

Contents

INTRODUCTION	x
Overview	
Video and Audio Recordings	xi
What's New in the Second Edition	xi
What Users Say	xii
TO THE STUDENT	xiii
GETTING YOUR MATERIALS READY	xiii
BEFORE YOU WATCH THE VIDEO	xiii
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	xiv
Using the DVDs	
Listening Comprehension	
Listening Cloze	
Sound Focuses	
Summary	
AFTER YOU WATCH THE VIDEO	xvi
Using the Audio CDs	
Story	
Sound Focuses	
Sounds In Context: Phrase By Phrase	
ON YOUR OWN	xviii
Recording or Reciting the Story	
Oral Composition	
PRONUNCIATION SCORING GUIDE	xix
PRONUNCIATION KEY	xx
Chapter 1 THE GRASSHOPPER AND THE ANTS	1
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	3
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: Syllables	
Sound Focus 2: Stressed Syllables	
Sound Focus 3: Unstressed Syllables and Reduced Vowels	
Sound Focus 4: Contractions	
Sound Focus 5: Phrase Reductions	

AFTER YOU WATCH THE VIDEO	8
Sounds in Context: Phrase by Phrase 1: Syllables	
Sounds in Context: Phrase by Phrase 2: Clear Vowels	
Sounds in Context: Phrase by Phrase 3: Contractions and Phrase Reductions	
On Your Own	
Chapter 2 LIZ'S EXERCISE PROGRAM	11
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	13
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /s/ as in <i>side</i>	
Sound Focus 2: /z/ as in <i>zoo</i>	
Sound Focus 3: Syllables and Word Stress	
Sound Focus 4: Third Person Singular Verb Endings /s/, /z/, and /ɪz/	
Sound Focus 5:	
AFTER YOU WATCH THE VIDEO	17
Sounds in Context: Phrase by Phrase 1: Extra Syllable /ɪz/	
Sounds in Context: Phrase by Phrase 2: /s/ and /z/	
Sounds in Context: Phrase by Phrase 3: Consonant-to-Vowel Linking	
On Your Own	
Oral Composition	
Chapter 3 WHAT'S FOR DINNER?	21
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	23
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: Rising and Falling Intonation	
Sound Focus 2: Statement Intonation	
Sound Focus 3: Yes/No Question Intonation	
Sound Focus 4: Wh- Question Intonation	
Sound Focus 5: Choice Question Intonation	
Sound Focus 6: Listing Intonation	
Sound Focus 7: Reductions <i>*hafta</i> , <i>*hasta</i> , <i>*wanna</i> , <i>*whaddaya</i> , <i>*kin</i>	
AFTER YOU WATCH THE VIDEO	29
Sounds in Context: Phrase by Phrase 1: Rising, Falling, and Even Intonation	
Sounds in Context: Phrase by Phrase 2: Contractions and Reductions	
On Your Own	
Oral Composition	
Chapter 4 JOHN THORNTON'S LOVE FOR BUCK	33
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	

WHILE YOU WATCH THE VIDEO	35
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: Stressing Content words	
Sound Focus 2: /θ/ as in <i>thin</i>	
Sound Focus 3: /ð/ as in <i>this</i>	
Sound Focus 4: /h/ as in <i>house</i>	
Sound Focus 5: Linking and Disappearance of /h/ as in <i>*Izzy at home?</i>	
AFTER YOU WATCH THE VIDEO	39
Sounds in Context: Phrase by Phrase 1: Content Words	
Sounds in Context: Phrase by Phrase 2: /θ/ and /ð/	
Sounds in Context: Phrase by Phrase 3: /h/ and no /h/	
On Your Own	
Oral Composition	
Chapter 5 CLEANING UP THE BACKYARD	43
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	45
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: Word Stress and Intonation	
Sound Focus 2: /t/ as in <i>time</i>	
Sound Focus 3: /d/ as in <i>do</i>	
Sound Focus 4: Regular Past tense Endings /t/, /d/, /ɪd/	
Sound Focus 5: Vowel Length	
AFTER YOU WATCH THE VIDEO	49
Sounds in Context: Phrase by Phrase 1: Content Words	
Sounds in Context: Phrase by Phrase 2: Extra Syllable /ɪd/	
Sounds in Context: Phrase by Phrase 3: /d/ and /t/	
On Your Own	
Oral Composition	
Chapter 6 A SUNDAY OUTING	53
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	55
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /m/ as in <i>sum</i>	
Sound Focus 2: /n/ as in <i>sun</i>	
Sound Focus 3: /ŋ/ as in <i>sung</i>	
Sound Focus 4: Reductions: <i>*gonna, *oughta, *dunno</i>	
Sound Focus 5: Direct Address Intonation	
Sound Focus 6: Tag Question Intonation	
Sound Focus 7: Two-Word Verb Stress	

AFTER YOU WATCH THE VIDEO	61
Sounds in Context: Phrase by Phrase 1: /m/, /n/, and /ŋ/	
Sounds in Context: Phrase by Phrase 2: Contractions and Reductions	
On Your Own	
Oral Composition	
Chapter 7 THE OAK AND THE REED	65
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	67
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /iː/ as in <i>reed</i>	
Sound Focus 2: /ɪ/ as in <i>river</i>	
Sound Focus 3: /oʊ/ as in <i>oak</i>	
Sound Focus 4: /ɔ/ as in <i>saw</i>	
Sound Focus 5: Contrast /iː/-/ɪ/ and /oʊ/-/ɔ/	
AFTER YOU WATCH THE VIDEO	71
Sounds in Context: Phrase by Phrase 1: Content Words	
Sounds in Context: Phrase by Phrase 2: /iː/ and /ɪ/	
Sounds in Context: Phrase by Phrase 3: /oʊ/ and /ɔ/	
On Your Own	
Oral Composition	
Chapter 8 KOKO'S KITTEN	75
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	77
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /k/ as in <i>cat</i>	
Sound Focus 2: /g/ as in <i>get</i>	
Sound Focus 3: Vowel Length	
Sound Focus 4: Phrase Stress	
Sound Focus 5: Noun Compounds	
AFTER YOU WATCH THE VIDEO	83
Sounds in Context: Phrase by Phrase 1: Key Words	
Sounds in Context: Phrase by Phrase 2: /k/	
Sounds in Context: Phrase by Phrase 3: /g/	
On Your Own	
Oral Composition	
Chapter 9 WHY I WORK	87
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	89
Sound Focus 1: /ɑ/ as in <i>father</i>	
Sound Focus 2: /ʌ/ as in <i>cut</i>	

Sound Focus 3: /ə-/ as in <i>earn</i>	
Sound Focus 4: /w/ as in <i>want</i>	
Sound Focus 5: Linking and Holding	
AFTER YOU WATCH THE VIDEO	93
Sounds in Context: Phrase by Phrase 1: Syllables	
Sounds in Context: Phrase by Phrase 2: /w/ and /ə-/	
Sounds in Context: Phrase by Phrase 3: /ɑ/ and /ʌ/	
On Your Own	
Oral Composition	
Chapter 10 RAFTING THROUGH THE GRAND CANYON	97
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	99
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: Unstressing Function Words	
Sound Focus 2: Rhythm	
Sound Focus 3: Thought Phrases	
Sound Focus 4: /r/ as in <i>raft</i>	
Sound Focus 5: /l/ as in <i>lake</i>	
AFTER YOU WATCH THE VIDEO	104
Sounds in Context: Phrase by Phrase 1: Function Words	
Sounds in Context: Phrase by Phrase 2: /ə-/ and Vowel + /r/	
Sounds in Context: Phrase by Phrase 3: /l/	
On Your Own	
Oral Composition	
Chapter 11 THE ACCIDENT	107
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	109
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /u ^w / as in <i>shoe</i>	
Sound Focus 2: /ɒ/ as in <i>put</i>	
Sound Focus 3: /y/ as in <i>yes</i>	
Sound Focus 4: Reduction of Conditionals	
Sound Focus 5: Stress and Timing	
AFTER YOU WATCH THE VIDEO	115
Sounds in Context: Phrase by Phrase 1: /u ^w / and /ɒ/	
Sounds in Context: Phrase by Phrase 2: /h/ , no h, and /y/	
Sounds in Context: Phrase by Phrase 3: Linking	
On Your Own	
Oral Composition	
Chapter 12 VOLCANOES IN THE RING OF FIRE	119
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	

Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	121
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /ʃ/ as in <i>show</i>	
Sound Focus 2: /ʒ/ as in <i>measure</i>	
Sound Focus 3: /tʃ/ as in <i>chair</i>	
Sound Focus 4: /dʒ/ as in <i>jail</i>	
Sound Focus 5: Sound and Stress Shifts	
AFTER YOU WATCH THE VIDEO	125
Sounds in Context: Phrase by Phrase 1: /ʃ/ and /ʒ/	
Sounds in Context: Phrase by Phrase 2: /tʃ/ and /dʒ/	
Sounds in Context: Phrase by Phrase 3: Content Words and Phrase Stress	
On Your Own	
Oral Composition	
Chapter 13 FATHER'S IDEA OF FUN	129
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	131
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /f/ as in <i>fall</i>	
Sound Focus 2: /v/ as in <i>very</i>	
Sound Focus 3: Vowel Length	
Sound Focus 4: Introductory Phrase Stress	
Sound Focus 5: Contrastive Stress and Intonation	
AFTER YOU WATCH THE VIDEO	137
Sounds in Context: Phrase by Phrase 1: Phrase Stress	
Sounds in Context: Phrase by Phrase 2: /f/ and /v/	
Sounds in Context: Phrase by Phrase 3: Unstressed Words	
On Your Own	
Oral Composition	
Chapter 14 EDISON'S CREATIVE TALENT	141
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	143
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /eɪ/ as in <i>say</i>	
Sound Focus 2: /ɛ/ as in <i>every</i>	
Sound Focus 3: /æ/ as in <i>act</i>	
Sound Focus 4: Sound and Stress Shifts	
Sound Focus 5: Contrastive Stress and Intonation	

AFTER YOU WATCH THE VIDEO	147
Sounds in Context: Phrase by Phrase 1: Stressed and Unstressed Syllables	
Sounds in Context: Phrase by Phrase 2: /eʏ/ and /ə/	
Sounds in Context: Phrase by Phrase 3: /ɛ/ and /æ/	
On Your Own	
Oral Composition	
Chapter 15 BABY BOOMERS: THE BIG BULGE	151
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	153
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /p/ as in <i>people</i>	
Sound Focus 2: /b/ as in <i>baby</i>	
Sound Focus 3: Vowel Length	
Sound Focus 4: Noun Compound Review	
Sound Focus 5: Consonant Review	
AFTER YOU WATCH THE VIDEO	159
Sounds in Context: Phrase by Phrase 1: Stressed and Unstressed Syllables	
Sounds in Context: Phrase by Phrase 2: /p/	
Sounds in Context: Phrase by Phrase 3: /b/	
On Your Own	
Oral Composition	
Chapter 16 THE GIFT OF SIGHT	163
BEFORE YOU WATCH THE VIDEO	
Sound Focus Preview	
Vocabulary Focus	
Picture Focus	
WHILE YOU WATCH THE VIDEO	165
Listening Comprehension	
Listening Cloze	
Follow-up Questions	
Sound Focus 1: /ai/ as in <i>eye</i>	
Sound Focus 2: /au/ as in <i>out</i>	
Sound Focus 3: /ɔi/ as in <i>voice</i>	
Sound Focus 4: Question Word Stress	
Sound Focus 5: Vowel Review	
AFTER YOU WATCH THE VIDEO	169
Sounds in Context: Phrase by Phrase 1: Stressed Syllables	
Sounds in Context: Phrase by Phrase 2: Linking	
Sounds in Context: Phrase by Phrase 3: /ai/, /au/, and /ɔi/	
On Your Own	
Oral Composition	
EXPANSION ACTIVITIES	173
Communicative Language for Partners and Teams	174
The Stress Stretch	175
Activities for Chapters 1-16	176-196

Introduction

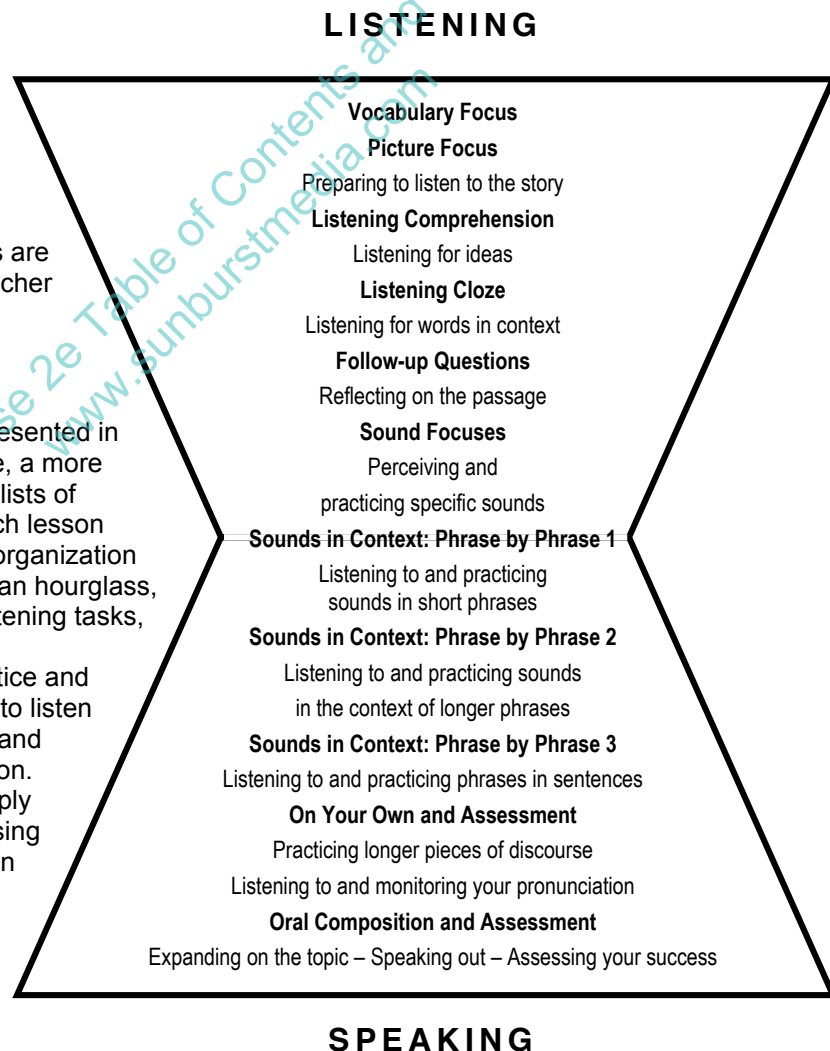
Overview

Phrase by Phrase: Pronunciation and Listening in American English is designed to enable learners of English to speak more clearly. This program, comprised of a student book, audio CDs, and DVDs, is intended for students who can already understand and use some oral English. The lessons are flexible enough to be used in high-beginning, intermediate, and low-advanced English as a second or foreign language (ESL/EFL) classes. The material in this book is especially suitable for use in pronunciation, listening and speaking, and oral communication courses, and provides an important balance in integrated skills language courses. It is effective in traditional face-to-face classrooms, in distance education environments, and in learning labs.

The activities in *Phrase by Phrase* are systematically presented to help learners develop auditory sensitivity and improve accuracy, fluency, and confidence in their oral production of English. The vocabulary and listening activities prepare learners for success in speaking clearly. Learners listen for different purposes (comprehension of meaning, inference, words, and distinction of consonants, vowels, and intonation). This preparation allows them to focus on improving pronunciation. Pronunciation notes are simple but informative, and the teacher on video adds verbal, visual, and kinesthetic explanations to aid the students.

Sounds and sound patterns are presented in the context of connected discourse, a more natural and holistic approach than lists of isolated words and sentences. Each lesson begins with a story or dialog. The organization of each lesson takes the shape of an hourglass, moving from general to specific listening tasks, and then from specific to general pronunciation tasks. Through practice and assessments, learners are guided to listen to and monitor their own progress and make revisions in their pronunciation. They are further encouraged to apply what they have learned by composing an original story or dialog in the “On Your Own” section.

Phrase by Phrase introduces syllables, stress, intonation, reduction, and linking from the beginning, and it reinforces and expands upon these features throughout the learning program.



These suprasegmental features provide the basis for the rhythm and melody of English, a necessary foundation for learners from all language backgrounds. When speakers understand and produce these key features well, their pronunciation becomes clearer and easier to understand. As a result, their oral communication is smoother and more successful.

Vowel and consonant groups – the segmental features – are presented throughout the program. Learners practice 16 American English vowels, 24 consonants, and numerous consonant clusters. The classroom instructor is advised to focus on those that will provide the greatest gain in intelligibility for particular learners.

The vocabulary and syntax in the sixteen lessons gradually increase in difficulty, and the topics shift from concrete topics in conversations and narratives to abstract topics in expository passages. Vocabulary is spiraled: words and phrases introduced in one lesson may appear again in subsequent lessons. Even with this sequencing, *Phrase by Phrase* allows the classroom instructor the flexibility to help students choose the lessons and learning activities which are most appropriate and beneficial.

Video and Audio Recordings

The teacher on the video actively guides the learner using auditory, visual, kinesthetic, and textual support. Activities and quizzes in addition to the exercises in the book provide interactivity and allow learners to improve accuracy, fluency, and ease in the oral production of English. Over ten hours of instruction are available on DVDs. The audio compact disks for *Phrase by Phrase* form an integral part of the learning program. All of the explanations, examples, and exercises are on CD. Some material is available solely on audio; for example, the Sounds in Context: Phrase by Phrase segments. Nearly six hours of practice material are available on audio CDs and mp3 CD.

The video and audio recordings are effectively used in a pronunciation class setting with an instructor controlling the pacing, pauses, and repetitions, and organizing pair and group activities. The recordings are appropriate for use in a pronunciation laboratory class. They are also suitable and convenient for use by individual learners in self-paced and distance learning environment

What's New in the Second Edition

- Print, audio, and video materials are fully coordinated; instructions specify when and how to use the components in an integrated and effective way.
- Vocabulary and cloze items have been revised with consideration given to frequency based on corpus data.
- Sound Focus exercises have been expanded to include material previously available only on video and additional practical exercises for pairs.
- Illustrations and improved formatting enhance pronunciation and listening concepts and tasks.
- New oral composition topics are provided for all chapters, and they specify the sounds to apply.
- New assessment questions guide students to monitor their pronunciation of the chapter passage and the oral composition.
- A whole new section, EXPANSION ACTIVITIES, presents interactive exercises for pairs and small groups to further practice the sound focuses presented in each chapter. Included are information gaps, dialogs, games, and dictations.
- A Pronunciation Scoring Guide provides a means for an instructor to evaluate students' pronunciation holistically.
- Users may access the pronunciation website for supplemental materials.
- The Stress Stretch technique, well-known to participants in Marsha Chan's pronunciation workshops, is another bonus feature.

Acknowledgments

In addition to my supportive family, I am grateful to the thousands of students and teachers who have shared their enthusiasm for the first edition of *Phrase by Phrase* and provided suggestions for this edition.

LISTENING CLOZE**[VIDEO] [AUDIO]**

Watch the video presentation of the story again, or listen to the audio recording. Fill in the words you hear, one word for each blank. Pause the recording as necessary.

Tina and David Taylor, my next-door (1) _____, take good care of their home. On Saturday, I couldn't help (2) _____ their whole family working in the backyard. I think they (3) _____ to do a lot of things, because they (4) _____ pretty early in the morning. Tina (5) _____ the garden and added fertilizer to the (6) _____. Her daughter, Debbie, (7) _____ up the dead leaves and (8) _____ the lawn. Meanwhile, David (9) _____ a hole in the roof of the shed. Even (10) _____ Tommy lent a hand. He (11) _____ up and down the ladder and got the tools his father (12) _____. Later, David made a couple of flower boxes. The kids planted some (13) _____ and daisies in them. Their mother (14) _____ some corn and tomatoes and took them into the house. Then she (15) _____ out the garden hose and (16) _____ the whole yard.

When I (17) _____ out the window again in the afternoon, they'd (18) _____ everything. I was so (19) _____ by the results of their work that it's (20) _____ me to clean up my own backyard!

Follow-up Questions

Use the information from the story to answer the questions.

1. What did Tina add to the vegetables and why? _____

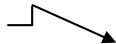
2. What does "Tommy lent a hand" mean? _____

SOUND FOCUS 1: WORD STRESS AND INTONATION**[VIDEO] [AUDIO]**

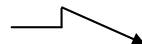
A. Listen to these words and draw the intonation pattern.



David



results



backyard



started

because

neighbors

fertilizer

impressed

afternoon

vegetables

tomatoes

flower boxes

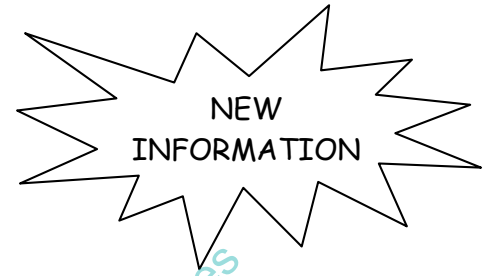
D 1. Phrase stress is determined by context. It depends on what the speaker considers the most important. When a new idea is introduced, the new information is emphasized the old information is not. In the first sentence, the key word is the last content word. Listen to these pairs of sentences. In the second sentence, a new idea is introduced. The phrase stress is on the new idea and not on the old one.

_____ loudly. But not too loudly.

Let's eat at home. At your home.

I was just *gonna call you. Or, at least, try to call you.

He bought a new coat. He gave the old coat away.



D 2. Practice the sentences above, stressing the key word in each phrase.

E 1. Listen and underline the key words in the following sentences. If the key word has more than one syllable, mark the stressed syllable.

I can play the piáno. I can play ten songs on the piano.

Can Koko and All Ball find comfort together? Yes, comfort and happiness.

I'm dying to try out my new fishing rod since I broke my old one.



E 2. Practice the sentences above with a partner, stressing the key words.

SOUND FOCUS 5: NOUN COMPOUNDS

[VIDEO] [AUDIO]

A 1. A **noun compound** is composed of two words that function as a single noun. The main stress is on the first word of the compound. In contrast, for an adjective + noun phrase, the main stress is on the noun, the second word. Listen to the teacher pronounce these phrases, and compare the stress and intonation.

<i>Adjective + Noun</i>	<i>Noun Compound</i>
good téach er	Éng lish teacher
long bóard	bláck board
baby sís ter	bá by sitter

A 2. Listen again and pronounce the pairs of phrases, paying particular attention to the different stress and intonation patterns.

SOUND FOCUS 2: /ʒ/**[VIDEO] [AUDIO]**

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

me <u>a</u> s <u>u</u> re	rouge	Malaysia
usual	leisure	decision
casual	Asia	explosion
garage	Indonesia	invasion

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

C. To produce the sound /ʒ/, as in *measure*, place your tongue, teeth and lips in the same position as for /ʃ/, described above. Raise the sides of your tongue so that they touch the gum ridge on the sides of your teeth, Put your teeth nearly together, and separate your lips. Let out a continuous voiced sound. Listen and compare as the teacher pronounces /ʃ/ – /ʒ/. Then listen to the words a third time, and pronounce them with the /ʒ/ sound clearly.

SOUND FOCUS 3; /tʃ/**[VIDEO] [AUDIO]**

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

<u>ch</u> ese	each	picture	stretches
ch <u>ai</u> r	catch	natural	avalanches
Chile	march	inches	fortunately
China	watch	kitchen	actually

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

C. The sound /tʃ/, as in *chair*, is a combination of the sounds /t/ and /ʃ/. To produce this sound, raise the sides of your tongue so that they touch the gum ridge on the sides of your teeth, as for the sound /ʃ/. Press the tip of your tongue against the upper gum ridge behind the front teeth, as for the sound /t/. Force air outward and let your voiceless breath explode as you quickly move the tip of your tongue away from the gum ridge. Listen and compare as the teacher pronounces /ʃ/ – /tʃ/. Then listen to the words above a third time, and pronounce them with the /tʃ/ sound clearly.

SOUND FOCUS 4: /dʒ/**[VIDEO] [AUDIO]**

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

ja <u>i</u> l	edge	region	judge
jo <u>k</u> e	huge	subject	George
ju <u>i</u> ce	range	bridges	geology
gi <u>a</u> nt	damage	manager	geologist

B. Listen to the words above a second time, and underline the letters that make the /dʒ/.

C. The sound /dʒ/, as in *jail*, is a combination of the sounds /d/ and /ʒ/. To produce this sound, place your tongue, teeth and lips in the same position as for /tʃ/, described above. This time, force a voiced sound to explode from your mouth as you release the tip of your tongue from its position against the gum ridge. Listen and compare as the teacher pronounces /ʒ/ – /dʒ/. Next, listen and compare as the teacher pronounces /tʃ/ – /dʒ/. Finally, listen to the words above a third time, and pronounce them with the /dʒ/ sound clearly.

SOUND FOCUS 5: VOWEL REVIEW

[VIDEO] [AUDIO]

A. Listen as the teacher reviews all of the vowels.

/iʏ/	reed
/ɪ/	river
/eʏ/	say
/ɛ/	every
/æ/	act
/ɑ/	father
/ɔ/	ought
/oʊ/	oak
/ʊ/	put
/uʊ/	shoe
/ʌ/	cut
/ə-/	earn
/ə/	away
/aɪ/	my
/ɑʊ/	out
/ɔɪ/	voice

B. Listen and practice after the teacher pronounces each sentence that contrasts a pair of vowels. Stress the content words.

1. Lee sits in this seat. (/iʏ/, /ɪ/)
2. Did Lynn say Len was dead? (/ɪ/, /ɛ/)
3. Don't get wet waiting in the rain. (/ɛ/, /eʏ/)
4. The cat sat on top of the box. (/æ/, /ɑ/)
5. Mom's collar is another color. (/ɑ/, /ʌ/)
6. The bus turned up onto the curb. (/ʌ/, /ə-/)
7. Would you put some honey in my cup? (/ʊ/, /ʌ/)
8. Sue pulled Lou into the pool. (/uʊ/, /ʊ/)
9. A hawk stood on a hook. (/ɔ/, /ʊ/)
10. Joan bought a boat. (/oʊ/, /ɔ/)
11. Don got up at dawn. (/ɑ/, /ɔ/)
12. Someone has sung the wrong song. (/ʌ/, /ɔ/)
13. I walk to work early. (/ɔ/, /ə-/)
14. The first word is "wood". (/ə-/ , /ʊ/)
15. The boy is about to buy a toy. (/ɔɪ/, /ɑʊ/)

CHAPTER SUMMARY

[VIDEO]

Watch the summary of Chapter 16, and recall the sound focuses of this lesson:

- /aɪ/ as in eye
- /ɑʊ/ as in out
- /ɔɪ/ as in voice
- Question Word Stress
- Vowel Review

Expansion
 **Activities**
 Page 173

Watch the passage again, with captions, and keep these sound focuses in mind.

Chapter 14**Stress and Rhythm Maze**

Practice syllables, stress and rhythm. The words in the maze have words with the following syllable-stress patterns:

•• 2-1 ••• 3-1 •••• 4-2 ••••• 5-3
 •• 2-2 ••• 3-2 •••• 4-3 ••••• 5-4

1. The object of the game is to find a path through the maze from the **ENTRANCE** to the **EXIT**.
2. A player may try individually, or several students may work together as a team.
3. You can move from one cell to another only if the words in two adjacent cells share the same rhythm. Mark the syllables and stress.
4. Move through the cells by drawing a line between words horizontally or vertically, but not diagonally. For example, create → prepare, but not creation → preparation.
5. The first individual or team to identify the path correctly wins.

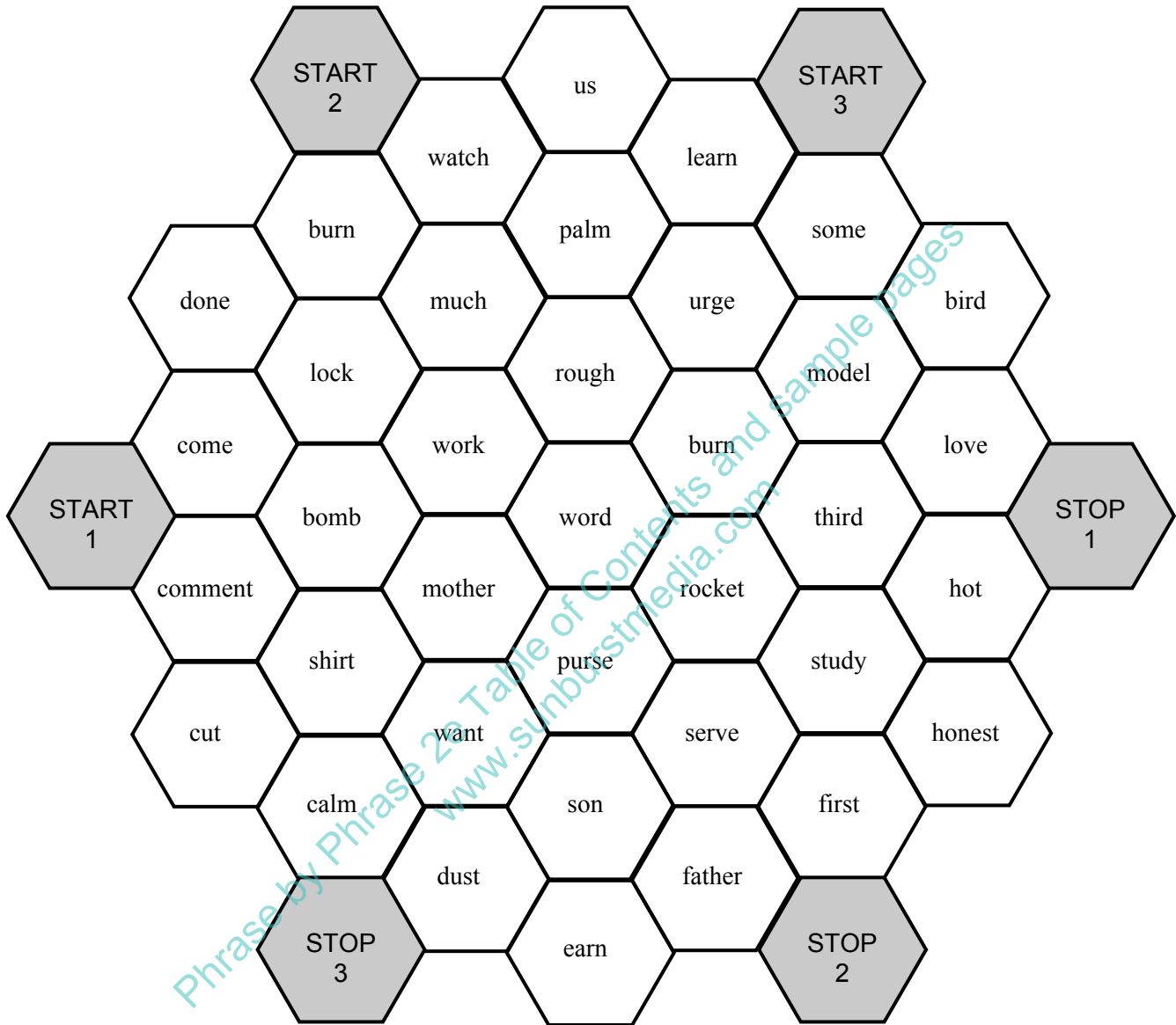
•• create	→	•• prepare
••• creation		•••• preparation

ENTRANCE						
education	microscopic	biographer	telescopic	definition	competition	analyze
compose	population	technology	conversation	converse	inspiration	educate
communicate	generation	repetition	photographic	cooperate	illustration	photograph
definitively	contribute	cooperate	inspire	geographer	graduation	contribution
definitive	repetitively	geographic	recognition	combination	orthographic	repetitive
conversationally	telescope	optimistic	analysis	repeat	communication	optimism
microscope	optimist	analytic	vegetation	medication	understanding	composition
						EXIT

Chapter 9

Watch Gus Learn

In this activity, you will practice the vowels /ɑ/, /ʌ/ and /ə-/ as in *Watch Gus learn*. Homework: Listen to a pronouncing dictionary (e.g. Dictionary.com) to distinguish and mark all of the stressed vowels



In class, play the game.

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 cell (e.g., a button, coin, 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 word is suitable, you lose a turn.
6. The player who reaches STOP first is the winner.