big book     | Sam has a big book.     | /i/  | /oo/ |
| 9. red bird     | Sam has a red bird.     | /e/  | /ür/ |
| 10. boy's bike  | Same has a boy's bike.  | /öi/ | /äi/ |

Drill 48

Make a vowel triangle on the board as in Drill 44 only this time circle the /ä/, /ö/, and /ö/ sounds for drill, and put the following examples below the chart for the students' reference.

1.	2.	3.
/ä/	/ö/	/ö/
GOT	CAUGHT	COAT

(Practice on the above vowel sounds so the student has them thoroughly in mind.)

Say 1, 2, or 3 to identify the vowels.

- |              |              |               |
|--------------|--------------|---------------|
| 1. old (3)   | 4. know (3)  | 7. soft (2)   |
| 2. clock (1) | 5. long (2)  | 8. low (3)    |
| 3. wash (2)  | 6. socks (1) | 9. caught (2) |

Identify the vowels by saying 2 or 3. (/ö/ and /ö/ sounds before /l/)

- |               |             |
|---------------|-------------|
| 1. bowl (3)   | 5. tall (2) |
| 2. hall (2)   | 6. hole (3) |
| 3. toll (3)   | 7. cold (3) |
| 4. called (2) | 8. ball (2) |

Repeat and memorize these sentence contrasts:

- |   |                                      |
|---|--------------------------------------|
| 1. Mr. Walton bought a <u>ball</u> .      | Mr. Walton bought a <u>bow</u> l.    |
| 2. There's a <u>hall</u> in the building. | There's a <u>hole</u> in the buildin |



Drill 49

Make a vowel triangle on the board as in Drill 44 only this time circle the /u/, /oo/, and /oo/ sounds for drill, and put the following examples below the chart for the students' reference.

- |            |            |           |
|------------|------------|-----------|
| 1.<br>/oo/ | 2.<br>/oo/ | 3.<br>/u/ |
| LUKE       | LOOK       | LUCK      |

Repeat the above sounds after the teacher several times.

Say 1, 2, or 3 to identify the vowels.

- |               |                |
|---------------|----------------|
| 1. good (2)   | 11. do (1)     |
| 2. club (3)   | 12. cup (3)    |
| 3. school (1) | 13. fool (1)   |
| 4. book (2)   | 14. from (3)   |
| 5. wood (2)   | 15. does (3)   |
| 6. young (3)  | 16. new (1)    |
| 7. full (2)   | 17. suit (1)   |
| 8. new (1)    | 18. gloves (3) |
| 9. foot (2)   | 19. took (2)   |
| 10. luck (3)  | 20. should (2) |

Drill 50

Repeat and memorize these sentences after studying the above drill.

- Ruth is a very good cook. /oo/ /oo/ /oo/
- Luke's book is new. /oo/ /oo/ /oo/
- Sue took her gloves. /oo/ /oo/ /u/

Drill 51

Review /u/, /ä/, and /ö/. Pronounce the following words, remembering that /u/ is lax, /ä/ is tense, and /ö/ is lax.

- |                    |                       |
|--------------------|-----------------------|
| cud - cod - cawed  | nut - knot - naught   |
| done - don - dawn  | rut - rot - wrought   |
| tuck - tock - talk | chuck - check - chalk |
| tut - tot - taught | fund - fond - fawned  |
| cut - cot - caught | stuck - stock - stalk |
| huck - hock - hawk |                       |

Drill 52

Make a vowel triangle on the board as in Drill 44 only this time circle the /e/, /i/, and /e/ sounds for drill, and put the following examples below the chart for the students' reference.

- |           |           |           |
|-----------|-----------|-----------|
| 1.<br>/e/ | 2.<br>/i/ | 3.<br>/e/ |
| BEAT      | BIT       | BET       |

Listen to these contrasts: seat - sit - set  
beat - bit - bet  
set - sit - seat  
bet - bit - beat

Say 1, 2, or 3 to identify the vowel.

- |             |                |
|-------------|----------------|
| 1. easy (1) | 6. friend (3)  |
| 2. next (3) | 7. she (1)     |
| 3. trip (2) | 8. his (2)     |
| 4. free (1) | 9. sick (2)    |
| 5. big (2)  | 10. sleepy (1) |

Drill 53

Repeat these words with /i/.

- |                   |                    |                       |
|-------------------|--------------------|-----------------------|
| 1. <u>dish</u>    | 5. <u>office</u>   | 9. <u>cinder</u>      |
| 2. <u>dinner</u>  | 6. <u>picnic</u>   | 10. <u>dictionary</u> |
| 3. <u>film</u>    | 7. <u>window</u>   | 11. <u>tennis</u>     |
| 4. <u>mistake</u> | 8. <u>building</u> |                       |

Substitution Drill: (Watch the pronunciation of /TH/)

This is a dish.

- |                |                                |
|----------------|--------------------------------|
| 1. dinner      | This is a <u>dinner</u> .      |
| 2. film        | This is a <u>film</u> .        |
| 3. mistake     | This is a <u>mistake</u> .     |
| 4. office      | This is an <u>office</u> .     |
| 5. picnic      | This is a <u>picnic</u> .      |
| 6. building    | This is a <u>building</u> .    |
| 7. dictionary  | This is a <u>dictionary</u> .  |
| 8. tennis ball | This is a <u>tennis ball</u> . |

Go through the drill again using "That's a . . . ."

Drill 54

Review of /ä/, /ø/, and /o/. Pronounce the following words remembering that /ä/ is tense, /ø/ is lax, and /o/ is tense.

chock - chalk - choke	rah - raw - row
cod - cawed - code	rot - wrought - wrote
cot - caught - coat	sod - sawed - sewed
fond - fawned - phoned	stock - stalk - stoke
knot - naught - note	tot - taught - tote
nod - gnawed - node	

Drill 55

Review the above words in the following sentences.

1. Do you know the Morse code?
2. He caught the train just as it was leaving.
3. Did you get my note?
4. You shouldn't eat raw pork.
5. Would you like to stoke a furnace on a ship?
6. That was a huge dinner; I'm chock-full.
7. I phoned you last night, but you weren't in.
8. The dog gnawed the bone.
9. Dead trees gradually rot away.
10. He's taught English for a number of years.

Drill 56

Repeat the following quotations watching your pronunciation.

What are little girls made of?  
Sugar and spice and all that's nice.  
What are little boys made of?  
Snakes and snails and puppy-dog tails. --Anon.

Twinkle, twinkle, little star!  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky! --Taylor

A flea and a fly in a flue  
Were imprisoned, so what could they do?  
Said the fly, "Let's flee."  
Said the flea, "Let's fly."  
So they flew through a flaw in the flue. --Anon.

Drill 57

The following words have stress on the second syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /e/ compete, complete, deceive, decrease, defeat, degree
2. /i/ dismiss, exist, forbid, forgive
3. /ā/ behave, complain, contain, decay, delay
4. /e/ defense, depend, descend, descent, despair, direct, effect, elect, event, except, expect, expense, express
5. /a/ attract, canal
6. /u/ become, forgot
7. /ä/ beyond, forgot
8. /ø/ afford, along, applaud
9. /o/ below, compose, control
10. /oo/ confuse, excuse, improve (some contain the diphthong /ioo/ under this vowel sound)
11. /ūr/ desert, deserve, disturb
12. /āi/ aside, behind, beside, combine, decide, delight, describe, desire
13. /āoo/ allow, aloud, amount
14. /øi/ avoid, destroy

Drill 58

These sentences use some of the words from the preceding drill--pay special attention to the proper pronunciation of them.

1. I forgot to bring my book.
2. Who's sitting beside you?
3. We're going to dismiss classes early today.
4. Your teeth will decay if you don't brush them.
5. In any event, you ought to come to class.
6. You must control your temper.
7. He takes great delight in teasing his wife.
8. Where's the Panama Canal?
9. That's no excuse.
10. You didn't complete your assignment.
11. Are you working for a degree?
12. Do it without delay.
13. A husband isn't supposed to desert his family.
14. We'll discuss that later.
15. Please read it aloud.
16. You'll deserve what you get, won't you?
17. She's in despair about her son.
18. We're going to dismiss classes early today.

Drill 59

Repeat the following quotations.

Work - work - work  
Till the brain begins to swim;  
Work - work - work  
Till the eyes are heavy and dim. --Hood

The night has a thousand eyes,  
And the day but one;  
Yet the light of the bright world dies  
With the dying sun. --Bourdillon

Drill 60

Review /ɔ̄/, /ɔ̄/, /oo/. Pronounce the following words, remembering that /ɔ̄/ is lax, /ɔ̄/ is tense, and /oo/ is lax.

ball - bowl - bull  
hawks - hoax - hooks  
Paul - pole - pull  
calk - coke - cook  
cawed - code - could  
fall - foal - full

Now practice the following sentences:

1. You'll have to pull the window down with that pole.
2. Will you be here next fall?
3. She drank a bottle of pop with her sandwich.
4. The crow cawed and flew away.
5. I wish I could cook like Paul.
6. The maid sought to clean all the bowls.
7. The salesman who sold hooks was responsible for the hoax.
8. You should have showed us some good books.
9. She put the ball of wool on a hook on the wall.

Drill 61 (Dialog)

- 1 - What does "Take it easy" mean?
- 2 - "Relax" or "Don't rush."
- 1 - Does it always mean that?
- 2 - No. It sometimes means "Goodby."

Drill 62

The following words have stress on the first syllable. When you pronounce these three-syllable words, be sure to lengthen the stressed vowel which is in the first syllable.

1. /ē/ equally, frequently
2. /i/ imitate, indicate, industry, influence, instantly, instrument, interested
3. /ā/ hastily
4. /e/ excellent, exercise, generally, gentleman, hesitate, jealousy, medicine, medical, membership, messenger, prejudice, president, recognize, regular
5. /a/ capital, character, classify, handkerchief, management, manager, national, naturally
6. /u/ governor, multiply, otherwise, punishment
7. /ä/ holiday, honorable, hospital, moderate, operate, opposite, policy, politics, popular
8. /ô/ loyalty, orderly, organize (last two have /ôr/ sound)
9. /ɔ̄/ notify
10. /oo/ newspaper, musical (iōō diphthong)
11. /ūr/ furniture, perfectly
12. /âi/ quietly, scientist
13. /äoo/ powerful

Drill 63

Practice the following sentences, applying the principles above.

1. He frequently stays out at his parent's home.
2. A dentist has a lot of instruments.
3. He hastily apologized when he saw I was angry.
4. Rabbits multiply rapidly, don't they?
5. When's the doctor going to operate?
6. Notify me when you're ready.
7. He's planning to be a scientist.
8. Imitate your teacher as closely as you can.
9. No gentleman would say that, would he?
10. Complain to the manager if the service is poor.
11. He has an orderly mind.
12. I saw it in the newspaper.
13. He has powerful hands.

Drill 63-b (iōō sound)

Practice these words: accuse, abuse, fuse, use, human, Hugh, Europe, confuse, transfusion, pew, feud, eulogy.

Drill 64

Review /ō/, /oo/, /ōō/. Pronounce the following words, remembering that /ō/ is tense, /oo/ is lax, and /ōō/ is tense.

code - could - cooed	foal - full - fool
stowed - stood - stewed	pole - pull - pool
hoed - hood - who'd	showed - should - shoed

Now practice the following sentences:

1. Did that trick fool you?
2. Please pull the shade down.
3. Do you always do what you should?
4. Let's go swimming in the pool.
5. I wish I could, but I can't.
6. The pigeons cooed after they'd eaten.
7. He showed me how to do it.
8. Life is full of surprises, isn't it?
9. The mare acts proud of her foal.
10. That vine will climb up a pole.

Drill 65

Review /ē/, /i/, /ā/. Pronounce the following words, remembering that /ē/ is tense /i/ is lax, and /ā/ is tense.

beat - bit - bait	meet - mitt - mate
ease - is - A's	peel - pill - pale
feel - fill - fail	reason - risen - raisin
heel - hill - hail	seen - sin - sane
lead - lid - laid	sleek - slick - slake
least - list - laced	

Now practice the following sentences:

1. Which team beat?
2. You'd better fill the gasoline tank before you start, hadn't you?
3. Lift the lid, and see if the pot's dry.
4. Let me help you peel the oranges.
5. I haven't seen him for two years.
6. This pill will ease the pain.
7. Did you get any A's last term?
8. I've got to get new heels put on my shoes, haven't I?
9. Did you make out a laundry list?
10. You need some new tires; your old ones are getting slick.

Drill 66

Three-syllable words with stress on the second syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /ē/ convenient, extremely, machinery
2. /i/ decision, deliver, delivery, description, distinguish, division, efficient, existence, familiar, musician
3. /ā/ container, courageous, occasion
4. /e/ effective, election, electric, essential, exception, excessive, expensive, expression, extension, extensive, however, intention, invention, inventor, objection
5. /a/ elastic, exactly, examine
6. /u/ discover, discovery, discussion, instruction
7. /ā/ apartment, astonish, department
8. /ōr/ importance, important
9. /ō/ October
10. /ōō/ improvement, confusion (ioo)
11. /ūr/ determine
12. /āi/ exciting, excitement
13. /ōi/ employee, employer

Drill 67

Practice the following sentences after studying the above words.

1. Do you like to work with machinery?
2. Bring a container of milk when you come home.
3. Is your watch band elastic?
4. They took a vote without further discussion.
5. Will I see you in October?
6. Your work throughout the semester will determine your grade.
7. He's an employee of the bank on the corner.
8. After he makes a decision, he sticks to it.
9. If you have no objection, I'll turn the radio on.
10. Did you find a furnished apartment?
11. He attached no importance to what she said, did he?
12. Let's see if we can't straighten out the confusion.
13. The game was very exciting, wasn't it?
14. His employer was extremely astonished.

Drill 68 (Dialog)

- 1 - English words are the hardest in the world.
- 2 - Why do you say that?
- 1 - I can't pronounce them.
- 2 - Whose fault is that?
- 1 - My parents'.

## Drill 69

Review /a/, /u/, and /ä/. Pronounce the following words, remembering that /a/ is tense, /u/ is lax, and /ä/ is tense.

babble - bubble - bobble	sadden - sudden - sodden
backs - bucks - box	shack - shuck - shock
cracks - crux - crocks	stack - stuck - stock

Now practice the following sentences:

1. The children blew bubbles.
2. That's the crux of the problem.
3. You shuck corn before you cook it.
4. The baby babbled to himself contentedly.
5. The car got stuck in the mud.
6. He refers to his country home as a little shack.
7. She stored her kimchi in crocks.
8. Ask them to put it in a box.
9. The news saddened everybody.
10. I have a stack of papers waiting to be corrected.
11. You should fix the cracks before you paint, shouldn't you?
12. Don't take any stock in that rumor.
13. He showed his disappointment by saying, "Shucks!"

## Drill 70

Two-syllable words with stress on the first syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /ē/ season, secret, speaker
2. /i/ spirit, strictly, system, ticket, victory, village, visit, whisper
3. /ā/ payment, player, sacred, safety, sailor
4. /a/ narrow, natural, package, parent, passage, practice, rapid, rather
5. /e/ several, shelter, special, splendid, steady, temper, temple, tender, therefore, threaten, treasure
6. /u/ substance, sudden, suffer, summer, Sunday, supper, thunder
7. /ä/ pocket, polish, positive, problem, product, profit, progress (noun)
8. /ô/ often
9. /ô/ program, shoulder, slowly
10. /oo/ woman
11. /oo/ student, truly
12. /ôr/ order, organ
13. /ür/ Thursday, virtue, worker
14. /äi/ silence, silent, slightly
15. /äoo/ powder

## Drill 71

Practice the following sentences based on the pronunciation learned in Drill 70.

1. I know a secret.
2. The boiler has a safety valve.
3. Do you remember that passage in the book?
4. The bookstore will order the book for you.
5. She's a very nice woman, isn't she?
6. Are you coming to class on Thursday?
7. I feel slightly tired.
8. Do you have a ticket to the show?
9. Don't lose your temper; be calm.
10. It often thunders in the summer.
11. He's making good progress in English.
12. My coat doesn't fit across the shoulders.
13. I'm truly sorry.
14. She's going to powder her nose.
15. That's the spirit; don't give up.

## Drill 72

Review of the various /r/ blends. Tip of tongue should be turned upward and back.

/ür/	/ēr/	/er/	/är/	/ôr/	/oor/
hurt	--	--	heart	--	--
per	peer	pair	par	pour	poor
shirr	sheer	share	--	shore	sure
sir	sear	--	Saar	sore	sewer
stir	steer	stare	star	store	--
were	--	wear	--	war	--
worm	--	--	--	warm	--
--	dear	dare	--	door	--
--	leered	--	lard	lord	lured
--	near	--	--	nor	--
--	snear	snare	--	snore	--

## Drill 73

Practice the following sentences which uses some of the words from Drill 72.

1. They say smoking hurts your heart.
2. Are you sure we're near the shore?

Drill 73, Continued

3. The Saar is frequently a sore spot in politics.
4. I'll be glad when it gets warm again.
5. Lard is made from pork.
6. I wish my roommate didn't snore.
7. The poor man didn't have a pair of shoes, did he?
8. Don't stir until I come back.
9. She wasn't at home, but her parents were.
10. I dare you to open that door.
11. Yes, sir, I'm sure.

Drill 74

A number of English words have an unstressed final syllable which contains the letters "-age". These letters are pronounced /ij/. Here are some examples of two-syllable words; the stress is on the first syllable:

average	courage	luggage	package	savage	village
baggage	damage	manage	passage	storage	voyage
breakage	language	message	postage	usage	wreckage
carriage	marriage	mileage			

The following are three-syllable words having the stress on the first syllable: orphanage and pilgrimage

The following three-syllable words have the stress on the second syllable: advantage, encourage, and percentage

Drill 75

Practice the following sentences applying the principles of Drill 74.

1. It takes a lot of courage to do that.
2. What's your native language?
3. You'd better put your winter coat into storage, hadn't you?
4. Were there any messages while I was out?
5. What was the extent of the damage?
6. What's the mileage on the speedometer?
7. He got encouraging news from the doctor yesterday.
8. She grew up in an orphanage.
9. The people in the village were savage.

Drill 75, Continued

10. How much postage did you have to pay to send that package?
11. You won't be able to take much luggage on your voyage, will you?
12. You have to pay a breakage fee when you take a chemistry course.
13. They got a divorce after two years of marriage.
14. What're the advantages of living in the country?
15. No average man could manage on that salary.

Drill 76

Two-syllable words with stress on the first syllable. When you pronounce them, be sure to lengthen the stressed vowel.

- |          |   |
|----------|---|
| 1. /ē/   | equal, even, evening, evil  |
| 2. /i/   | distance, distant, district, English, figure, finger, finish, guilty        |
| 3. /ā/   | daily, failure, faithful, famous, favor                                     |
| 4. /e/   | engine, enter, entrance, envy, essence, ever, every, extra, feather, fellow |
| 5. /a/   | badness, baggage, balance, barrel, basket, battle, cancel                   |
| 6. /u/   | dozen, funny, govern, humble, hundred, hunger                               |
| 7. /ā/   | common, conquer, conquest, conscience, conscious, copper, contract (noun)   |
| 8. /ō/   | awkward, border, broadcast, caution   |
| 9. /ō/   | moment, mostly, motion  |
| 10. /oo/ | goodness  |
| 1. /iōō/ | future, human   |
| 2. /ŭr/  | earnest, firmly, furnish  |
| 3. /āi/  | heighten, idle, iron  |
| 4. /āoo/ | coward, doubtful  |

Drill 77

Practice the following sentences applying the pronunciation principles studied in the above drill.

1. He left early last evening.
2. Do me a favor, please.
3. He's a nice fellow, isn't he?
4. I want a dozen eggs, please.
5. There was an awkward silence when he asked for suggestions.
6. What's the future of the human race?
7. I'm not a coward; I believe in using caution.
8. The plane covered a great distance in a few hours.
9. I've got to find out my bank balance.
10. She bought a set of copper frying pans.

Drill 77, Continued

11. I'll be with you in a moment.
12. Goodness is a virtue.
13. He firmly refused to tell me my score.
14. Workers are idle during a strike.
15. Her baggage was barrels and baskets.

Drill 78

Two-syllable words with stress on the second syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /ē/ receive, relief, relieve, repeat, succeed
2. /i/ severe, sincere, until, within
3. /ā/ obey, persuade, relate, remain, replace, today
4. /e/ prepare, present (verb), pretend, prevent, progress (v)  
protect, reflect, refresh, regret, request, respect,  
success, suggest, suspect, unless, yourself
5. /a/ exact, perhaps
6. /u/ result
7. /ā/ remark, upon, regard
8. /ōr/ inform, perform
9. /ō/ postpone, propose, suppose
10. /iōō/ refuse (verb), review
11. /ūr/ refer, reserve, return
12. /āi/ remind, reply, resign, retire, supply, surprise, to-  
night, unite
13. /āoo/ throughout, without
14. /ōi/ rejoice, enjoy

Drill 79

Practice the following sentences applying the principles of the above drill.

1. If you don't succeed the first time, try again.
2. Can't I persuade you to have another cup of cocoa?
3. What was the result of your interview?
4. Many people hold that author in high regard.
5. Did you reserve a room at the hotel?
6. Do I have to read it today?
7. I'll rejoice when he retires.
8. That was a severe storm we had last night, wasn't it?
9. Give me an estimate; the figure doesn't have to be exact.
10. Don't refuse if he asks you to relate the message.

Drill 80

Review the /r/ blends. Turn your tongue tip upward.

/ūr/	/ēr/	/ār/	/ōr/
further	--	farther	--
person	Pearson	parson	--
occurred	--	--	accord
curtain	--	carton	--
--	--	ardor	order

Now practice the following sentences applying the above principles.

1. Have you heard anything further about the plane crash?
2. Has it ever occurred to you that you might be wrong?
3. Let's get to the show before the curtain goes up.
4. I'm too tired to walk any farther.
5. Mrs. Pearson is the person you'll have to see.
6. I buy soda pop by the carton.
7. His ardor cooled when she told him she had no money.
8. The parson hoped the members of his church were in accord with him.

Repeat the following quotation watching out for the /r/ blend sounds.

There was a little girl  
Who had a little curl  
Right in the middle of her forehead;  
And when she was good,  
She was very, very good,  
But when she was bad, she was horrid.  
--Longfellow

Drill 81

Homophones or homonyms (A word with the same pronunciation as another word but with a different meaning, origin, and, usually, spelling.)

buy - by	lain - lane	pray - prey
flour - flower	leased - least	son - sun
hall - haul	miner - minor	there - their
higher - hire	one - won	wood - would

1. I've got to buy a bag of flour.
2. He's lain in bed for at least half his life, hasn't he?
3. Some people used to pray to the sun.
4. A minor league won the championship.

Drill 82

A number of words have an unstressed final syllable which contains the letters "-ace," "-ess," "-ice," or "-is." Those groups of letters are all pronounced alike: /is/. Here are some examples of two-syllable words, the stress is on the first syllable:

furnace	abbess	careless	business	Alice	basis
Horace	actress	endless	darkness	justice	crisis
menace	empress	harmless	illness	malice	Dennis
necklace	goddess	hopeless	kindness	notice	Doris
palace	hostess	reckless	sadness	office	Lois
preface	mattress	thoughtless	sickness	practice	Louis
surface	princess	useless	thickness	service	Paris
terrace	waitress	worthless	witness	Venice	tennis

The following three-syllable words have the stress on the first syllable; the ending is pronounced /is/:

bitterness	holiness	loneliness	sinfulness	artifice	avarice
prejudice	liveliness	loveliness	cowardice	precipice	cozine

Drill 83

Practice the following applying the above principles.

1. That man's a reckless driver.
2. The princess is wearing her necklace.
3. That waitress will give you good service.
4. Our company has a business office in Paris.
5. Justice has nothing to do with prejudice or malice.
6. Mr. Harris stayed in Venice for a few weeks.
7. The empress stayed in the palace during the crisis.
8. That story was told by the Roman poet Horace, wasn't it?
9. There's a cartoon character called Dennis the Menace.
10. Would you like to eat on the terrace?
11. The boys are going to play tennis, aren't they?
12. You should practice what you preach.
13. Do you like to sleep on a soft mattress?
14. It's use-less to argue with me, sir.
15. What was the basis for the judges' decision?
16. The role of the goddess appealed to the actress.
17. Your check was worthless, ma'am.
18. That dog is harmless: he won't bite you.
19. Has Louis got over his illness yet?
20. The hostess polished the surface of the table.
21. Have you read the preface to that book?

Drill 84

Four-syllable words with stress on the second syllable. When you pronounce them, be sure to lengthen the stressed vowel.

- |          |   |
|----------|---|
| 1. /ē/   | immediate, obedience, obedient  |
| 2. /i/   | ability, activity, additional, certificate, conditional, continuous, efficiency, experience, material, mysterious, original, particular, political simplicity |
| 3. /ā/   | available, occasional   |
| 4. /e/   | competitor, development, electrical, essentially, experiment, professional, successfully  |
| 5. /a/   | comparison, congratulate, grammatical, mechanical, reality  |
| 6. /u/   | industrial  |
| 7. /ä/   | apologize, apology, astonishing, astonishment, democracy, equality, impossible, responsible   |
| 8. /ür/  | encouragement   |
| 9. /äi/  | advisable, anxiety, society, variety  |
| 10. /öi/ | enjoyable   |

Drill 85

Practice the following sentences applying the above principles.

1. I got an immediate reply to my letter.
2. Is Mr. Gibson available now?
3. A professional man has to worry about competitors just like a business man.
4. You were responsible for that, and you ought to apologize.
5. He wants some additional experience in political activity.
6. He bought his son a mechanical toy.
7. Are you interested in industrial unions?

Drill 86

The ending "-ate" is pronounced /ät/ if the word is used as a verb. It is pronounced /it/ if the word is used as an adjective or a noun. Drills 86 and 87 will practice these words.

Pronounce the following adjectives and nouns. Stress the underlined vowel. Pronounce the final "-ate" as /it/.

accurate	considerate	graduate	separate
adequate	consulate	immediate	subordinate
affectionate	delegate	intimate	syndicate



Drill 86, Continued

<u>alternate</u>	<u>deliberate</u>	<u>legitimate</u>	<u>temperate</u>
<u>appropriate</u>	<u>delicate</u>	<u>moderate</u>	<u>ultimate</u>
<u>certificate</u>	<u>desperate</u>	<u>passionate</u>	<u>unfortunate</u>
<u>chocolate</u>	<u>fortunate</u>	<u>predicate</u>	<u>vertebrate</u>

Drill 87

Pronounce the following verbs. The underlined vowel has primary stress, and the final "-ate" is pronounced /āt/ with a secondary stress. (Also see explanation under Drill 86 .)

<u>accommodate</u>	<u>concentrate</u>	<u>educate</u>	<u>imitate</u>
<u>alternate</u>	<u>congratulate</u>	<u>elaborate</u>	<u>indicate</u>
<u>anticipate</u>	<u>contemplate</u>	<u>elevate</u>	<u>isolate</u>
<u>appreciate</u>	<u>cooperate</u>	<u>eliminate</u>	<u>nominate</u>
<u>appropriate</u>	<u>cultivate</u>	<u>estimate</u>	<u>operate</u>
<u>associate</u>	<u>decorate</u>	<u>exaggerate</u>	<u>originate</u>
<u>celebrate</u>	<u>delegate</u>	<u>graduate</u>	<u>regulate</u>
<u>circulate</u>	<u>demonstrate</u>	<u>hesitate</u>	<u>separate</u>
<u>communicate</u>	<u>dominate</u>	<u>illustrate</u>	<u>suffocate</u>

Drill 88

Practice the following keeping in mind the principles brought out in Drills 86 and 87.

- I want a chocolate soda.
- Did you get a certificate when you finished the course?
- The delegates nominated Mr. White.
- You can have your mail sent to the consulate, can't you?
- I want to congratulate you on your success.
- Mr. Peters certainly dominates his wife.
- He who hesitates is lost.
- The doctor is going to operate on her for appendicitis.
- He gave a very elaborate explanation.
- How do you operate that machine?
- You must be considerate of other people's feelings.
- Don't hesitate; do it now.
- Is your cat affectionate?
- You're illiterate if you can't read.
- What do you estimate it's worth?
- You'll get along better with people if you cooperate with them.
- I certainly appreciate your help.
- We're going to decorate the Christmas tree.

Drill 88, Continued

- Did he graduate from college?
- Write on alternate lines.
- If you rub your eye, you'll irritate it.
- That dress isn't appropriate for the occasion.

Drill 89

Adjectives ending in "-ed." The following adjectives, which are spelled with the letters "-ed" end with an unstressed /id/ sound.

hundred	naked	rugged	wicked
Kindred	ragged	sacred	wretched

The following words also have the final "-ed" pronounced /id/ when they are used as adjectives:

aged	crooked	jagged
blessed	dogged	learned

When aged, blessed, etc., are used as verbs, the "-ed" is pronounced in accordance with the rules for the past forms of verbs; for instance, "aged" is pronounced /æjd/, and "blessed" is pronounced /blest/.

Similarly, in compounds with "one-," "long-," etc., the word long-legged is pronounced with final /id/.

Drill 90

Practice the following, applying the principles of Drill 89.

- The aged man talked like a learned scholar.
- The ragged beggar stared at the jagged rocks.
- The salesman was dogged in his determination.
- She gazed at his rugged face with a wicked gleam in her eyes.
- I think Mrs. Blake has aged considerably since her illness.
- Bob has grown up to be a long-legged boy.
- He's learned his lesson.
- Italian and Spanish are kindred languages.
- His beloved child had disappeared.
- We drove along a crooked road.
- The naked baby looked wretched.
- The seventh day is the blessed Sabbath day.

Drill 90, Continued

13. That soprano sings only sacred songs.
14. A grasshopper is a six-legged creature.
15. Jesus blessed the loaves and fishes.
16. He slowly crooked his finger at the child.

Drill 91

Review /e/, /a/, /u/. Pronounce the following words, remembering that /e/ is lax, /a/ is tense, and /u/ is lax.

bed - bad - bud	hem - ham - hum
better - batter - butter	net - gnat - nut
dense - dance - dunce	pedal - paddle - puddle
fend - fanned - fund	pet - pat - putt
flesh - flash - flush	send - sand - sunned
trek - track - truck	guessed - gassed - gust

Drill 92

Practice the following sentences using the correct pronunciation of some of the above words.

1. Do you make your bed when you get up?
2. A dunce is a stupid person.
3. She fanned herself with a piece of paper.
4. Even if you can't sing, you can hum.
5. She put on a net after she washed her hair.
6. He's the teacher's pet, isn't he?
7. She got hit by a truck.
8. You need a stick of butter for your cake batter, don't you?
9. That was a bright flash of lightning.
10. His hat was blown off by a gust of wind.
11. Step on the brake pedal.
12. She sunned the clothes after she washed them.
13. He was gassed in the war.

Drill 93

Review homonyms. Pronounce the following pairs alike.

aloud - allowed	hair - hare	rose - rows
berth - birth	hour - our	side - sided
coarse - course	mail - male	suite - sweet
fair - fare	peace - piece	wait - weight

Drill 94

Practice the following sentences containing some of the words in Drill 93.

1. Her mother has finally allowed her to have dates.
2. I hope it'll be fair tomorrow.
3. I'll meet you in an hour.
4. He wants peace at any price.
5. She sighed when I asked her a question.
6. They rented a suite in the hotel.
7. What's your country of birth?
8. That thread is too coarse.
9. Australia's got a lot of hares.
10. Has the mail come yet?
11. The last two rows are empty.
12. What's your weight?

Drill 95

Two-syllable words - stress on the first syllable. When you pronounce them, be sure to lengthen the stressed vowel.

1. /ē/ eastern easy, either
2. /i/ city, clearly, clearness, children, critic, difference, different, dinner
3. /ā/ basis, cable, crazy, danger, dangerous
4. /e/ center, chairman, clever, desert(noun), devil, effort, elder, elsewhere, empire, empty, endless
5. /a/ anger, angry, answer, apple, arrow, average, backward, badly
6. /u/ comfort, country, couple, cousin, cover, custom, double
7. /a/ bother, bottle, bottom, collar, college, conference, commerce
8. /o/ autumn, awful, awfully
9. /ō/ local, lonely, lower
10. /oo/ during /oor/
11. /oo/ duty, foolish
12. /ūr/ curtain, dirty, early
13. /āi/ final, Friday, highly
14. /äoo/ council
15. /ōi/ poison

Drill 96

Practice the following sentences based on the above vocabulary.

Drill 96, Continued

1. Do you think English is easy?
2. Everybody said the chairman was crazy.
3. His room was awfully dirty.
4. I don't like to bother you.
5. A country cousin is one who doesn't live in the city.
6. I shot an arrow into the air.
7. That's clearly dangerous.
8. Do your duty.
9. I don't get up early on Friday.
10. I can't see much difference between those two children.
11. It's foolish to drink poison, isn't it?
12. When you're lonely, you feel awful.
13. Her answer made him angry.
14. Are you going to the conference tomorrow?
15. It's a comfort to feel you're clever.
16. You can either go or stay.
17. That's a custom of the country.

Drill 97

Study the following homonyms and then repeat the sentences.

aisle - isle - I'll	cite - site - sight	rain - reign - rein
B - be - bee	flu - flew - flue	right - write - rite
C - see - sea	I - eye - aye	so - sew - sow
cent - sent - scent	pair - pear - pare	T - tea - tee

1. I'll go with you.
2. Have you ever had flu?
3. When did Charlemagne reign?
4. Don't put your feet in the aisle.
5. A golfer knows what a tee is.
6. She was stung by a bee.
7. Smoke goes up a flue.
8. She ate a pear for dessert.
9. A small island is sometimes called an isle.
10. It won't cost you a cent, will it?
11. He flew to Georgia yesterday.
12. He got a "B" in the course, didn't he?
13. I need a new pair of shoes.
14. You'd better sew on that button.
15. A new building is going up on that site.

Drill 97, Continued

16. That rose has a sweet scent.
17. When you agree to a proposal, you say, "Aye."
18. "As you sow, so shall you reap."
19. A ceremony is sometimes referred to as a rite.
20. Do you want lemon with your tea?

Drill 98

Review homonyms. Pronounce the pairs just alike.

altar - alter	guessed - guest	role - roll
berry - bury	hole - whole	shone - shown
cereal - serial	made - maid	suede - swayed
earn - urn	pain - pane	waist - waste

1. When you die, they bury you.
2. I'm keeping up with a serial in that magazine.
3. The whole town's talking about that matter.
4. His greatest role was Othello.
5. Do you like suede shoes?
6. Don't waste your time.
7. I've got a pain in my back.
8. The bride and groom knelt at the altar.
9. How much do you earn?
10. He guessed her secret, didn't he?
11. Do you have a maid?
12. You've broken the window pane.
13. I've shown you how to do this before.
14. She swayed to the music.
15. They put his ashes in an urn.
16. She has a small waist.

Drill 99

Review homonyms. Pronounce the pairs just alike.

air - heir	groan - grown	road - rode
beat - beet	heard - herd	serf - surf
cellar - seller	loan - lone	steal - steel
doe - dough	pail - pale	wade - weighed

1. The air in this room is bad.
2. Have you stopped beating your wife?
3. The child filled his pail with sand.

Drill 99 - Continued

4. A female deer is a doe.
5. He's the heir to a large fortune.
6. When you bake dough, you get bread.
7. The child was pale after his sickness.
8. He heard a groan in the cellar.
9. I'm going to get a loan from the bank.
10. Do you like to wade in the surf?
11. He tried to steal a cow from the herd.
12. She poured vinegar over the beets.
13. "Dough" is a slang word for "money."
14. Sellers have to have buyers.

Drill 100

Review homonyms. Pronounce the pairs just alike.

ail - ale	foul - fowl	rap - wrap
bare - bear	heal - heel	seam - seem
cell - sell	lessen - lesson	stair - stare
die - dye	packed - pact	vale - veil

1. Do you like ale?
2. The prisoner was put in a cell.
3. The umpire called it a foul.
4. Has your wound healed yet?
5. They all agreed to the pact.
6. Girls should know how to sew a straight seam.
7. The room was bare.
8. She likes to dye her hair.
9. What ails that boy?
10. I hope your troubles will lessen.
11. Did you hear a rap?
12. You mustn't stare at people.
13. She's wearing a veil today.

Drill 101 (Homonyms)

ate - eight	hail - hale	sail - sale
blew - blue	knew - new	soar - sore
colonel - kernel	meat - meet	tacked - tact
fir - fur	plain - plane	way - weigh

Drill 101 - Continued

1. The plane leaves at eight o'clock.
2. He's a colonel in the army.
3. Hail is frozen rain, isn't it?
4. He doesn't eat meat.
5. Gulls soar above the ocean.
6. Use tact when you ask him that.
7. The referee blew his whistle.
8. She bought a fir tree for Christmas.
9. I knew him in Chicago.
10. The children are sailing their boats in the pond.
11. Which way did they go?

Drill 102 (Homonyms)

ball - bawl	hear - here	scene - seen
break - brake	know - no	some - sum
dear - deer	massed - mast	tail - tale
flea - flee	pole - poll	weak - week

1. Cinderella went to the ball.
2. She's a dear little thing.
3. What do you hear from your family?
4. I don't know what to do.
5. They're taking an opinion poll.
6. Have you seen him lately?
7. Don't pull the cat's tail.
8. I've been here only a week.
9. Put the brakes on to hold the car.
10. The people were told to flee for their lives during the war.
11. People were massed in Times Square on New Year's Eve.
12. Sometimes it seems everything goes wrong, doesn't it?
13. That baby is bawling again.

Drill 103 (Quotations)

Bowed by the weight of centuries, he leans  
 Upon his hoe and gazes on the ground,  
 The emptiness of ages in his face,  
 And on his back the burden of the world.  
 --Markham

Fame is what you have taken;  
 Character is what you give;  
 When to this truth you waken,  
 Then you begin to live.

--Taylor

Common spellings of the stressed vowel sounds. (Most unstressed vowels in English are pronounced with /u/, /i/, or /ē/.) The stressed vowels can be reviewed one or two at a time by using the following list of some of their commonest spellings. Of course, students should be aware that there are many speakers of English who would not use all of the pronunciations marked below. The dashes stand for consonants which might follow.

Vowel	Spelling	Examples
/i/	i--	it, sit, dig, which, him, sick, thing
/ē/	e-- ee-- ea-- ie-- (c)ei--	be, he, she, we, me see, tree, beet, feet, deep, keep, green sea, tea, speak, weak, peach, teach, seat piece, niece, chief, grief, believe receive, deceive, conceive
/e/	e-- ea(d)	Ed, bed, led, fed, best, nest, let, get head, dead, bread, read (past), lead (noun)
/ā/	a-e ai-- ay eigh--	face, take, came, date, wave, save, sale wait, bait, rain, paint, Cain, sail say, stay, pay, day, way, may, hay, Ray eight, weight, sleigh, neighbor
/a/	a--	at, hat; man, sad, back, cat, Ann, Dad, pad
/ā/	o--	top, shop, sob, rob, got, hot, rock, not (father)
/ô/	au-- aw-- a(l)-- o(ng) o(s)--	Paul, daughter, aught, caught, fault law, saw, draw, straw, awe, awful, paw all, fall, ball, call, salt, tall, wall long, song, wrong, strong loss, boss, lost, cost, cross, toss, across
/u/	u--	up, us, but, run, jump, rush, hunt, much
/oo/	oo-- ou(ld)	took, book, look, hook, cook, good, stood could, would, should
/oo/	oo--	too, boot, shoot, food, mood, tropp, loop
/oi/	oi-- oy	oil, noise, soil, point, joint, voice, choice boy, toy, joy, Roy, coy, soy

Vowel	Spelling	Examples
/o/	o oe o-e o(l)-- oa-- ou(l) o(w)	go, no, so, oh toe, doe, Joe, foe, Poe close, home, stone, those, note, spoke, hole cold, hold, fold, told, roll, toll, colt coat, boat, coast, roast, coal, foal soul, shoulder, boulder know, grow, blow, slow, low, show, throw, mow
/ur/	ir-- er-- ear--	girl, shirt, dirt, first, bird, sir her, verb, serve earn, learn, earth, early, pearl, heard
/er/	ear eer ier--	ear, hear, clear, dear, fear, near beer, cheer, deer, steer pier, fierce, pierce
/er/	air are	air, chair, hair, fair, pair care, dare, hare, fare, rare, square, bare
/är/	ar	car, far, star, bar, tar, jar, par, dark, hark
/ör/	or--	or, for, short, sort, born, corn, north, tore
/äi/	i-e igh-- ie i(ld) i(nd) y	ice, fine, five, mile, wide, dime, bite, like high, sigh, might, fight, right, light, tight tie, die, lie, pie, vie child, mild, wild find, mind, wind (verb), bind, kind, grind by, my, try, cry, sky, shy, why, fry,
/äoo/	ou-- ow--	out, sound, loud, count, house, south down, brown, frown, town, now, how, cow

## Drill 105 (Vowels)

Letter	Long Sound	Short Sound
a	/ā/ late	/a/ pat
e	/ē/ eve	/e/ end
i	/äi/ ice	/i/ sit
o	/ō/ old	/ä/ odd
u	/iū/ cube	/u/ up

## VI

CONSONANT DRILLSDrill 106

Review the Consonant chart on page 10, then pronounce these words carefully. Imitate your teacher.

/p/	pen, piece, play, speak, lamp, sharp, pencil, picture
/b/	be, boy, blue, black, Betty, bedroom, brother, blackboard
/t/	two, ten, tall, talk, sit, store, street, table, twenty
/d/	do, desk, bed, red, dentist, today, study, dinner, doctor
/k/	come, cold, king, Clark, key, school, architect, clerk, Scott
/g/	go, girl, glad, rug, dog, garden, begin, English, get, God
/f/	fine, first, floor, French, fifty, often, family, father, forty
/v/	of, have, five, live, leave, twelve, very, visit, every, several
/th/	thank, three, third, bath, month, fourth, fifth, sixth, seventh
/TH/	the, they, this, that, there, their, mother, brother, father
/s/	yes, what's, it's, talks, walks, asks, lesson, listen, second
/z/	these, those, keys, reads, easy, visit, cousin, Tuesday, house-wives, classes, zoo, zebra, teaches, example (gz)
/sh/	she, sharp, short, English, ship, shark, shampoo, share, shone
/zh/	usually, azure, usual, garage
/ch/	chair, chalk, child, church, kitchen, question, picture, arch
/j/	John, joy, judge, large, orange, engine, jeep, job, George
/h/	have, her, his, here, who, house, homework, hundred, hat, ha
/l/	lamp, laugh, lunch, wall, light, tall, library, eleven, lot
/m/	man, May, March, time, room, Monday, summer, many, mumps, mat
/n/	now, near, nurse, son, when, nineteen, afternoon, nine, no, none
/ng/	long, sing, spring, English, uncle, morning, singing, song
/r/	read, red, room, run, rest, or, door, floor, rear, roar, Robert
/y/	year, yes, you, your, young, yard, yellow, yard, yeh, yet, yo-yo
/w/	walk, work, week, warm, swim, twenty, wide, window, wash, wire
/hw/	what, when, where, white, whip, wheel, whether, why, everywhere

Drill 107

Different Consonant Sounds = Different Words! LISTEN carefully as your teacher reads each pair of words. Can you hear the difference? Only one consonant sound changes the meaning. Now REPEAT the words. (It is not necessary to know the meanings.)

/p/	/b/	/t/	/d/	/k/	/g/	/f/	/v/
pen	Ben	too	do	cold	gold	fine	vine
pea	bee	toe	doe	cot	got	fail	veil
pay	bay	tin	din	come	gum	fast	vast
pie	buy	ten	den	came	game	fear	veer
pig	big	ton	done	curl	girl	few	view

/s/	/z/	/sh/	/ch/	/j/	/n/	/ng/
Sue	zoo	sheep	cheap	jeep	run	rung
seal	zeal	ship	chip	gyp	ran	rang
sink	zinc	shoe	chew	Jew	lawn	long
sown	zone	sheer	cheer	jeer	gone	gong
bus	buzz	sherry	cherry	Jerry	thin	thing

Drill 108

Comparison of the /s/ and /th/ sounds, in the initial, medial, and final positions. Be sure to imitate the teacher.

Initial	Medial (by imitation)	Final
sin -- thin	passing	ether
saw -- thaw	forcing	Luther
some -- thumb	missing	frothing
sing -- thing	fussing	pithy
sank -- thank	basic	sympathy
sick -- thick	fussy	cathedral
		pass -- path
		purse -- Perth
		worse -- worth
		force -- fourth
		face -- faith
		mouse -- mouth

Drill 109 (Drill /k/ and /g/ in all three positions)

Initial	Medial	Final
coat -- goat	backing -- bagging	back -- bag
cot -- got	pecking -- pegging	peck -- peg
call -- fall	locking -- logging	lock -- log

Drill 110

Drill contrasting /d/ and /TH/ sounds in all positions. Give particular attention to the final occurrence, as in "seethe" and "see"

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
den	-- then	other	-- udder	seethe	-- seed
day	-- they	southern	-- sudden	breathe	-- breed
dough	-- though	either	-- Ida	lathe	-- laid
Dan	-- than			bathe	-- bayed
dare	-- there			loathe	-- load

Drill 111

Drill contrasting /t/ and /d/ sounds in all positions. Give particular attention to the final occurrence, as in "feet" and "feed."

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
to	-- do	utter	-- udder	sat	-- sad
ton	-- done	hearty	-- hardy	heat	-- heed
toe	-- dough	bitter	-- bidder	heart	-- hard
tin	-- din	waiting	-- wading	feet	-- feed
tie	-- die	plotter	-- plodder	not	-- nod
tip	-- dip	matter	-- madder	weight	-- wade

Drill 112

Drill /ch/ and /j/ sounds in all positions.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
cheer	-- jeer	etching	-- edging	etch	-- edge
choke	-- joke	catching	-- cadging	catch	-- cadge
chest	-- jest	batching	-- badging	batch	-- badge
chin	-- gin	catcher	-- cadger	match	-- Madge
cheap	-- jeep				
cherry	-- Jerry				

Drill 113

The sound /zh/ is not a very common sound in English and few minimally contrasting pairs can be made with it. Generally it must be taught by imitation in words where it occurs. (usual, diffusion, illusion, provision, occasion, visual, vision, confusion, azure, etc.)

/j/ and /zh/: ledger - leisure /sh/ and /zh/: mesher - measure  
pledger - pleasure dilution - delusio  
Aleutian - allusio

Drill 114

Study the /v/ sound in all positions by contrasting it with its voiceless counterpart /f/.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
fan	-- van	safer	-- saver	safe	-- save
fine	-- vine	wafer	-- waver	staff	-- stave
file	-- vile	staffing	-- staving	leaf	-- leave
ferry	-- very	leafing	-- leaving	proof	-- prove
few	-- view	proofing	-- proving	strife	-- strive
fowl	-- vowel			off	-- of

Drill 115

Study the /b/ sound in all positions by contrasting it with its voiceless counterpart /p/.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
pill	-- bill	mopping	-- mobbing	cap	-- cab
pull	-- bull	hopping	-- hobbing	cup	-- cub
pan	-- ban	ripping	-- ribbing	pup	-- pub
ball	-- ball	sopping	-- sobbing	mop	-- mob
pole	-- bowl	lopping	-- lobbing	lop	-- lob
pit	-- bit	napping	-- nabbing	rip	-- rib

Drill 116

Study the voiced sounds of /b/ and /v/ together.

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
by	-- vie	gibber	-- giver	dub	-- dove
bile	-- vile	sabre	-- saver	robe	-- rove
beat	-- vote	ribbon	-- riven	curb	-- curve
bent	-- vent	robing	-- roving	jibe	-- jive
berry	-- very				
banish	-- vanish				

Drill 117 (/w/ and /r/ sounds contrasted)

wail	-- rail	wing	-- ring
west	-- rest	white	-- right
war	-- roar	which	-- rich

Drill 118

Study the /z/ sound in all positions by contrasting it with its voiceless counterpart /s/.

Initial		Medial		Final	
sip	-- zip	racing	-- raising	Loose	-- lose
sue	-- zoo	lacing	-- lazing	rice	-- rise
seal	-- zeal	looser	-- loser	bus	-- buzz
sink	-- zinc			ass	-- as
sewn	-- zone			hiss	-- his
see	-- "z"			peace	-- peas
send	-- Zend			lifts	-- lives

Drill 119

Study the /s/ and /sh/ sounds with contrasting pairs.

Initial		Medial		Final	
sip	-- ship	massing	-- mashing	mass	-- mash
seep	-- sheep	lasses	-- lashes	lass	-- lash
so	-- show	messes	-- meshes	mess	-- mesh
saw	-- shah	messing	-- meshing	plus	-- plush
sore	-- shore				

Drill 120

Study the voiceless sounds of /ch/ and /sh/ by contrast.

Initial		Medial		Final	
cheat	-- sheet	ditches	-- dishes	ditch	-- dish
chip	-- ship	latches	-- lashes	latch	-- lash
chop	-- shop	watches	-- washes	watch	-- wash
chew	-- shoe	catching	-- cashing	catch	-- cash
chair	-- share	matching	-- mashing	match	-- mash
cheap	-- sheep	witching	-- wishing	witch	-- wish

Drill 121

Contrast the /j/ sound with the /y/ sound.

jet	-- yet	jeer	-- year
John	-- yawn	jam	-- yam
jot	-- yacht	joke	-- yoke

Drill 122

Drill the /n/ and /m/ nasal sounds in all positions.

Initial		Medial		Final	
nice	-- mice	dinner	-- dimmer	tune	-- tomb
nail	-- mail	cunning	-- coming	bean	-- beam
nor	-- more	money	-- mummy	fern	-- firm
nigh	-- my			ran	-- ram
nay	-- may			sun	-- some
night	-- might			then	-- them

Drill 123

Drill the /h/ sound in contrasting pairs.

it	-- hit	as	-- has
at	-- hat	is	-- his
add	-- had	all	-- hall
"E"	-- he	eat	-- heat
air	-- hair	ear	-- hear
old	-- hold	art	-- heart

Drill 124

Production of initial /r/ as in "red." Review quickly the pronunciation of the /r/ blend sounds, especially /ŭr/ which is the initial /r/ sound. Point out the shape of the tongue as pictured on page 14. Then go to the triangle vowel chart on page 4 and go around it putting the consonant sound /r/ before each vowel sound.

Repeat these pairs: wed - red; weed - read; wing - ring.

Practice these words until satisfactory pronunciation is achieved.

- |         |           |             |
|---------|-----------|-------------|
| 1. read | 4. repeat | 7. remember |
| 2. rice | 5. recite | 8. return   |
| 3. room | 6. repair | 9. radio    |

Substitution. Concentrate on the production of the /r/ sound.

- |           |                    |
|-----------|--------------------|
| 1. write  | Ron often reads.   |
| 2. rest   | Ron often writes.  |
| 3. review | Ron often rests.   |
| 4. ride   | Ron often reviews. |
| 5. run    | Ron often rides.   |
|           | Ron often runs.    |



Drill 125

Production of the medial /r/ as in sorry.

1. Repeat /r/ and /rē/. Then repeat /rē/ with a lengthened /r/ as if it were a combination of /r/ and /rē/.

/r/, /rē/, /rē/

2. Hint for production: Do not flap the tongue.
3. Repeat these sequences in the same way. (See /r/ glides in Phonet. Alphabet.)
  - A. /r/, /rē/, /rē/
  - B. /er/, /rē/, /erē/
  - C. /r/, /rē/, /rē/
  - D. /r/, /rē/, /rē/
  - E. /oor/, /rē/, /rē/

4. Repeat these words:

A. Mary	D. sorry
B. very	E. necessary
C. hurry	F. America

5. Practice: "I'm very sorry."

"Is Rossi really a regular American name?"

"Will I receive a receipt for the radio?"

Drill 126

Production of initial /l/ as in late.

1. Repeat an isolated /t/. Place the tongue in the same position and repeat a prolonged /l/. (l l l l l l l l l) Repeat /lā/ several times.
2. Practice /l/ going around the triangle vowel chart. Exaggerate the length of the /l/. Then go around the chart again with normal pronunciation of the /l/.

Drill 126 - Continued

3. Practice these words until satisfactory production is achieved.

1. laugh	6. lab	11. dialog
2. listen	7. lady	12. leave
3. live	8. late	13. learn
4. lesson	9. language	14. lucky
5. lake	10. lose	

4. Substitution:

They laugh.

1. live in Toronto	They live in Toronto.
2. learn dialogs	They learn dialogs.
3. like her	They like her.
4. listen to music	They listen to music.
5. study the lessons	They study the lessons.
6. learn languages	They learn languages.
7. come late	They come late.
8. learn to pray	They learn to pray.

Drill 127

Drills to practice both /l/ and /r/. Practice consistently until good pronunciation is achieved at natural speed.

	Is he ever late?
1. lazy	Is he ever lazy?
2. lost	Is he ever lost?
3. right	Is he ever right?
4. rude	Is he ever rude?
5. lucky	Is he ever lucky?
6. rough	Is he ever rough?
7. early	Is he ever early?

Substitution:

	I never write letters.
1. remember the dialog	I never remember the dialog.
2. listen to records	I never listen to records.
3. review the lesson	I never review the lesson.
4. like rain	I never like rain.
5. arrive late	I never arrive late.
6. like rice	I never like rice.
7. receive letters	I never receive letters.

Drill 128

Drill for /s/, /sh/, /ch/, /j/, /zh/.

Repeat these words:

/sh/ shirt dish vac <u>ation</u>	/ch/ chair church che <u>ap</u>	/j/ large age lang <u>uage</u>	/zh/ te <u>levision</u> usu <u>ally</u> le <u>isure</u>
---	--	---	--

Practice this contrast: /s/ see /sh/ she

Repeat: She sees me., Does she?, and Yes she does.

Hints for production: DOES before SHE is pronounced with /zh/.  
YES before SHE is pronounced with /sh/. Notice how this facilitates pronunciation.

## Pattern Dialog:

Teacher: use a chair	S-1: Does she usually use a chair?
	S-2: Yes she does.
wash dishes	S-3: Does she usually wash dishes?
	S-4: Yes she does.
continue - take a vac <u>ation</u>	Does she usually take a vacation? Yes she does.
en <u>joy</u> music	Does she usually enjoy music? Yes she does.
go to ch <u>urch</u>	Does she usually go to church? Yes she does.
wa <u>ch</u> tele <u>vision</u>	Does she usually watch television? Yes she does.
use a dict <u>ionary</u>	Does she usually use a dictionary? Yes she does.
get ch <u>ea</u> p food	Does she usually get cheap food? Yes she does.
stu <u>dy</u> lang <u>ua</u> ges	Does she usually study languages? Yes she does.
te <u>ach</u> J <u>u</u> do	Does she usually teach Judo? Yes she does.

Drill 129

Contrast of /s/ and /th/. On the blackboard write (1) /s/, (2) /th/.

Repeat this contrast after the teacher. sank thank

Listen as the teacher reads these contrasts:

- |          |   |       |
|----------|---|-------|
| 1. sank  | - | thank |
| 2. sink  | - | think |
| 3. face  | - | faith |
| 4. mouse | - | mouth |
| 5. sick  | - | thick |

Now listen again and say 1 or 2 to identify the sound as the teacher reads each word. (The students should not be able to see the teacher's mouth.)

- |              |               |
|--------------|---------------|
| 1. faith (2) | 6. mouth (2)  |
| 2. thank (2) | 7. sank (1)   |
| 3. mouse (1) | 8. face (1)   |
| 4. think (2) | 9. thick (2)  |
| 5. sick (1)  | 10. mouth (2) |

Repeat these contrasts: sank - thank  
sink - think  
sick - thick

Practice and memorize this sentence. Use proper rhythm.

Thank you for everything.

Drill 130

Contrast /b/ and /v/ as in boat and vote. On the blackboard write (1) /b/ and (2) /v/.

Listen to these contrasts: base - vase  
boat - vote  
berry - very

Say SAME or DIFFERENT after the teacher pronounces each pair. (The students should not be able to see the teacher's mouth.)

- |                 |                       |
|-----------------|-----------------------|
| 1. vote - vote  | 4. boat - vote        |
| 2. very - berry | 5. berry - berry      |
| 3. vase - vase  | 6. vase - base (etc.) |

Drill 130 - Continued

Say (1) or (2) to identify /b/ or /v/.

- |             |                   |
|-------------|-------------------|
| 1. vase (2) | 4. base (1)       |
| 2. very (2) | 5. very (2)       |
| 3. boat (1) | 6. vote (2) Cont. |

Now after you have listened carefully to these sounds as you have in the above practice, repeat these contrasts:

base - vase  
boat - vote  
berry - very

Repeat these words:

T.V.	vacation	television	bee
visit	movies	never	boat

Substitution:

1. Take a vacation
2. visit me
3. go boating
4. see movies
5. keep bees

They never watch T.V.  
They never take a vacation.  
They never visit me.  
They never go boating  
They never see movies.  
They never keep bees.

Drill 131

Contrast of initial /r/ and /l/. Keep in mind that for /r/ the tongue tip is curved upward and back and is NOT touching the roof of the mouth and the mouth is rounded.

(On the blackboard write (1) /r/ and (2) /l/. ) Repeat these contrasts:

- |          |    |       |          |    |       |
|----------|----|-------|----------|----|-------|
| 1. right | -- | light | 4. river | -- | liver |
| 2. wrong | -- | long  | 5. read  | -- | lead  |
| 3. room  | -- | loom  | 6. rice  | -- | lice  |

Say SAME or DIFFERENT as the teacher repeats these words:

- |                |                      |                    |
|----------------|----------------------|--------------------|
| 1. lot - lot   | 6. reader - leader   | 11. laughed - raft |
| 2. lake - rake | 7. laughed - laughed | 12. right - light  |
| 3. rice - lice | 8. loom - room       | 13. read - read    |
| 4. room - room | 9. rake - rake       | 14. lice - lice    |
| 5. rot - lot   | 10. road - load      | 15. red - led      |

Drill 131 - Continued

Say (1) or (2) to identify /r/ or /l/. (Students have books closed.)

- |               |              |
|---------------|--------------|
| 1. leader (2) | 6. lake (2)  |
| 2. lamb (2)   | 7. long (2)  |
| 3. raft (1)   | 8. red (1)   |
| 4. ram (1)    | 9. lent (2)  |
| 5. rug (1)    | 10. rock (1) |

The teacher will say a word with /r/ or /l/. Pronounce the opposite word.

Example: Teacher - rice  
Student - lice  
Teacher - light  
Student - right

- Continue:
- |          |         |          |
|----------|---------|----------|
| 1. wrong | 5. rate | 9. load  |
| 2. lead  | 6. rock | 10. long |
| 3. red   | 7. loom | 11. read |
| 4. lace  | 8. rake | 12. room |

Repeat each pair of /r/ syllables and the phrases using them. Move your lips for each /r/. Do the same with /l/.

- |                |                |               |                  |
|----------------|----------------|---------------|------------------|
| 1. /re - rō/   | red roses      | 1. /lō - le/  | a long letter    |
| 2. /rāi - rōō/ | the right room | 2. /lāi - la/ | I like languages |
| 3. /rē - rāi/  | read and write | 3. /lōō - lā/ | Louis is late    |

Substitution. Continue until consistently satisfactory pronunciation of /r/ and /l/ is achieved.

- |               |                       |
|---------------|-----------------------|
| 1. lessons    | Ron likes languages.  |
| 2. radios     | Ron likes lessons.    |
| 3. rain       | Ron likes radios.     |
| 4. roses      | Ron likes rain.       |
| 5. lunch      | Ron likes roses.      |
|               | Ron likes lunch.      |
| 6. literature | Ron likes literature. |
| 7. records    | Ron likes records.    |
| 8. rice       | Ron likes rice.       |
| 9. London     | Ron likes London      |
| 10. lamps     | Ron likes lamps.      |

Drill 131 - Continued

- |                 |                      |
|-----------------|----------------------|
| 11. rivers      | Ron likes rivers.    |
| 12. life        | Ron likes life.      |
| 13. rest        | Ron likes rest.      |
| 14. ladies      | Ron likes ladies.    |
| 15. letters     | Ron likes letters.   |
| 16. restaurants | Ron likes restaurant |
| 17. rules       | Ron likes rules.     |
| 18. lakes       | Ron likes lakes      |

LISTEN to these sentence pairs given in the order /r/, /l/.

- |  |   |
|--|---|
| 1. It's on the right.<br>It's on the light.              | 4. I said "raft."<br>I said "laughed."        |
| 2. They rent a room.<br>They lent a room.                | 5. I don't like rice.<br>I don't like lice.   |
| 3. This is the wrong pencil.<br>This is the long pencil. | 6. The rake's too big.<br>The lake's too big. |

PERCEPTION TEST. Write 1, 2 or 3 to indicate which of the sentences are the same. (close books and listen only)

- |  |  |
|--|--|
| 1. It's on the right.<br>It's on the right. (1, 2)<br>It's on the light.                       | 4. I said "raft."<br>I said "laughed." (1, 3)<br>I said "raft."            |
| 2. They lent a room.<br>They rent a room. (2, 3)<br>They rent a room.                          | 5. I don't like rice.<br>I don't like rice. (1,2,3)<br>I don't like rice.  |
| 3. This is the long pencil.<br>This is the wrong pencil.<br>This is the long pencil.<br>(1, 3) | 6. The rake's too big.<br>The rake's too big (1, 2)<br>The lake's too big. |

Drill 132

Practice saying these pairs.

- |                 |                |               |
|-----------------|----------------|---------------|
| fry - fly       | grass - glass  | fruit - flute |
| pray - play     | crowd - cloud  | free - flee   |
| crows - close   | brush - blush  | feel - fear   |
| right - light   | raw - law      | crown - clown |
| fright - flight | proud - plowed | leap - reap   |

Drill 132 - Continued

Repeat and memorize these sentence contrasts.

- |   |   |
|---|---|
| 1. I saw a chicken fry.<br>I saw a chicken fly.       | 2. They pray everyday.<br>They play everyday. |
| 3. He doesn't like crowds.<br>He doesn't like clouds. | 4. He liked the fruit.<br>He liked the flute. |

Drill 133

Quotations.

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils,  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
--Wordsworth

All's well that ends well. --Shakespeare

Alas for the rarity  
Of Christian charity. -- Hood

Drill 134

There are eight pairs of consonants in English that are different only by the presence or lack of vibration. Whenever you pronounce the following sounds, make the voiced consonants soft, and the voiceless consonants strong.

	<u>Voiced</u>		<u>Voiceless</u>
/v/	vase	/f/	face
/TH/	either	/th/	ether
/z/	zeal	/s/	seal
/zh/	allusion	/sh/	Aleutian
/j/	gin	/ch/	chin
/b/	buy	/p/	pie
/d/	dime	/t/	time
/g/	gold	/k/	cold

## Drill 135

Practice the following sentences which use some of the vocabulary practiced in Drill 134. (Voiced - Voiceless)

1. She put her face close to the vase.
2. You can have either chloroform or ether.
3. Trappers hunt seals with zeal.
4. The lecturer made an allusion to the Aleutian Islands.
5. You've spilled some gin on your chin.
6. I'm going to buy a pie.
7. I don't have time to spend a dime.
8. Gold usually feels cold.

## Drill 136

Six consonants are made by action of the lips. The lips are closed for /m/, /b/, and /p/. The lower lip touches the edges of the upper front teeth for /v/ and /f/. The lips are rounded for /w/.

/w/ occurs only before vowels--for /w/ round your lips. When you pronounce /b/, be sure to close your lips firmly. When you pronounce /v/, do not close your lips or round them.

Practice the following words applying the above principles. Read them across the page.

mail	bale	pale	wail	veil	fail
main	bane	pain	wane	vain	feign
mare	bear	pair	wear	vair	fair
mile	bile	pile	wile	vile	file
mine	bine	pine	wine	vine	fine
mere	beer	peer	we're	veer	fear
mend	bend	penned	wend	vend	fend
merry	berry	Perry	wary	very	ferry
mind	bind	pined	wind	vined	find
my	buy	pie	"y"	vie	fie
mace	base	pace	Wace	vase	face

1. My mother buys pies.
2. Perry is very merry.
3. I got a bale of mail this morning.
4. I can't bear to wear wool next to my skin.
5. He took a vow never to drink wine or beer.
6. The wind wailed in the pine trees.
7. Do women wear veils very often?
8. That's a fine wine.

## Drill 137

The tooth ridge. In the pronouncing of English sounds, the tooth ridge is very important. The tooth ridge is the projection above and behind the upper front teeth. Put your tongue on the back of your upper front teeth, and then move it upward. Right above the teeth, you will feel the tooth ridge. Continue to move your tongue upward. It will suddenly go straight up: it has left the tooth ridge.

The tooth ridge is important because a number of English sounds are made by the tip of the tongue touching the tooth ridge. Those sounds are /l/, /n/, /d/, and /t/.

The sound /l/ is made with the tip of the tongue touching the tooth ridge. Your breath comes over the sides of your tongue and out through your lips. You can continue the sound /l/. Take a deep breath of air, put the tip of your tongue against your tooth ridge, and then let all the breath out of your lungs slowly. Don't move the tip of the tongue. Your vocal cords vibrate: /l/ is a voiced sound.

The sound /n/ is made with the tip of the tongue touching the tooth ridge. Your breath comes out through your nose. Keep your lips open. The sides of your tongue press against the sides of your upper teeth. You can continue the sound /n/. Don't move your tongue until all your breath has come out through your nose. Your vocal cords vibrate: /n/ is a voiced sound.

Both /d/ and /t/ are made by stopping the breath. You put the tip of your tongue on the tooth ridge and the sides of your tongue against the sides of your upper teeth just as you did for /n/, but don't let the breath come out through your nose. The difference between /d/ and /t/ is that /d/ is voiced and /t/ is voiceless. Your vocal cords vibrate when you make /d/, and they do not vibrate when you make /t/.

Next, practice making the sound /lō/, /nō/, /dō/, /tō/. Be sure to put the tip of your tongue on your tooth ridge, not on the back of your upper front teeth.

Another sound of English is made with the tip of the tongue near the tooth ridge. That sound is /r/. Put your tongue into the position of /n/, and then bend the tip of your tongue backward just a little. Let your breath come out through your lips. Hold your tongue in that position: the tip close to the tooth ridge, and the sides against the upper side teeth. Don't shake the tip. The tip should not be touching anything. If you have trouble producing a distinction between /l/ and /r/, do this: move the tip of your tongue down quickly when you finish making /l/, and move the tip upward quickly when you finish making /r/.

Drill 137 - Continued

Now practice the following applying the principles just discussed.

/l/	/n/	/d/	/t/	/r/
lap	nap	--	tap	rap
law	gnaw	daw	taw	raw
lay	neigh	day	--	ray
lays	neighs	daze	--	raise
leap	--	deep	--	reap
led	Ned	dead	Ted	red
lent	--	dent	tent	rent
lest	nest	--	test	rest
lewd	nude	dude	--	rude
lice	nice	dice	--	rice
limb	--	dim	Tim	rim
lime	--	dime	time	rhyme
line	nine	dine	tine	Rhine
lip	nip	dip	tip	rip

Drill 138

Sentence practice on the above words. (Watch the consonant sounds

1. He took a nap in the afternoon.
2. Do you like raw vegetables?
3. Horses neigh.
4. Raise your hand if you wish to speak.
5. Ned led Ted to the tent.
6. Your car's got a dent in the front fender.
7. That nude statue isn't lewd.
8. He looked over the rim of his glasses.
9. The light's dim in here.
10. Leave a tip on the table.
11. A taw is a kind of marble.
12. Turn the other tap for cold water.
13. You mustn't be rude to people.
14. He likes to dine at nine.
15. Rap on the table for rhythm when you pronounce.
16. She was in a daze after the accident.
17. Take your time; don't rush.
18. Tim lay in his mother's lap.
19. He took a dip in the Rhine.
20. When's the next leap year?

Drill 139

Nasal Sounds. The three sounds /m/, /n/, and /ng/ are "nasals"-- your breath comes out of your nose when you make them. Pronounce the following triplets.

/m/	/n/	/ng/
bam	ban	bang
clam	clan	clang
dim	din	ding
ram	ran	rang
rum	run	rung
some	sun	sung
tam	tan	tang

Drill 140

\* Drill /p/ and /b/. Practice these pairs. Lengthen the vowel before /b/ and shorten the vowel before /p/.

path - bath	rapid - rabid	rip - rib
peer - beer	staple - stable	gap - gab
peas - bees		lap - lab
palm - bomb		tap - tab

Drill 141

Drill /t/ and /d/. Lengthen the vowel before /d/ and shorten it before /t/.

team - deem	bright - bride	fright - fried
tale - dale	built - build	great - grade
teen - dean	cart - card	halt - hauled
time - dime	cat - cad	let - led
tin - din	set - said	mate - made

Drill 142

Drill /g/ and /k/. Lengthen vowel before /g/ and shorten it before /k/.

cab - gab	lacking - lagging	buck - bug
cad - gad	meeker - meager	chuck - chug
cap - gap	discussed - disgust	lack - lag
card - guard		leak - league
come - gum		luck - lug
cold - gold		rack - rag
crew - grew		tack - tag

Drill 143

Sentences using the words studied in the previous drill.

1. Let's go by cab.
2. He took off his cap and sat down.
3. He grew meeker as his wife talked more.
4. Polish it with a rag.
5. I hope you have good luck.
6. She found a bug in her bed.
7. That girl loves to gad about.
8. You're lagging behind the other students.
9. They're going to form a league.
10. She hung the picture on a tack.
11. He says he's going to chuck his job.
12. The crew abandoned the ship.

Drill 144

Practice /g/ and /ng/, then practice /n/ and /ng/.

bag - bang	rig - ring	sag - sang
log - long		spring - spring
rag - rang		wig - wing
ban - bang	sinner - singer	ran - rang
been - bing		robin - robbing
clan - clang		run - rung
din - ding		sin - sing
fan - fang		sun - sung
gone - gong		tan - tang
kin - king		thin - thing
lawn - long		ton - tongue
pan - pang		win - wing

Drill 145

Sentences for the above drill.

1. Oranges have a sharp tang.
2. They're drilling for oil with a rig.
3. He felt a pang of regret about going.
4. A snake releases its poison through its fangs.
5. He broke off a sprig from the bush.
6. What've you got in that bag?
7. Change classes when you hear the gong.
8. I saw a robin this morning.

Drill 146

Drill /m/ and /n/.

map - nap	dim - din	seem - seen
me - knee	rum - run	some - sun
mine - nine	same - sane	them - then
might - night		tome - tone

Drill 147

A final stop (p, t, k, b, d, g) is exploded if it follows another stop or a nasal (m, n, ng), as in stamp, land, or think. However, do not explode such a final stop violently; explode gently. Lengthen vowels before voiced stops; shorten them before voiceless ones.

Practice the following pairs. Lengthen the vowels before /nd/; shorten them before /nt/. Explode the /t/ and /d/ gently.

bent - bend	joint - joined	rent - rend
complaint - complained	lent - lend	restraint - restrained
extent - extend	meant - mend	sent - send
grant - grand	paint - painted	spent - spend

1. He was bent with age.
2. What is your complaint?
3. Extend your left arm.
4. He had a pained expression on his face.
5. Children often need to be restrained.
6. He got a grant for his tuition.
7. They're going to paint our apartment.
8. You'd better mend your ways.

Drill 148

Practice pronouncing the following words with final /ng/ and /ngk/. Explode the second word of each pair gently.

bang - bank	ping - pink	sling - slink
bring - brink	rang - rank	sting - stink
bung - bunk	ring - rink	sung - sunk
clang - clank	sang - sank	tang - tank
king - kink	sing - sink	thing - think
Ming - mink		wing - wink

Drill 149

Sentence practice for the previous drill. (Imitate intonation.)

1. The firecracker exploded with a bang.
2. What was his rank in the army?
3. Put the dishes in the sink.
4. His arm's in a sling.
5. Life's just one thing after another.
6. You shouldn't wink at girls.
7. Did a bee ever sting you?
8. The rope's got a kink in it.
9. He heard their chains clank.
10. I'll give you a ring tomorrow.

Drill 150

Practice pronouncing the following words with final /nd/ and /ngd/. Explode gently.

band - banged            hand - banged            clanged - clanged

Practice pronouncing the following words with final /nging/ and /ngking/. Don't explode the final sound.

banging - banking          singing - sinking    stinging - stinking  
 clanging - clanking      slinging - slinking    winging - winking

1. Both the cymbals were banged together.
2. The swinging door banged.
3. The people in that village have clanged together.
4. I wish that child would stop banging his drum.
5. Her eyes were stinging from the salt water.
6. I saw a wolf slinking near the house.
7. Birds will be winging their way north soon.

Drill 151

Practice these pairs. Lengthen the vowel before /ngz/; shorten it before /ngks/.

bangs - banks	kings - kinks	stings - stinks
brings - brinks	rings - rinks	things - thinks
clangs - clanks	sings - sinks	wings - winks
	slings - slinks	

Drill 152

The pronunciation of the past tense or past participle of most verbs follows a very regular system. One of three sounds is added to present tense or simple form of a "regular" verb according to the last sound of that form:

(1) If the last sound of the simple form is /t/ or /d/, add the sound /id/.

(2) If the last sound of the simple form is a voiceless sound other than /t/, add the sound /t/. The voiceless sounds in which such a simple form may end are: /p/, /k/, /f/, /th/, /s/, /f/, and /ch/.

(3) If the last sound of the simple form is a voiced sound other than /d/, add the sound /d/. The voiced sounds in which such a simple form may end are the vowels, diphthongs, and /b/, /g/, /m/, /n/, /ng/, /v/, /TH/, /l/, /r/, /z/, /zh/, and /j/.

Add the sound /id/ to the following simple forms:

accept	crowd	imitate	nod	report
add	descend	include	paint	succeed
amend	divide	interest	persuade	surround
assist	elect	invite	protect	suspect
attend	excite	land	provide	taste
connect	fade	operate	rent	yield

Add the sound /t/ to the following simple forms:

address	cough	increase	mix	replace
ask	develop	kiss	pack	touch
clap	drop	kick	pick	wish
cook	erase	laugh	reach	work

Add the sound /d/ to the following simple forms:

accustom	circle	explain	oppose	remain
agree	consider	fill	pay	rule
beg	continue	judge	play	satisfy
believe	desire	learn	postpone	supply
charge	discover	observe	refuse	suppose



### Drill 153

Sounds near the teeth. Four sounds are made by putting the tip of the tongue near the front teeth: /s/, /z/, /sh/, and /zh/. Don't touch the teeth, however.

To make a distinction between the sounds, try this: put the tip of your tongue close to the upper front teeth for /s/ and /z/, and put the tip close to the lower front teeth for /sh/ and /zh/. You can also protrude your lips for /sh/ and /zh/.

You touch the tooth ridge when you make /ch/ and /j/. Touch the ridge with your tongue-tip and quickly move the tip downward.

The sounds /s/, /sh/, and /ch/ are voiceless. The sounds /z/, /zh/, and /j/ are voiced. As an aid to your production of these sounds, think of the voiceless ones as "strong" and the voiced ones as "soft." Push your breath out strongly when you say /s/, /sh/, and /ch/; let it out gently when you say /z/, /zh/, and /j/.

seat - sheet - cheat  
seer - sheer - cheer  
sip - ship - chip  
sop - shop - chop  
mass - mash - match  
sock - shock - chock  
sees - she's - cheese  
sue - shoe - chew

sews - shows - chose  
Swiss - swish - switch  
seep - sheep - cheap  
sin - shin - chin  
sues - shoes - choose  
lass - lash - latch  
lease - leash - leech

1. Please sit in that seat.
2. You'd better shut the windows and latch them.
3. Those aren't the shoes I'd choose.
4. You'll get a shock from that socket.
5. Did you buy your cheese at that shop?

### Drill 154

Continuing with the sounds discussed in Drill 153: /s/ and /z/.

seal - zeal	fussy - fuzzy	cease - seize
see - "z"	lacy - lazy	ice - eyes
sing - zing		loose - lose
sink - zinc		once - ones
sip - zip		peace - peas
sue - zoo		price - prize
seize - Z's		rice - rise

### Drill 155

Sentence drill on the /s/ and /z/ sounds.

1. He always does his work with zeal.
2. She took a sip of tea.
3. Her name's Susan, but we call her Sue.
4. She used the lacy tablecloth for dinner.
5. Did you lose something?
6. Does zinc sink?
7. Don't stop in the no-parking zone.
8. The police seized the bandit.
9. What's the price of eggs today?
10. "Z" is the last letter of the American-English alphabet.

### Drill 156

The -S inflection or suffix. The pronunciation of the inflection (-s, -'s, or es) follows a regular system:

1. The suffix is pronounced /iz/ if the preceding sound is /s/, /z/, /sh/, /zh/, /ch/, or /j/. Such a sound is called a sibilant.
2. The suffix is pronounced /s/ if the preceding sound is /p/, /t/, /k/, /f/, or /th/. Such a sound is a voiceless non-sibilant.
3. The suffix is pronounced /z/ if the preceding sound is not one of those listed above. That sound may be a vowel, a diphthong, or /b/, /d/, /g/, /v/, /TH/, /l/, /r/, /m/, /n/, or /ng/. Such a sound is a voiced non-sibilant.

Add the sound /iz/ to the following words:

accuse	cause	manage	possess	sacrifice
address	change	match	promise	stretch
advance	dress	memorize	pronounce	supervise
advise	encourage	mix	propose	surprise
announce	establish	notice	publish	switch
arrange	judge	oppose	recognize	watch

Add the sound /s/ to the following words. Make the /s/ with much force. The combination "-sts" as in exists, is customarily pronounced as a prolonged /s/.

accept	correct	knock	provoke	stamp
ache	develop	last	request	stop

Drill 156 - Continued

act	drop	omit	resent	want
attack	exist	point	revoke	waste
check	expect	predict	risk	wipe
complete	faint	print	shout	wrap

Add the sound /z/ to the following words. Make the /z/ with little force.

admire	bury	curve	enter	move
aim	cheer	dare	evade	need
appear	clean	defend	extend	observe
approve	command	describe	fail	recommend
assign	compare	deserve	guard	renew
assume	conceal	destroy	happen	reveal
avoid	control	die	imagine	study
believe	cry	enjoy	inquire	supply

Drill 157

Put the tip of your tongue between your teeth for /th/ and /TH/. /TH/ is voiced - the vocal cords vibrate; make the sound with little force. /th/ is voiceless - the vocal cords do not vibrate; make the sound with much force. Pronounce the following words. The first words of each pair has /th/, and the second word has /TH/.

thigh - thy	ether - either	loath - loathe
		sheath - sheathe
		teeth - teethe
		wreath - wreathe

1. Did they give you ether when you had your operation?
2. The Bible says, "Honor thy father and thy mother."
3. I loathe liver.
4. He pulled the sword out of its sheath.
5. Babies cry alot when they teethe, don't they?
6. She put a Christmas wreath on the front door.

Drill 158

Contrast /th/ and /s/.

thin - sin	mothy - mossy	mouse - mouth
theme - seam	faith - face	mass - math
thumb - some	myth - miss	saw - thaw
thigh - sigh	youth - use	sank - thank

Drill 159

Practice pronouncing the following words with /t/, /s/, /th/, /sh/, and /ch/. Stop your breath for /t/. Don't stop your breath for /s/, /th/, or /sh/. The position of the tip of your tongue distinguishes the four sounds.

For /t/, put the tip on your tooth ridge. For /s/, put the tip close to your upper teeth, but don't touch them. For /th/, put the tip of your tongue between your teeth lightly, but don't stop your breath. For /sh/, put the tip close to your lower teeth, and protrude your lips. The sound /ch/ is a combination of /t/ and /sh/: put your tongue tip on your tooth ridge and quickly move it down. All five sounds are voiceless: make them with much force.

tin - sin - thin - shin - chin  
 bat - bass - bath - bash - batch  
 mat - mass - math - mash - match  
 tie - sigh - thigh - shy  
 tank - sank - thank - shank  
 taw - saw - thaw - Shaw

1. She sank into the chair with a sigh.
2. It's a shame the ice is too thin for skating.
3. The bashful boy looked shyly at the teacher.
4. The child thanked his father for the toy tank.
5. She put the frozen peas in the sink to let them thaw.

Drill 160

The sounds /y/ and /j/. The sound /y/ occurs only before a vowel. The easiest way to make /y/ is to pronounce it as though it were unstressed /ē/ before another vowel. Practice these combinations, putting extra stress on the second vowel: /ēē/, /ēa/, /ēō/, /ēoo/. You can do the same with /ēē/-- try yeast and yield.

If you have trouble distinguishing /y/ and /j/, do this: put the tip of your tongue lightly against your lower front teeth when you begin to make /y/. For /j/, begin by pressing the tip of your tongue firmly against your upper tooth ridge.

Yale - jail	yam - jam	yard - jarred
year - jeer	yellow - Jello	yell - jell
yet - jet	you - Jew	use (verb) - Jews
	yoke - joke	use (noun) - juice

## Drill 160 - Continued

1. He has no use for juice.
2. Lemon Jello is yellow.
3. Do Jews use that synagogue?
4. Carrying a yoke is no joke.
5. He hasn't seen a jet yet, has he?
6. Don't yell; I can hear you.
7. The earthquake jarred the house.
8. The crowd jeered the umpire.
9. Do you jam? Do you like yams?
10. He's going to Yale.

## Drill 161

Practice the following, applying the principles previously discussed in Drill 160.

east - yeast	ale - Yale	earn - yearn
"S" - yes	oak - yoke	"L" - yell
ear - year	am - yam	eel - yield
"N" - yen		

1. Are you as fond of yams as I am?
2. The word "yes" has an "s" at the end.
3. His ear has been bothering him for a year, hasn't it?
4. There are two "l's" in yell.
5. Yeast is used in making bread.

## Drill 162

The sound /h/. The sound /h/ occurs only before a vowel or /y/ or /w/. The letter "h" at the beginning of a word or syllable is usually pronounced. (The major exceptions are hour, honor, heir, exhibit, and exhaust and their derivatives.) The "h" is usually not pronounced in he, his, him, and her unless those words begin a sentence or are emphasized. Remember that the unstressed auxiliaries have, has, and had are usually reduced to /v/, /z/, or /s/, and /d/. Don't try to pronounce the "h" in words like John, Sarah, and Utah.

Practice saying these pairs:

ear - hear	"L" - hell	arm - harm
eat - heat	ate - hate	art - heart
ill - hill	it - hit	ash - hash
am - ham	I - high	"A" - hey
old - hold	all - hall	air - hair
at - hat	ail - hail	Ed - head

## Drill 163

Sentence practice for Drill 162.

1. We hear with our ears.
2. Do you like to climb high hills?
3. Hey, how are you?
4. He hit the boy in the hall.
5. I like Ellen, but not Helen.
6. He's an honorable man. (h not pronounced)
7. You'd better behave.
8. Does hot water harm your hair?
9. The heir received a hundred thousand dollars.
10. You go ahead; I'll be with you in an hour.

## Drill 164

Review /d/ and /TH/. Touch your tooth ridge for /d/; put your tongue tip between your teeth for /TH/.

D's - these	ladder - lather	laid - lathe
day - they	reading - wreathing	reed - wreath
die - thy	riding - writhing	ride - writhe
dough - though		sued - soothe
doze - those		

## Drill 165

Review /t/ and /th/. Touch your tooth ridge for /t/; put your tongue tip between your teeth for /th/.

tank - thank	trash - thrash	bat - bath
team - theme	tree - three	boot - booth
tie - thigh	true - through	fate - faith
		oat - oath

1. You mustn't doze in class.
2. There're three trees in a row.
3. Be sure to hand in your theme tomorrow.
4. Doctors take an oath when they graduate.
5. Thanks a lot.

## Drill 166

Review /sh/ and /zh/. Make /sh/ with much force; make /zh/ with little force.

Aleutian - allusion	dilution - delusion
glacier - glazier	

Drill 166 - Continued

1. The Aleutian Islands are off the coast of Alaska.
2. If you believe that, you're suffering from a delusion.
3. He made an allusion to the Holy Roman Empire.
4. The glazier will replace the window pane.

Drill 167

Review /ch/ and /j/. Make /ch/ with much force; make /j/ with little force.

chin - gin	chest - jest	batch - badge
char - jar	choke - joke	rich - ridge
cheer - jeer	chunk - junk	breeches - bridges
	chump - jump	

1. Do you want a jar of cherries?
2. The cheer leader jumped into the air.
3. If they like you, they'll cheer; if they don't, they'll jeer
4. How many bridges are there to cross?
5. It is no joke to choke.

Drill 168

Review /s/ and /sh/.

same - shame	sore - shore	brass - brash
save - shave	sort - short	class - clash
seat - sheet	furnace - furnish	gas - gash
see - she	Paris - parish	lass - lash
sell - shell		mass - mash
so - show		mess - mesh
sock - shock		plus - plush
suit - shoot		Swiss - swish

1. It's a shame you weren't with us last night, isn't it?
2. I hope she sees that suit on you.
3. She likes silk dresses because they swish.
4. He picked up the shell on the shore
5. That pipe's made of brass.
6. His room's in a mess.
7. Did she see you?
8. Could I borrow a sheet of paper?
9. Did you shave this morning?
10. He cut a gash in his arm, didn't he?

Drill 169

The combination "have to" meaning "must" is customarily pronounced /haftu/. "Has to" with the same meaning is pronounced /hastu/. Practice the following sentences using the above pronunciation.

1. I have to go now.
2. Do you have to tell me?
3. He has to walk a long way to school.
4. They let him stay because they have to.
5. We have to study very hard, don't we?
6. That tooth will have to come out.
7. Does he have to come to class tomorrow?
8. He sleeps only when he has to.

Drill 170

Review the tooth-ridge sounds. Put your tongue tip on your tooth ridge for /l/, /n/, /d/, and /t/. Turn your tongue tip upward for /r/.

light	night	--	tight	right
lock	knock	dock	tock	rock
loom	--	doom	tomb	room
lose	--	dues	two's	ruse
lot	knot	dot	tot	rot
low	know	dough	toe	row
collect	connect	--	--	correct
dill	din	did	--	dear
file	fine	--	fight	fire
fill	fin	--	fit	fear
hill	--	hid	hit	hear
ill	in	id	it	ear
owl	--	--	out	our
till	tin	--	--	tear

1. You'd better lock your door when you go out.
2. She tried a ruse to get what she wanted.
3. She's a very dear friend of mine.
4. Bolivia produces a lot of tin.
5. The janitor collects the garbage in the morning.
6. Everything I tell you goes in one ear and out the other.
7. Owls fly at night, don't they?
8. She had tears in her eyes.
9. Be sure to dot your "i's."
10. Straighten the knot in your tie.

Drill 171

Review /s/ and /th/.

sank - thank	some - thumb
saw - thaw	sought - thought
seem - theme	sud - thud
sick - thick	sunder - thunder
sigh - thigh	useful - youthful
sin - thin	
sing - thing	
sink - think	

1. What's the theme of that song?
2. Did he thank you?
3. I can see a lath in that hole in the wall.
4. When's your math class?
5. Whatever is worth doing is worth doing well.
6. My father acts very youthful.
7. He wears thick glasses, doesn't he?

Drill 172

Review /l/ and /r/.

lace - race	lug - rug	glamor - grammar
law - raw	lute - route	glue - grew
led - red	blue - brew	plies - prize
limb - rim	cloud - crowd	elect - erect
list - wrist	flank - frank	hill - here
loom - room		till - tear

1. What else is on your list?
2. To be frank, I don't like crowds.
3. The fastest runner will win the race.
4. Unsolved problems always loom large in a person's mind.
5. The clouds grew blacker in the blue sky.

Drill 173

Review /s/ and /z/.

bus - buzz	gross - grows	pace - pays
dense - dzens	hiss - his	place - plays
dice - dies	juice - Jews	race - raise
dose - doze	lace - lays	since - sins
face - phase	lice - lies	spice - spies

Drill 173 - Continued

fleece - flees	loss - laws	trace - trays
grace - graze	niece - knees	vice - vies

1. Humor's the spice of life.
2. Does he say grace before eating?
3. He took a dose of medicine for his cough.
4. That hen lays an egg almost every day.
5. Do you have a pair of fleece-lined gloves?
6. That's a phase of growing up.
7. Bees buzz.
8. Most of the workers got a raise last month.
9. The plane was a total loss, wasn't it?
10. The lions rushed out of their dens.

Drill 174

Review initial /s/ before consonants.

skin	slight	spin	state	swim
skirt	slim	spirit	station	swing
sky	slip	spite	stay	Swiss
square	slipper	splendid	steady	
	slope	split	steal	
	slow	spoil	steam	
		sport	steel	
		spot	steer	
		spread	stop	
		spring	stick	

1. In spite of all my efforts, I still make mistakes.
2. He's got a new Swiss watch.
3. He splits his profits with his partner.
4. That's a nice-looking sport shirt.
5. You ought to stop spreading that rumor.

Drill 175

Review /l/ and /r/.

laughter - rafter	loyal - royal	glow - grow
leap - reap	lust - rust	fly - fry
lice - rice	bloom - broom	climb - crime
light - write	flame - frame	fill - fear
long - wrong	collect - correct	owl - our
	pleasant - present	

Drill 175 - Continued

1. There was a great deal of laughter after his announcement.
2. You'll need light clothes for the summer.
3. If you leave your bicycle out in the rain, it'll rust.
4. Look before you leap.
5. Do you put butter on rice?
6. He's very loyal to all his friends.
7. Put the broom in the closet.
8. Have you seen the flowers in bloom in the park?
9. The weather is very pleasant today.
10. We watched the man climb up the telephone pole.

Drill 176

Review /l/ and /r/.

lap - rap	lot - rot	glass - grass
lays - raise	lure - Ruhr	play - pray
lest - rest	bleed - breed	plowed - proud
line - Rhine	clash - crash	dill - dear
load - road	clue - crew	little - litter
lore - roar	flesh - fresh	pill - pier

1. Familiarity breeds contempt.
2. He plowed the field and planted the grass.
3. Be sure to buy fresh flowers.
4. The vase fell to the floor with a crash.
5. Do they have any clues about the crime?
6. The school has a large playground.
7. Little children are likely to litter their room a lot.
8. Let's take a rest.
9. Don't let television lure you away from your studies.
10. Do you read alot?

Drill 177

The letter "x" represents different sounds in different words. However, you can usually tell how an "x" in a particular word is pronounced.

1. "x" is usually pronounced /ks/.

ax	oxygen	taxi	explode
axis	excuse	wax	express
mix	exercise	expense	extract

Drill 177 - Continued

expression	fix	experience	extend
box	tax	experiment	extra
exchange	expand	extraordinary	extreme
next	expect	explain	six

2. "x" at the beginning of a word is pronounced /z/: Xavier and xylophone.

3. "x" before a stressed vowel is pronounced /gz/. exact, exactly, exaggerate, examine, examination, example, exist

Drill 178

Review /l/ and /r/.

late - rate	lung - rung	gland - grand
lay - ray	bled - bread	plate - prate
lent - rent	blush - brush	plow - prow
lime - rhyme	clown - crown	miller - mirror
liver - river	fleas - freeze	ill - ear
lose - ruse	play - pray	towel - tower
leap - reap	glade - grade	

1. Hand me a towel, please.
2. Where's your thyroid gland?
3. Look at yourself in the mirror.
4. I thought I'd freeze last night.
5. Well, that's one ray of hope.
6. Let's do it. What've we got to lose?

Drill 179

Words which have any of the following endings are stressed on the vowel preceding the ending:

(-ci-)	-cial, -cian, -cience, -ciency, -cient, -cion, -cious
(-si-)	-sian, -sion
(-ti-)	-tial, -tian, -tience, -tient, -tion, -tional, -tious

With few exceptions, the -ci-, -sci-, -si-, -ssi-, and -ti- in those words are all pronounced /sh/. Don't pronounce the "i's" separately. Practice the following, applying the principles discussed.

Drill 179 - Continued

artificial	suspicion	conscious	description
commercial	precious	subconscious	direction
official	suspicious	unconscious	mention
social	Russian	dimension	motion
special	confession	extension	nation
musician	discussion	essential	additional
physician	expression	patience	national
politician	permission	patient	cautious
efficiency	possession	action	fictitious
ancient	profession	ambition	flirtatious
efficient	conscience	application	infectious

The "-ti-" in the endings is pronounced /ch/ if it is preceded by an "s". Practice pronouncing the following words:

Christian                      question                      suggestion

The "-si-" in the endings is pronounced /zh/ if it is preceded by a vowel, including /Ūr/. Practice the following words:

decision	explosion	occasion	conversion
division	confusion	diversion	Persian

Drill 180

Sentences for the above drill.

1. Do you like artificial flowers?
2. Did you fill out an application for admission?
3. The musician played special songs for the occasion.
4. A politician is usually cautious.
5. The physician wrote out a prescription for the patient.
6. The officials gave an extension to his petition.
7. His conscience is bothering him.
8. There was no mention of their decision in the national papers.
9. We're suspicious about his so-called confession.
10. It's essential to practice, isn't it?

Drill 181

Review /s/ and /sh/.

sack - shack	seek - sheik	sealed - shield
said - shed	seep - sheep	subtle - shuttle
sake - shake	self - shelf	sue - shoe
sale - shale	sin - shin	sun - shun

Drill 181 - Continued

1. He put the sack of potatoes in the shack.
2. You can sometimes find oil in shale.
3. A sheik is the leader of a group of Arabs.
4. Don't make a noise when you sip your tea.
5. His former friends shun him these days.
6. That coat will shed rain, won't it?
7. I'll have a vanilla milk shake.
8. He sealed the letter with wax.
9. He told me that himself.
10. The boys are trying to shin up the pole.
11. You can take the shuttle train to the station.
12. I want to get a shoe shine.

Drill 182

Review /l/ and /r/. Put your tongue tip on your tooth ridge for /l/. Turn your tongue tip upward for /r/.

lather - rather	low - row	gloom - groom
leaf - reef	lush - rush	plays - praise
lewd - rude	blight - bright	allay - array
lip - rip	class - crass	file - fire
lock - rock	clutch - crutch	mill - mere
lion - Ryan	flute - fruit	mall - mar

1. I'd rather leave than wait any longer.
2. That was a rude remark.
3. Certain plant diseases are called blights.
4. The ship was wrecked on a reef.
5. He is always well groomed, isn't he?
6. Don't clutch the baby too tightly, or he'll cry.
7. Round your lips for that sound.
8. Keep your voices low; don't disturb others.
9. The children like him because he plays with them.
10. Don't you want to be the best student in the class?

Drill 183

Review initial /s/ before /t/. Make the /s/ with much force. Do not add a vowel sound before the /s/.

still	stop	strange	strict
stir	storm	stream	strike
stock	story	street	string

Drill 183 - Continued

stomach	stove	strength	strip
stone	straight	stretch	strong
struggle	student	study	stuff

1. Are you still living on First Street?
2. I wish this storm would stop so I could go to the store.
3. A strong man has a lot of strength.
4. He told us a strange story.
5. That teacher is very strict with his students.
6. I need to stretch; I've been sitting still too long.

Drill 184

Review /t/ and /d/. Shorten the vowel before /t/; lengthen it before /d/. Don't explode the sounds.

bat - bad	eight - aid	hurt - heard
beat - bead	fat - fad	late - laid
bet - bed	fate - fade	mat - mad
boot - booted	hat - had	neat - need
debt - dead	heart - hard	plate - played

1. That's not so bad, is it?
2. The crowd booed the umpire.
3. I had to give him first aid.
4. Will this color fade?
5. He laid it on the seat, didn't he?
6. I didn't do it, but I wish I had.
7. He has a good heart.
8. Did it hurt very much?

Drill 185

Review /sh/ and /ch/. Explode the beginning of /ch/. Both sounds are voiceless. Make them with force.

share - chair	shin - chin	cash - catch
sheaf - chief	ship - chop	cruch - crutch
sheep - cheap	shoe - chew	dish - ditch
sheer - cheer	shoes - choose	lash - latch
sheet - cheat	shop - chop	leash - leech
sheik - cheek	shows - chose	mash - match
she's - cheese		wish - witch

Drill 185 - Continued

1. Don't take more than your share.
2. Sheep aren't cheap, are they?
3. It's wrong to cheat.
4. He cut his chin while he was shaving.
5. Puppies like to chew shoes.
6. I've got to cash a check.
7. I hope they catch the thief that stole my cash.
8. The chief likes to show his relics.
9. Do you want me to chip the ice for the tea?
10. Lame people use crutches.
11. Do you wish you were a witch?
12. Which shoes will you choose?

Drill 186

Review /ts/ and /ch/. Begin both combinations by putting your tongue tip on your tooth ridge. Do not protrude your lips for /ts/, but protrude them for /ch/. Both are voiceless so make them with much force.

eats - each	eights - "H"	hunts - hunch
beats - beach	bats - batch	arts - arch
Pete's - peach	cats - catch	starts - starch
pits - pitch	hats - hatch	knots - notch
its - itch	mats - match	watts - watch
wits - witch	pats - patch	coats - coach

1. Do you like starch in your collars?
2. Cats like to catch mice, don't they?
3. Her complexion is like peaches and cream.
4. He's got a patch in his pants.
5. They use bats in baseball.
6. He's taking his degree in liberal arts.
7. Did you put the plates on the mats?
8. How long does it take an egg to hatch?

Drill 187

Review /dz/ and /dzh/. Both are voiced so make them gently.

leads - liege	aids - age	Ed's - edge
seeds - siege	raids - rage	heads - hedge
rids - ridge	wades - wage	buds - budge
	dreads - dredge	



Drill 187 - Continued

1. People often refer to the siege of Troy.
2. She was scared during the air raids.
3. She's Ed's wife.
4. That powder rids dogs of fleas.
5. What's his age?
6. Almost every student dreads an exam.
7. That job doesn't pay a living wage.

Drill 188

Review /f/ and /v/. Shorten a stressed vowel before /f/.  
Lengthen a stressed vowel before /v/.

face - vase	rifle - rival	belief - believe
fail - veil	safer - saver	five - five
fan - van	shuffle - shovel	grief - grieve
fast - vast	infest - invest	half - halve
fat - vat		leaf - leave
fault - vault		proof - prove

1. Old men shuffle along, and young men move fast.
2. Everything finally works out fine.
3. The two rivals entered the rifle contest.
4. The fat man in the van was funny.
5. Who would want to invest in that infested place?
6. Which of the Christian beliefs do you believe?
7. You have to have faith that you will be victorious.

Drill 189

Review the "-s" suffix. Add the sound /z/ to the following words:

burn	remind	settle	tie
matter	reply	show	weigh
name	roll	struggle	whisper
regard	sail	succeed	wine
relieve	save	suffer	yell
remember	scatter	swallow	zoo

Drill 190

Review /t/ and /d/. Shorten the vowel before /t/; lengthen the vowel before /d/. Don't explode the sound.

Drill 190 - Continued

note - node	set - said	sweet - Swede
rate - raid	sight - side	threat - thread
root - rude	slight - slide	trait - trade
rot - rod	spite - spied	wait - weighed
sat - sad	state - stayed	write - ride
seat - seed	suit - sued	wrote - rode

1. I'll make a note about the appointment.
2. Oh, it's only a slight headache.
3. In spite of what I told you, you didn't do it.
4. Why didn't you wait until I got there?
5. The baby-sitter stayed until the parents got home.
6. Isn't that a new suit you have on?
7. The tooth had an abscess on the root.
8. We have two Swedes in our class.
9. He planted a seed of suspicion in her mind.
10. Do you know what he said?

Drill 191

Review /f/, /v/, and /b/.

/f/ if, half, fit, film, fifth, office, Friday, February, fun

/v/ of, have, five, leave, very, halves, vitamin, vacation

/b/ Bob, box, buy, band, club, bright, before, baseball, bat

1. Is Friday the fifth of February?
2. Do you have a vacation in November?
3. Does that film fit a French camera?
4. Did Bob buy some vitamins at the drugstore?
5. Did he leave the office before half past five?
6. Is American football a very fast game?
7. Does the band always play between the halves?

Drill 192

Repeat this drill as rapidly as you can after your instructor. Do NOT read from the printed page; just imitate what you hear.

I'm thirsty. I'm methodical. I'm through with it. I'm quite thrilled. I'm thoroughly satisfied. I'm always faithful. I'm having a birthday. I'm healthy. I'm almost pathetic. I'm thinking hard. I'm very thankful. I'm third in the class. I'm a thousand miles from home. I'm losing my teeth. I'm not a thief.

Drill 193

Repeat the following words after your teacher. Then choose two or three words, not in any fixed order, and repeat them to the teacher; try to pronounce them well enough so that he can identify them.

dead	death	debt	thread	threat	tread
sink	zinc	think	hearth	heart	hard
tie	die	thy	sigh	breath	bread

Drill 194

Review /r/ and /l/.

low - row	tall - tore	lice - rice	feel - fear
lake - rake	lip - rip	pail - pair	pool - poor

rose, log, life, rut, lean, ripe, loaf, ring  
hill, seal, jeer, tell, dare, gal, bull, car  
salad, sorry, hearing, barrel, parrot, sullen  
rare, Larry, roll, taller, rail, love, library

There is a ram at the gate. Pick up that rock. Let's walk in the lane. Read on a little farther.	There is a lamb at the gate. Pick up that lock. Let's walk in the rain. Lead on a little farther.
---	--

1. Rover really likes rolling on the lawn.
2. Carol regularly leaves at eleven.
3. Lions roar loudly all right.
4. Will Larry feel well tomorrow?
5. Let's look for Route Four later.

Drill 195

Contrast /f/ and /v/.

a life - alive	wafer - waver	fast - vast
half - halve	shuffle - shovel	fairly - very
rough - love	proof - prove	fine - vine

Drill 196

/zh/ sound:	azure	mirage	camouflage	casual
	pleasure	barrage	espionage	usual
	protégé	lingerie	menagerie	corsage

Drill 197

Initial consonant blends, thirty-nine in all.

/pr/ pray, press, prop, pry	/tr/ tray, tree, true, try
/fr/ fray, free, fruit, fry	/gr/ gray, grass, grew, greet
/dr/ dray, drew, drip, dry	/kr/ crew, crow, creed, cry
/thr/ through, throw, thread, thigh	/br/ brew, broad, bread, brown
/shr/ shred, shrink, shriek, shrewd	/st/ stay, stem, stone, still
/sp/ span, spend, spin, spoil	/sm/ small, smoke, smack, smear
/sk/ skin, scare, score, sky	/sn/ snow, snare, sneeze, snail
/sf/ sphere, sphinx, sphincter	/sl/ slay, slow, sleep, sly
/pl/ play, plow, plea, ply	/kl/ clay, claw, clue, close
/bl/ blow, blue, bleed, black	/fl/ flow, flay, flee, fly
/gl/ glow, glue, glide, glass	/dw/ dwell, dwarf, dwindle
/kw/ quick, quack, quake, quell	/tw/ twine, twig, tweed, twelve
/sw/ swine, swear, swell, swim	/hw/ whine, where, why, which
/thw/ thwart, thwack	/fiōō/ feud, few, fury, fuse
/str/ stray, string, straw, strap	/kiōō/ cute, cube, cure, cue
/skr/ screw, scroll, scratch, script	/miōō/ mute, music, mule, mural
/spr/ spray, spread, sprawl, spring	/biōō/ beauty, bugle, bureau
/spl/ splash, spleen, split, splice	/piōō/ pure, putrid, pupil, puny
/skw/ square, squint, squat, squeal	/viōō/ view
	/hiōō/ hue, huge, human, humus

Drill 198

train - terrain	drive - derive	prayed - parade
bray - beret	crowed - corrode	

Drill 198 - Continued

please - police      plight - polite      blow - below  
claps - collapse      flay - filet

Now, contrast the /r/ consonant blends with the /l/ blends:

pray	play	crown	clown
proud	ploughed	grow	glow
bread	bled	grass	glass
bright	blight	free	flea
crew	clue	fresh	flesh

- How green the garden looks today!  
How clean the garden looks today!
- He played for three hours.  
He prayed for three hours.
- It is a beautiful long braid.  
It is a beautiful long blade.
- Did you fry long?  
Did you fly long?
- The boy began to grow.  
The boy began to glow.

fright	flight	flame	frame
cram	clam	clash	crash
broom	bloom	bleach	breach
prod	plod	flail	frail
flood	slug	flow	slow
flap	slap	fleet	sleep

Drill 199

Contrast /s/ and /z/.

- His seal was broken.  
His zeal was broken.
- It looks like a happy phase.  
It looks like a happy face.
- Did you bring back any lace?  
Did you bring back any leis?
- Which razor is best?  
Which racer is best?

Contrast /s/ and /sh/.

- His lease is very short.  
His leash is very short.
- Put it back in the shack.  
Put it back in the sack.
- Help me sell these peas.  
Help me shell these peas.
- Try to shave your own neck.  
Try to save your own neck.

Drill 200

Contrast /f/ and /h/.

fat - hat	fight - height	fed - head
fog - hog	feet - heat	foam - home
feel - heel	food - who'd	farm - harm

- Who left this food here?
- The hoops fell off the hooks.
- He fought heroically for his homeland.
- Helen is hopeful of finding her folks healthy.
- Her fine hose is full of holes.

Drill 201

/th/ and /TH/ sentences.

- I have thought this theory out thoroughly.
- Beth met both her mother and father downtown.
- The other one is thicker than this.
- Neither author is worthwhile.

Review /f, v, h, th, TH/

miff - myth	fill - hill	cough - moth
thin - then	fail - veil	live - lithe
rev - ref	foe - though	

/th/ sounds: (Unvoiced - Vocal cords not used)

thick	death	thing	mouth	ether	<b>thumb</b>
thaw	youth	Kenneth	both	author	<b>nothing</b>

/TH/ sounds: (Voiced - use vocal cords)

they	this	that	though	bathe	<b>other</b>
seethe	writhe	loathe	father	weather	<b>rather</b>

Drill 202

/s/ and /z/ sentence drill.

- She sells seashells.
- Louise's shoes are size six.
- Some Asian nations are represented.
- His cautious actions saved the regime.
- Don't shoot till you see the whites of their eyes!

view /b/, /v/, and /f/.

fee - V - B  
fat - vat - bat  
fail - veil - bail  
erry - very - berry

boar - four fan - van  
vie - by fawn - Vaughn  
bet - vet feign - vein  
veer - fear face - vase

The man would not vow.  
The man would not bow.

2. This bat looks very old.  
This vat looks very old.  
This fat looks very old.

We will hurry him across the river.  
We will ferry him across the river.  
We will bury him across the river.

There is another hole in the barn.  
There is another pole in the barn.  
There is another foal in the barn.

The bale came loose.  
The veil came loose.

6. It hit him.  
It fit him.

rast /b/ and /v/: /b/ and /f/

buy - vie robe - rove  
dub - dove boat - vote  
berry - very sabre - savor  
boil - foil bee - fee  
fair - bear bib - fib

ban - van  
habit - have it  
bunny - funny  
for - bore  
furrow - burrow

Bob put the flowers in the big vase.  
The moving van drove far into the night to reach Battle Creek.  
Would you rather be a big boy or a fine fellow in the play?  
Barbara wanted to buy a big bathrobe for Vicki.  
Do all Americans have big feet, Vaughn?

ractice /d/, /t/, /th/ and /TH/.

Your team won. Your theme won.  
I heard about his father's death. I heard about his father's debt.  
D's are easy to make. T's are easy to make.  
Look at him write! Look at him ride! Look at him writhe!

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