



WHILE YOU WATCH THE VIDEO

LISTENING COMPREHENSION

[VIDEO] [AUDIO]

Preview the statements. Watch the story. Then complete the sentences with who did what.

Tina	David	Debbie	Tommy
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1. _____ patched a hole in the roof of the shed.
2. _____ weeded the garden.
3. _____ raked up the dead leaves.
4. _____ watered the yard.
5. _____ added fertilizer to the vegetables.
6. _____ mowed the lawn.
7. _____ got the tools.
8. _____ made flower boxes.
9. _____ planted tulips and daisies.
10. _____ worked in the backyard.

SOUND FOCUS 1: /iː/

[VIDEO] [AUDIO]

A. Listen and watch carefully as the teacher pronounces words with the sound /iː/.

be	reed	cheese
key	brief	machine
see	clean	sleepy
tree	breeze	receive

B. Listen a second time, and underline the letters that make the /iː/ sound in the words above.

C. Listen a third time, and pronounce the words with the /iː/ sound clearly. To produce the sound /iː/, as in reed, raise your tongue high in your mouth and make the muscles of your tongue and cheeks tense. Pull the edges of your mouth outward and make a voiced sound.

SOUND FOCUS 2: /ɪ/

[VIDEO] [AUDIO]

A. Listen and watch carefully as the teacher pronounces words with the sound /ɪ/.

rim	river	himself
him	biggest	insisting
wind	stiffness	consider
his	into	dignified

B. Listen a second time, and underline the letters that make the /ɪ/ sound in the words above.

C. Listen a third time, and pronounce the words with the /ɪ/ sound clearly. To produce the sound /ɪ/, as in river, raise your tongue high in your mouth (but not as high as for /iː/). Keep the muscles of your tongue, lips and cheeks relaxed and make a voiced sound.

SOUND FOCUS 3: /oʊ/

[VIDEO] [AUDIO]

A. Listen and watch carefully as the teacher pronounces words with the sound /oʊ/.

no	oak	over
show	coat	open
toe	don't	growing
blow	close	although

B. Listen a second time, and underline the letters that make the /oʊ/ sound in the words above.

C. Listen a third time, and pronounce the words with the /oʊ/ sound clearly. To produce the sound /oʊ/, as in oak, round your lips, letting the back of your tongue and your jaw move from a low to a mid position. As you move your tongue and jaw, make your lips become more rounded. This produces a gliding sound. Make a voiced sound.

ORAL COMPOSITION

Choose one of the following topics, and circle the number. Incorporate the sound focuses indicated in the ASSESSMENT section below. Record a short talk (60-90 seconds) or present it to a live audience. As you speak, apply what you have learned about the sounds /ʃ/ as in show, /ʒ/ as in measure, /tʃ/ as in chair and /dʒ/ as in jail. Include different members of a word family and pay attention to the sound and stress shifts, such as explode – explosive, geology – geological.

1. Compose a short story. George (/dʒ/, male), Jack (/dʒ/, male), Chuck (/tʃ/, male) and Shirley (/ʃ/, female) are planning a big party. Tell what kind of party they are holding, and give some details about the time, place, guests, and activities. Describe each person's responsibilities. Use the consonants sounds listed above.
2. Compose a telephone voice message. Choose an issue that is related to your work. Make a list of 16-20 words that are related to this issue and that contain the target sounds listed above. Record a message for your coworker or supervisor. Talk about your concerns, give your suggestions, and ask for his or her input. Use a conversational tone that includes both statements and questions (Yes-No, Wh-, choice, and tag questions).
3. Choose one kind of science ending in -ology such as a biology, meteorology, archeology, geology, anthropology. Describe the job or type of research done by a scientist (-ologist) in that field. Use different word forms from the same word family (e.g., geology – geological, explode - explosion). Use the consonants sounds listed above.

ASSESSMENT: Oral Composition

Listen to your recording and answer the questions.

1. How long is your oral composition? _____ seconds
2. How well does your composition respond to the topic? _____
3. Did you speak phrase by phrase in appropriate thought groups?
4. Write the words from your composition with sounds /ʃ/, /ʒ/, /tʃ/, and /dʒ/.

/ʃ/ <u>sh</u> ow	_____	/tʃ/ <u>ch</u> air	/dʒ/ j <u>ai</u> l
_____	_____	_____	_____
_____	/ʒ/ mea <u>s</u> ure	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Did you pronounce these sounds clearly? /ʃ/ _____ /ʒ/ _____ /tʃ/ _____ /dʒ/ _____

5. Write the related members of word families from your composition.

Did you pronounce them with the appropriate sound and stress shifts? _____

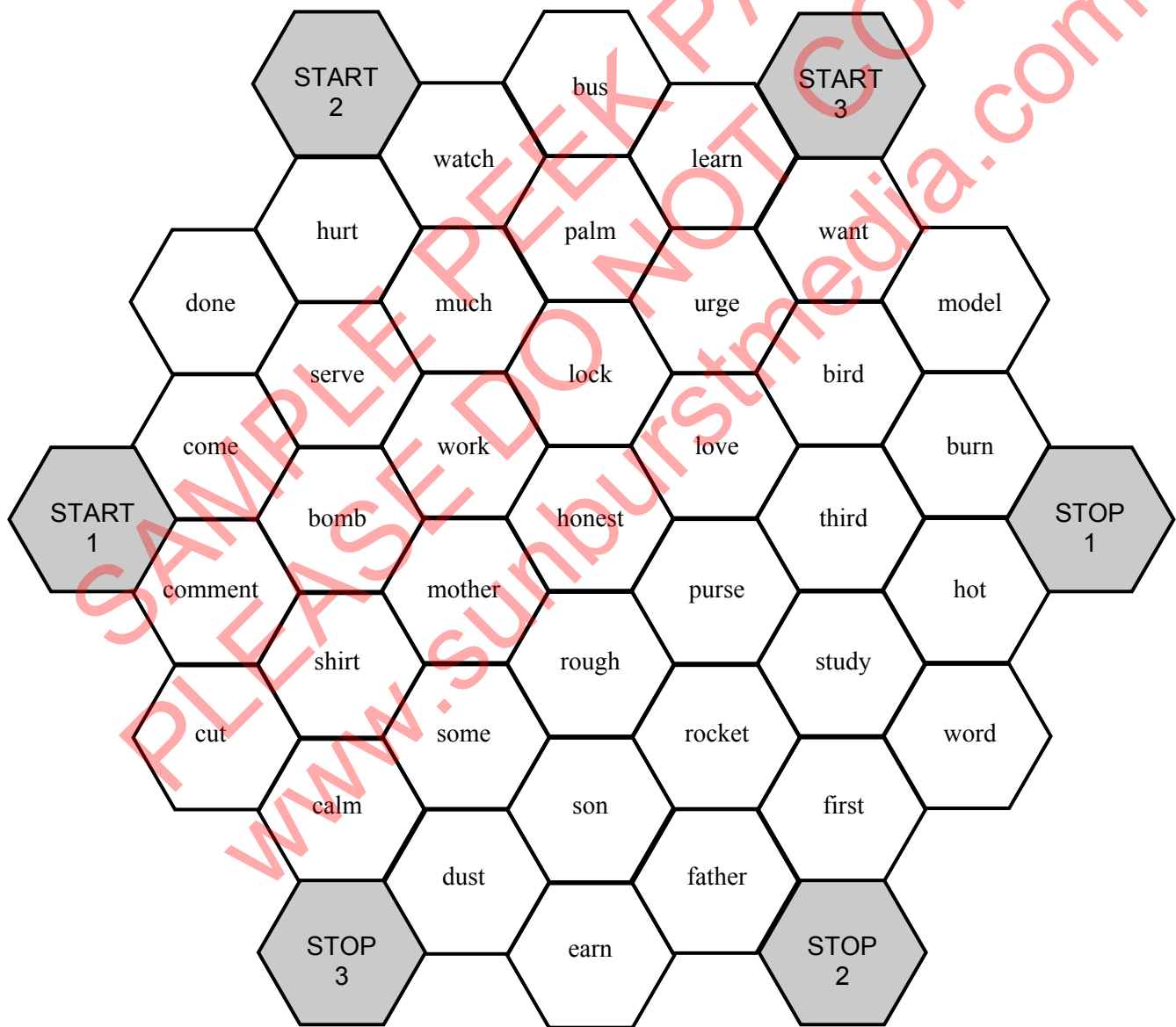
6. What were your strengths in this oral composition? _____

7. What improvements do you need to make in your pronunciation? _____

Chapter 9**Watch Gus Learn**

In this game, practice the vowels /ɑ/, /ɪ/ and /ə-/ as in *Watch Gus learn*.

1. The object of the game is to move from one START cell to the opposite STOP cell.
2. Play this game with two to three players and one player's page. Decide the order of players before beginning.
3. Place a different marker for each player on a START /ɑ/ cell (e.g., a button, a coin, or a small piece of paper with initials).
4. Use one coin to determine each move. Toss or spin the coin. If it's heads, move to a word with the same vowel sound. If it's tails, move to a word with a different vowel sound.
5. You can move only to a cell that is connected and not occupied. At times, you may have to go backwards. If no suitable word is available, you lose a turn.
6. The player who reaches STOP /ɑ/ first is the winner.



Your teacher may ask you to transcribe all of the words for homework.