WELL SAID

SECOND EDITION

PRONUNCIATION FOR CLEAR COMMUNICATION

INSTRUCTOR'S MANUAL

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HEINLE
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Well Said Second Edition: Instructor's Manual

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Introduction to the Instructor's Manual

Welcome to the second edition of *Well Said: Pronunciation for Clear Communication.* For many years now, a primary concern in pronunciation instruction has been how it fits into the wider framework of communicative language teaching (Morley, 1987). As the subtitle suggests, the principal goal of the second edition remains addressing that concern without abandoning an organized presentation of the features of clear speaking.

Teachers who have used the first edition of *Well Said* will find these changes in the second edition:

- Fresher, livelier format
- Additional strategies ("A Helpful Hint") throughout the text
- Updated vocabulary and communicative activities
- Increased emphasis on a multisensory (visual, auditory, physical, and kinesthetic) approach to pronunciation learning
- Homework tasks ("Prime-Time Practice") with an emphasis on self-monitoring
- Real-world out-of-class practice ("Beyond the Pronunciation Classroom") that puts students into authentic language use situations and encourages interaction with native speakers of English
- Audio program indexed to chapters
- Index to the text

The text targets pronunciation problems shared by most high-intermediate to advanced students of American English, provides controlled and semicontrolled practice of new pronunciation patterns, and facilitates the integration of new patterns into "real-life" communicative contexts. In short, by mapping pronunciation features onto communicative tasks and functions, *Well Said* fosters both linguistic competence *and* communicative competence.

This text-tape program was developed for students learning American English. The first edition, however, has been used successfully in many EFL contexts by native-speaking and nonnative-speaking teachers. The accompanying cassette tapes make it possible for students to use portions of the text on a self-study basis. Although *Well Said* is most effective in the hands of a well-prepared, well-informed instructor, instructors without solid backgrounds in phonetics and phonology will find the explanations clear and the text easy to use.

This *Instructor's Manual* supports first-time pronunciation instructors, orients instructors to the textbook, provides theoretical underpinnings, offers teaching suggestions and additional activities, lists primary references, and supplies transcripts and answer keys to Chapters 1 through 10. Answer keys for the appendixes are at the end of the textbook.

Components of the Text

Table of Contents

A glance at the table of contents shows that the text progresses from *sounds*, to *syllables and words*, to *sentences*, and finally to *discoursal segments*. Yet even in the early chapters on sounds, syllables, and words, practice is contextualized into phrases, sentences, and discourse-level communication (paragraphs, dialogues, broadcasts, simulations, roleplays, discussions, and presentations). In addition, practice is spiraled and recycled throughout the text.

The table of contents also indicates that over half of the text body focuses on the suprasegmental features of stress, rhythm, and intonation—elements of pronunciation that are of primary importance (Morley, 1987). Not only do suprasegmentals play a crucial role in intelligibility, but they are also more likely to be troublesome to students from many language backgrounds.

The segmentals (consonants and vowels) are covered, in part, in Chapters 3, 4, and 10 and presented more comprehensively in Appendixes B and C. These appendixes contain an overview of all consonants and vowels, as well as concentrated practice with ten of the more commonly mispronounced sounds. Problems with segmentals vary widely in most groups of students, and if the goal is true change in pronunciation patterns, they are best handled through intensive, individualized practice. Instructors can establish their own teaching priorities and present segmentals before, after, or throughout the presentation of suprasegmentals.

Preface to the Teacher

The preface of the textbook describes the populations for which the book was written, outlines the distinctive features of the text, and details the structure over which the material is stretched in each chapter. Please look through this important overview of the text.

Sequence of Chapters

Although pronunciation practice is spiraled, recycled, and contextualized throughout the text, a cumulative approach to the features of pronunciation underlies the basic chapter sequence. Such an approach is inevitable in the realm of suprasegmentals. For instance, stress patterns in words (Chapters 5 and 6) provide a foundation for rhythm patterns in sentences (Chapter 7). Rhythm patterns (Chapter 7) are fundamental to intonation focus or emphatic sentence stress (Chapter 8).

Covering chapters in sequential order will result in a coherent presentation, but because programs, philosophies, and students' needs differ, the text offers flexibility.

First, the information from the pronunciation profile in Chapter 1 enables you to emphasize or de-emphasize different chapters, to suggest that specific students use cassettes for additional individual practice, or to create groups with shared problems for in-class or out-of-class practice.

Second, depending on your goals, you may wish to try different paths through the material. Here are possible routes:

- Introduce all or some of the overview on consonants (Appendix B) and vowels (Appendix C) at any point in the course after Chapters 1 and 2.
- Present Chapters 3, 4, and 10 at any point in the sequence.

If you modify the sequence of chapters, here are some cautionary notes:

1. Always start with Chapters 1 and 2. Chapter 1 provides a profile of the needs of your class. Chapter 2, in addition to providing an overview of the first few chapters of the text through a dictionary orientation, also introduces the phonetic symbols.
2. The discussion of grammatical endings in Chapter 4 rests on voiced/voiceless consonant distinctions addressed in Chapter 3. Therefore, if 3 does not precede 4, you may need to review the concept of voiced/voiceless sounds. You can refer to the overview in Appendix B for this purpose.
3. Chapters 5 and 6, practice with stress patterns in words, are predicated on an understanding of syllable number introduced in Chapter 2 and addressed more fully in Chapter 4. Therefore, if 4 does not precede 5 and 6, you may need to review the concept of syllable.
4. If you consider moving Chapter 10 ("Phrasing, Pausing, and Linking") earlier in the syllabus because of concern about delaying these higher-order features of clear speaking, be assured that these concepts are introduced in Chapter 3 and that practice occurs throughout the text.

Components of the Chapters

Listen!

The "Listen!" section at the beginning of Chapters 3–10 is key because of the important link between listening and speaking (Gilbert, 1984). What carries meaning in the first language will influence what the learner perceives (or fails to perceive) in the second language. Learners need opportunities to hear features of American English speech in these focused listening tasks.

Rules and Practices

The next section, "Rules and Practices," guides students toward discovering pronunciation regularities; it also provides controlled and semicontrolled exercises for classes that need them or want them. Exercises can be deleted or included according to the proficiency level of your students.

Strategies for Cueing/Correcting During Exercises

Because one purpose of the exercises is to promote accuracy, methods for guiding learners toward acceptable productions are useful. Here are some strategies that provide alternatives to traditional methods (e.g., teachers model and learners imitate):

- Give a choice, repeating the incorrect form and juxtaposing it with the correct form (e.g., "Is it _____ or _____?"), or simply repeat the incorrect form uttered by the student.
- Use a verbal cue. Indicate the location of the error or the type of error (e.g., "Could you say sentence 3 again?" "Could you say the third word again?" "Can you lengthen your stressed vowel?" "Was that a question or a statement?").
- Use a nonverbal cue (e.g., give the student a questioning glance; point to a particular vowel on the vowel chart; point to a particular syllable in a word; use a gesture indicating rising or falling pitch, rhythm, syllable length, or syllable reduction).

In addition, audio- and video-tasks include peer and self-monitoring components and encourage learners to modify utterances themselves.

Communicative Practice and Extend Your Skills

The two sections, "Communicative Practice" and "Extend Your Skills . . .", distinguish this text. They contain activities that elicit the pronunciation feature under study in communicative contexts. These sections help learners bridge the gap from conscious, controlled practice (with a focus on form) to naturalistic communication (with a focus on meaning).

Monitoring Strategies During Communicative Practice and Extend Your Skills

In some cases, incorrect forms affect the success of the communicative activity and repair is a natural part of the activity. For example, in Chapter 7, learners arrange a mutually convenient meeting time and use phrases like "I can/can't meet then." Such phrases necessitate appropriate stress/unstress patterns for the words *can't* and *can* to be understood clearly.

In other cases, the instructor, a peer monitor, or the students themselves can monitor accuracy, but in such a way that the flow of communication is not interrupted. Keep these suggestions (some of which are listed in Chapter 3) in mind:

- The teacher or peer monitor can take notes and discuss the errors/variations at the *end* of the activity. Note *correct* as well as incorrect productions. Note only the most important and most frequent variations. Note problems targeted in the lesson and one or two from a previous lesson so that students are not overwhelmed.
- If several learners are making the same error, ensure that students can hear and produce the pattern in controlled exercises by doing more listening practice or structured practice with the class. Or suggest that selected students use the tape program for additional independent practice.
- If the technology is available, follow suggestions in the text for audio- or videotaping discussions and activities. Encourage learners to use the self-evaluation forms provided in the text.

Remember also that automatically integrating pronunciation features into freer speaking tasks takes time.

Recording Communicative Practices and Extend Your Skills Activities

When students see (on videotape) and hear (on audiotape) the effect of pronunciation on communication, their motivation to improve intelligibility often increases. Recording their speech also provides opportunities to strengthen self-monitoring.

Self-monitoring occurs through several modalities. The learner gets information about the accuracy through auditory feedback (how a speech pattern sounds), kinesthetic feedback (how a speech pattern feels), and visual feedback (how a sound or rhythm pattern looks). Audiotapes help students focus on the auditory signal to make judgments about what sounds acceptable. Videotapes strengthen awareness of facial position, muscle tension, mouth movement, and even body movement.

Self-monitoring recorded speech can also enhance awareness of voice quality settings, the general configuration of the tongue, lips, and pharynx of a speaker. Although this text does not directly address voice quality features, students can increase their sensitivity to features that interfere with overall intelligibility, such as excessive lip rounding or breathiness.

If you use video, cost factors may force you to record several students on one cassette. If the institution, the instructor, or the student can provide individual cassettes, however, the tapes will be readily accessible for self-evaluation and the students will not have to worry about classmates listening to or viewing their segments.

Time Considerations During Communicative Practices and Extend Your Skills

Because the communicative activities are student centered, the amount of time they take will depend on each group or class. Time constraints may force you to impose limits on the length of discussions, simulations, and roleplays or to designate some speaking activities as out-of-class group assignments with in-class follow-ups.

Pairing and Grouping for Communicative Practices and Extend Your Skills

Experiment with different ways to set up pairs and groups. Sometimes it will be convenient to group students on the basis of proximity. Refer to Gołębiowska (1990, pp. 10–12) for ways to create pairs, threes, fours, fives, and sixes in a classroom with fixed furniture.

Other times, you may want to group learners according to language proficiency and separate students with higher language proficiency from those with lower language proficiency. Or you may want groups with mixed proficiency levels. You may even want to join groups as a participant occasionally.

Your learners might want to seek out their own partners, or they might prefer an objective method for forming groups, such as counting off (1, 2, 3, 4; A, B, C, D).

Finally, some activities, like peer monitoring, lend themselves to mixing nationalities and language backgrounds, whereas other activities, like intensive practice on a particular consonant, work better when students have similar language backgrounds and problems.

Prime-Time Practice (Homework)

The new feature, "Prime-Time Practice," recognizes that in-class practice may not be sufficient to transfer conscious use of a pronunciation feature to automatic use. Most of these out-of-class practice tasks are taped so that students can strengthen their self-monitoring and self-correction and so that instructors can give individualized feedback to students by modeling pronunciation directly on the students' tapes.

Oral Review

In the "Oral Review," toward the end of Chapters 3–10, the communicative load is reduced so that the students can exit chapters feeling successful.

Some instructors use the reviews as end-of-chapter quizzes; however, we know very little about how long it takes to incorporate new pronunciation patterns into speech, and part of the acquisition process may even be deterioration and loss of accuracy!

Beyond the Pronunciation Classroom

The new feature "Beyond the Pronunciation Classroom" was added as the final segment in Chapters 6 through 10. In surveys, users of the first edition requested tasks that supported students in their next logical step—practicing what they have learned with native speakers in relatively authentic situations outside the classroom. The situations were designed so that the target pronunciation point evolves naturally from the language function or the content/vocabulary. Students rehearse the interaction in class and reflect on their experiences by reporting back to the class.

Prerecorded Tapes

Most of the "Listen" activities and the "Rules and Practices" are available on audiocassette. If you don't use the cassettes in class, speak naturally and avoid exaggerating the pronunciation feature under study.

The many writers, scholars, researchers, and teachers in ESL, speech science, linguistics, and education whose ideas have helped shape this text are cited in the acknowledgments, mentioned throughout this *Instructor's Manual*, and included in the list of references at the end.

I hope you find that *Well Said* fills a need for pronunciation materials that guide learners from a focus on form to a focus on intelligibility within lively, relevant communicative contexts. If you have any comments, questions, or suggestions about the text or if you uncover any errors, I would be happy to hear from you. Please direct correspondence to me through the publisher.

Linda Grant

Chapter 1

Your Pronunciation Profile

The tools in Chapter 1 allow you to design a course that suits the needs, goals, and purposes of your students. Some of the tools also serve as motivational devices for students.

Do as many of the speaking activities as possible. The more contexts in which your students speak, the more information you will have about the individual and composite needs, strengths, and weaknesses of the class.

The Speech Profile (pp. 1–3)

Make a copy of the *Speech Profile Summary Form* for each student (text p. 4). Return the completed form to each student after you finish Chapter 1.

Part A: Paragraph Reading

Advantages to recording the paragraphs follow:

- Instructors who are untrained listeners can listen more than once.
- Instructors can compare pre- and postcourse recordings to measure students' pronunciation progress.
- Instructors can use tapes to point out students' pronunciation strengths and weaknesses in individual consultations.

Each paragraph includes most of the sounds, stress patterns, and intonation patterns of English. If you photocopy the paragraphs, you can mark directly on the text the difficulties the speaker is having with individual sounds, word stress, rhythm patterns in sentences, intonation focus, rising and falling intonation, and thought groups.

If you use the reading as a benchmark for progress, mark the same text with one color at the beginning of the course and with another color at the end.

Here is an example of a paragraph marked by a teacher at the outset of the course (from text pp. 1–2):

Reading 1

/əd/ /ʃ/ ↑
Have you ever watched young children practice the sounds of the language they
/ɪ/
are learning? They imitate, repeat, and sing consonant and vowel combinations
/s/ /ʃ/ ↑ /ɪ/ ↑ /t/
without effort. For young children, learning to speak a language is natural and
↑ ↑
automatic. No one would suspect that complex learning is occurring. For adult
↑ ↑
learners, however, pronunciation of a new language is (not) automatic. It presents an
/ʃ/ ↑
unusual challenge. Why is pronunciation progress in adults more limited? Some
/ʃ/ /ə/
researchers say the reasons are biological or physical. Others say they are social or
/t/ /əd/ ↑ ↑ ↑
cultural. Although many questions are still unanswered, it is important to realize two
/s/ /ə/
things about clear speaking. First, pronunciation improvement might be difficult, but
↑ ↑
it (is) possible. Second, adults can learn to communicate clearly in English without
↑ /t/
losing their accents or their identification with their native cultures.

Transfer the results for each student to appropriate sections of the *Speech Profile Summary Form.*

Reading 1

Have you ever watched young children practice the sounds of the language they are learning? They imitate, repeat, and sing consonant and vowel combinations without effort. For young children, learning to speak a language is natural and automatic. No one would suspect that complex learning is occurring. For adult learners, however, pronunciation of a new language is not automatic. It presents an unusual challenge. Why is pronunciation progress in adults more limited? Some researchers say the reasons are biological or physical. Others say they are social or cultural. Although many questions are still unanswered, it is important to realize two things about clear speaking. First, pronunciation improvement might be difficult, but it *is* possible. Second, adults can learn to communicate clearly in English without losing their accents or their identification with their native cultures.

Reading 2*

Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication. Many Americans interpret silence in conversations to mean disapproval, disagreement, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don't appreciate a person who dominates a conversation. Knowing when to take turns in a conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into the middle of someone's sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are taught explicitly not to interrupt.

*From Deena R. Levine and Mara B. Adelman, *Beyond Language: Intercultural Communication for English as a Second Language* (Englewood Cliffs, N.J.: Prentice Hall, 1982), p. 23. Reprinted with permission.

Reading 3*

Edward T. Hall is a famous anthropologist who thinks that different cultures have different outlooks on time, space, and personal relationships. He classifies cultures along a continuum ranging from high context to low context. In high-context cultures, the circumstances surrounding a message carry more meaning than the message itself. For example, if an individual negotiates a business agreement, the reputation of the family is considered. Verbal promises are trusted, so there is little paperwork. What about low-context cultures? In low-context cultures, the words themselves are more important than the context. Social and family connections are not always regarded. Because the contract itself is the most important part of an agreement, the agreement might generate a lot of legal paperwork. Can you think of other examples of how cultural differences might lead to miscommunication?

*Information adapted from Edward T. Hall, *The Hidden Dimension* (Anchor Books, 1990).

Part B: Short Responses to Interview Questions

Encourage your students not to write or rehearse answers to the questions in Part B. Tell them you want samples of free speech.

As you listen to the answers, record patterns of difficulty directly on the *Speech Profile Summary Form.*

In paragraph reading, some problems might be a function of reading aloud. These problems may not be evident in more spontaneous speech. Conversely, because of the demands of planning and organizing content, pronunciation errors that are not evident in paragraph reading may appear in spontaneous speech.

Part C: Peer Introductions

Ask students to make an effort to learn what is unique or unusual about their partners. What are their favorite activities, or what were their favorite classes in high school? What are their highest goals? What were their most exciting experiences?

Suggest that students use poster-board-sized sheets of paper to record pertinent information in the form of timelines, pictures, and symbols. The papers can be used to introduce the partners to the class.

During peer introductions, note and record information about vocal volume, movement, gesture, posture, and eye contact on the *Speech Profile Summary Form.*

Completing the *Speech Profile Summary Form*

Recording *every* pronunciation variation could overwhelm and discourage learners. Record only the significant variations and errors—those that interfere with overall intelligibility or that are especially frequent or distracting. Consider these factors:

- Is the variation representative of an error *pattern*, or is it simply an isolated mispronunciation?
- Is the error pattern widespread, or does the variation occur in a specific linguistic context? (Does a consonant error occur only at the ends of words? Does a word-stress problem occur in words that end in a particular suffix? Does the error occur when speaking, but not when reading?)
- What are the students' speaking needs and contexts outside the classroom? (Does a student who is majoring in ear*th* sciences replace the *th* with an *s*? Does a student who does intake medical histories use appropriate question intonation?)
- Is the error an *omission* of a pronunciation feature, or is it a *replacement* or *misuse* of a feature? In the area of consonants in particular, omissions have more potential for misunderstanding. (The phrase "both answers" spoken as "bo-answers" would be more likely to be misunderstood than "bos answers.")
- Does the pronunciation variation stigmatize a student (Celce-Murcia and Goodwin, 1991)?

A completed *Speech Profile Summary Form* might look like this:

Elements of Speech	Difficulties	Examples
Consonants (Chapter 3; Appendix B)	s/θ ʃ/tʃ t/tʃ	without, think children natural
Vowels (Appendix C)	ɪ/iʸ	speak
Syllables and Grammatical Endings (Chapter 4)	Add syll. /əd/ Omit final -s	watched sounds
Stress in Words (Chapters 5 and 6)	stress shift	biólogical autómatic
Rhythm in Sentences (Chapter 7)	stress reduced words	is, can, to
Focus and Special Emphasis (Chapter 8)	Little focus	
Intonation/Pitch Patterns (Chapters 8 and 9)	↗/↘	in wh-questions
Thought Groups and Linking (Chapter 10)	OK	
Delivery	Too rapid	

THREE PRONUNCIATION STRENGTHS:

1. Thought grouping
2. /y/ as in young
3. Eye contact and gestures

THREE PRONUNCIATION PRIORITIES (elements most in need of practice):

1. Stress in words
2. Rythym
3. /θ/

Priorities can and should be established in consultation with the student and reestablished throughout the course.

Needs and Attitudes Assessment (pp. 5–6)

The *Needs and Attitudes Assessment* is a motivational device for students and an opportunity for the instructor to get information about learners' perceptions of needs and abilities, as well as attitudes toward the language and pronunciation learning. Attitudes can be obstacles to progress. A student with an unfavorable impression of the language may have little motivation to sound more like native speakers.

Discussion of the cartoon at the bottom of text page 6 provides an opportunity to defuse any negative preconceptions about pronunciation learning and may elicit a variety of comments such as these: "Pronunciation consists of boring drills." "Adults can't learn pronunciation as easily as children."

Because pronunciation habits are not easy to change, it is worthwhile to have some idea of the variables that affect progress. According to Suter (1976), the top four factors are (1) mother tongue (it is easier to learn a language closer to one's own), (2) attitude (students must be committed to the process), (3) amount of conversation with native speakers, and (4) natural ability (to hear and mimic sound patterns).

Setting Personal Goals

The *Pronunciation Proficiency Continuum* is another motivational device and a chance for students to set individual, realistic course goals. Students can use this scale to reestablish goals throughout the course.

Chapter 2

Using a Dictionary for Pronunciation

Students need access to an American English dictionary to complete this chapter. The *Newbury House Dictionary of American English* is online at http://nhd.heinle.com.

Information about dictionary usage is a good place to start the course:

- Unlike new pronunciation patterns, which are acquired over time, dictionary skills are immediately useful to learners who wish to become more self-sufficient speakers of English.
- Few students consult American English dictionaries for more than definitions because they are confused about pronunciation symbols or diacritical marks. Pronunciation marks lack consistency and, with a few exceptions, do not resemble the International Phonetic Alphabet symbols familiar to many students.
- The salient features of pronunciation on the word level (syllable number, stressed and reduced syllables, and consonant and vowel sounds and spellings) provide an introduction to Chapters 3, 4, 5, and 6.
- Students can compare the symbols used in their dictionaries to the symbols for consonants and vowels used in *Well Said*.

The *Newbury House Dictionary of American English* (1998) is the source of the answers provided in this chapter.

Introduction to Dictionary Symbols (pp. 9–14)

Answer Key:

1 Syllables (p. 10)

business	■■■
specific	■■■
president	■■■
learned (verb)	■■
learned (adjective)	■■
fatigue	■■■
family	■■ or ■■■
serious	■■■

In some dictionaries, the word *family* has a three-syllable pronunciation followed by a two-syllable pronunciation. The first is more common, but both forms are acceptable.

2 Stress in Words (p. 10)

'dem on strate

tech 'nol o gy

tech no 'log i cal

'teen ag er

hy 'poth e sis

'con duct (noun)

con 'duct (verb)

hu 'mid i ty

Guidelines for stress shift (e.g., tech 'nol o gy/tech no 'log i cal) appear in Chapters 5 and 6.

In answer to the question about where *your* dictionary places the mark for primary stress (in front of, behind, or above the stressed syllable), students' answers will vary.

3 Vowels with Name Sounds (pp. 10–11)

Because the symbols and key words will vary from dictionary to dictionary, you might list on the board all symbols found by students for the five word pairs.

Ask students where they found the pronunciation keys or tables in their respective dictionaries.

Point out that each pair of words represents two of the more common spelling patterns for each of the five long vowel sounds.

4 Vowels with Base Sounds (p. 11)

Because the symbols and key words will vary from dictionary to dictionary, again you might list on the board the different symbols students identified for the five word pairs.

Each pair of words represents common spellings for these five vowel sounds.

5 The Schwa Sound (p. 11)

The schwa symbol /ə/ is relatively standard in American English dictionaries.

meth o̲d	co̲m plain
me̲ thod i ca̲l	ac a̲ dem ic
com mo̲n	pro̲ duc tio̲n

Vowels in unstressed syllables sometimes sound like the short *i* (/ɪ/ as in *it*). Consequently, students may find the schwa /ə/ in variation with the short *i* in their dictionaries. For example, some dictionaries represent the *i*'s in *methodical* and *academic* as short *i*'s and others as schwas.

Observant students might notice that the stress shift in *method* and *methodical* corresponds with a shift in the vowel(s) spoken as schwa. For another example of this phenomenon, contrast the schwa sounds in *academy* versus *academic*.

6 Consonant Sounds (p. 12)

The symbols and key words will vary from dictionary to dictionary. List on the board all the symbols students found for each group of words.

Despite the spelling variations within each word group, the bold, italicized letters are all pronounced with the same sound. These sound/spelling patterns are addressed more fully in Chapter 3.

Exercise 1 (p. 13)

Answers will vary from class to class.

Exercise 2 (pp. 13–14)

Answers will vary from class to class.

Pronunciation Key for *Well Said* (pp. 15–16)

A pronunciation chart is provided for reference. Students do not have to memorize the symbols in order to use the textbook.

Vowel 7 has two symbols. The /ʌ/ occurs in stressed syllables; the /ə/ occurs in unstressed syllables.

Example: above /əˈbʌv/

Exercise 3 (p. 16)

Before students write their names with the phonetic symbols in *Well Said*, demonstrate by writing your name.

First Name: Linda /lɪndə/

Last Name: Grant /grænt/

If students have sounds in their names that do not exist in American English, ask them to write American English pronunciations that are acceptable to them.

Exercise 4 (p. 16)

Include this exercise if you want your students to have practice with the phonetic alphabet.

Answer Key:

1. /tʃ/
2. /ð/
3. /ŋ/
4. /f/
5. /k/
6. /a/
7. /iʸ/
8. /eʸ/
9. /aɪ/
10. /ʊ/

Chapter 3

Sound/Spelling Patterns

One cause of pronunciation difficulties is spelling pronunciation errors. Some of the first languages spoken by your students are phonetic and have a one-to-one sound spelling/correspondence. It follows that these students would look to spelling to assist them with pronunciation.

Chapter 3 addresses consonant sound/spelling difficulties shared by students from a variety of language backgrounds in two troublesome areas:

1. Frequently occurring consonant spelling patterns that are clearly not phonetic, such as the *-t-* in *nature* and the *-s-* in *usual*
2. Final consonant sound/spelling issues, including how to determine the voice/voiceless feature when spelling cues are ambiguous (e.g., *use* as a verb and *use* as a noun), how to make a final consonant sound voiced or voiceless, and how to use linking to avoid hypercorrect speech patterns

Although *vowel* sound/spelling patterns also create pronunciation confusion, vowel patterns are more varied and unpredictable than consonant sound/spelling patterns. Thus, a chapter devoted to patterns with greater regularity seems ultimately more useful to students.

To prepare for Chapter 3, you might wish to cover the overview of consonants in Appendix B, but for many intermediate to advanced learners, the points targeted in this chapter will be sufficient.

Listen! (p. 18)

Listening Activity (p. 18)

After listening twice to the passage titled "American Government," cluster some of the words with like spelling patterns on the board.

Example:

-tu-:	si***tu***ated and cen***tu***ries
-ci-:	suspi***ci***on, judi***ci***al, and effi***ci***ent
-si-:	deci***si***ons and divi***si***on
-ti-:	interna***ti***onal, presiden***ti***al, and Constitu***ti***on

Ask students to choose the phonetic symbols from Chapter 2 that represent sounds of the italicized spellings.

If you get several different answers for the spelling patterns, leave them on the board until you have completed Rule 3-4, at which point students should have enough information to choose the correct answer.

Rules and Practices 1: Unusual Consonant Spelling Patterns (pp. 19–25)

Temperly (1987) suggests that lists of separate words be "framed" in short phrases to counter the unacceptable nonnative pronunciation of English as a series of separate words. In this text, starting with this "Rules and Practices" section, single words are presented in the context of phrasal units, and students are encouraged to focus on linking words within phrases or thought groups.

Rule 3-1. Students should circle the /ʃ/ sound in all three columns.

☑ **Complete the Rule:** The *-ti-*, *-ci-*, *-ssi-*, and *-ssu-* in suffixes or word endings are additional spellings for the /ʃ/ sound as in shoe.

Note for Advanced Students: The *-ssu-* in *assume* is an exception and is pronounced /s/.

Rule 3-2. Students should circle the /tʃ/ sound.

☑ **Complete the Rule:** The *-tu-* in suffixes and word endings is another spelling for the /tʃ/ sound as in choose.

Note: Some students have trouble distinguishing between the /ʃ/ and the /tʃ/, probably because of interference from the native language as opposed to a sound/spelling confusion. Refer these students to Appendix B, Consonant Practices, Consonant 3: /ʃ/ as in *she* (vs. /tʃ/ and /s/) (pp. 172–176) for intensive individual practice. In addition, "A Helpful Hint" on page 21 will help students distinguish among these four sounds: /ʃ/, /tʃ/, /ʒ/, and /dʒ/.

Rule 3-3. Students should circle the /ʒ/ sound in both columns.

☑ **Complete the Rule:** The *-si-* and *-su-* in suffixes are common spellings for the /ʒ/ sound as in usual.

Note: Some students have trouble pronouncing the /ʒ/ sound and may replace it with a /z/ sound. The /ʒ/ was not targeted for intensive practice in Appendix B; however, this chapter contains a great deal of oral practice with this sound.

Rule 3-4. Students should circle the /dʒ/ sound.

☑ **Complete the Rule:** The *-du-* in the middle of words is another spelling for the /dʒ/ sound as in juice.

Note: Relatively few words in English have this *-du-* spelling pronounced as /dʒ/; those that do, however, are used frequently (graduate, education, etc.).

Additional words:

Rule 3-1. /ʃ/ station, species, omission
Rule 3-2. /tʃ/ venture, fortunate, suture
Rule 3-3. /ʒ/ erosion, visual, usual
Rule 3-4. /dʒ/ residual, modular, nodule

Ask students in business, academic, and professional settings to create a list of key words with these sounds that they use frequently.

Exercise 1 (p. 21)

Be sure to complete "A Helpful Hint" prior to this exercise in preparation for oral production of the four difficult target sounds.

Answer Key:

Column 1	Column 2	Column 3	Column 4
/ʃ/ as in ***sh***oe	/tʃ/ as in ***ch***oose	/ʒ/ as in mea***s******u***re	/dʒ/ as in ***j***ob
negotiate a contract	wedding ritual	my pleasure	reschedule the meeting
very professional	mutual friend	poor vision	gradual improvement
social event	departure time	long division	residual amount

Exercise 2 (p. 22)

This exercise integrates pronunciation with vocabulary—word forms and their spellings. The crossword encourages correct spellings.

Answer Key:

1. racial
2. creative
3. promotion
4. pressure
5. musician
6. eventual
7. precision
8. revision
9. division
10. fusion

Exercise 3 (p. 23)

To prepare students for this exercise,

1. Be sure students read "Something to Think About" and understand monitoring guidelines.
2. Return to the words you wrote on the board in the "Listen!" section and select the symbol that represents the pronunciation of each spelling pattern.

Challenge for Advanced Students: Instead of or after reading "American Government," students could present oral summaries of the passage to their partners. Summaries vary in length. In this case, students might create three-sentence summaries by restating the key point or main idea in each of the three paragraphs.

Rule 3-5. Students should circle the /kw/.

☑ **Complete the Rule:** The *-qu* and *-qu-* spellings are pronounced like the two sounds /kw/.

Note: Encourage students who are not accustomed to rounding the lips to practice this sound with a mirror.

Additional Words: adequate, quadrant, liquid, quality, quantify

Rule 3-6. Students should circle the /ks/ in both columns.

☑ **Complete the Rule:** The *-x-* and *-cc-* spellings are usually pronounced like the TWO sounds /ks/.

Additional Words: next, extra, expense, accent, accelerator

Exercise 4 (pp. 24–25)

The procedure in this exercise moves students away from *reading* practice and guides them toward *speaking* practice. Be sure that the student saying the completion phrases closes the book and relies on listening to his or her partner.

Rules and Practices 2: Final Consonant Sounds and Spellings (pp. 25–28)

In "Rules and Practices 2," students gain an appreciation for the role of final sounds in overall intelligibility.

Because the focus in this section is *final* consonants, the voiced/voiceless distinction centers on the length of the preceding vowel. If you wish to address the distinction between some of the initial voiced/voiceless consonants, see the consonant overview in Appendix B for practice of aspirated and unaspirated consonants.

Rule 3-7. Students should indicate that the vowels sounded longer in the words in the second column.

☑ **Complete the Rule:** Vowels sound longer before final voiced consonants.

Rule 3-8. Students should answer the following:

1. The vowel sounds are longer in the words in the second column.
2. The final consonants are voiced in the words in the second column.

☑ **Complete the Rule:** In the pairs above, the final consonants are voiceless in nouns/adjectives and voiced in verbs.

Note: Words that are spelled the same yet have different pronunciations and meanings in English are called *heteronyms*. An example of a heteronym is *use*, which, as Rule 3-8 points out, is pronounced with a voiceless final /s/ as a noun and a voiced final /z/ as a verb. Another example is *number*, pronounced without the /b/ when it means "more numb" and pronounced with the /b/ when it means "three, four, five, etc." Chapter 6 covers heteronym pairs with differences in syllable stress (*CONduct* as a noun and *conDUCT* as a verb).

Exercise 5 (pp. 26–27)

The practice with linking in this exercise helps students avoid overexaggerating final consonant sounds.

Exercise 6 (p. 27)

Answer Key and Instructor Transcript:

Example: 1 (2) That's a ***white*** door.
That's a ***wide*** door.

1. (1) 2 Have a ***safe*** trip.
Have a ***save*** trip.

2. (1) 2 I ***need*** two pounds of fish.
I ***neat*** two pounds of fish.

3. 1 (2) I can't ***belief*** it.
I can't ***believe*** it.

4. 1 (2) Can you ***proof*** it?
Can you ***prove*** it?

5. (1) 2 ***Leave*** the key at the desk.
Leaf the key at the desk.

6. (1) 2 He got a ***cake*** for the party.
He got a ***keg*** for the party.

7. (1) 2 Did you /klo^{w}z/ ***close*** the account?
Did you /klo^{w}s/ ***close*** the account?

8. 1 (2) Where's the first-aid ***kid***?
Where's the first-aid ***kit***?

9. (1) 2 Would you /əkskyu^{w}z/ ***excuse*** me.
Would you /əkskyu^{w}s/ ***excuse*** me.

10. 1 (2) I'll ***half*** a cup of coffee.
I'll ***have*** a cup of coffee.

Exercise 7 (p. 28)

Answer Key and Instructor Transcript:

Mrs.—Married	Miss—Single	Ms.—Don't Know
		Example: Ms. Jacobs
1.		**Ms. Griffith**
2.	**Miss Werner**	
3. Mrs. Shaefer		
4.		**Ms. Rubin**
5.	**Miss Dunlap**	
6. Mrs.Crawford		
7.		**Ms. Nelson**

Note: Most two-syllable first and last names in English have the stress on the first syllable.

Examples:

HE len	JA cobs	GWY neth	PAL trow
RO bert	WIL son	JER ry	SEIN feld
CAR ol	MY ers	MICH ael	JOR dan

Communicative Practice: Evacuate!

According to Gołębiowska (1990), there are three types of communicative activities:

1. *Role Play.* Learners are presented with a task. They are told who they are, what their opinions are, and what they know that is unknown to the other participants.
2. *Simulation.* Learners are presented with a task and told who they are. They present arguments based on their own beliefs and opinions.
3. *Discussion.* Learners discuss an issue while retaining their own identities and beliefs.

According to the above definitions, *Evacuate!* is a simulation. Answers will vary, depending on the values and opinions of the participants in each group.

Some instructors report that this activity leads to interesting discussions about practices regarding the care and feeding of infants and attitudes toward pets. Other teachers have reported that students were moved to share personal, poignant stories of "leaving" their countries and "what was left behind."

Extend Your Skills . . . to Reporting an Emergency (p. 30)

The circumstances of this activity require slow, clear speech. Students may find that if they slow their speech rate slightly, they will be more likely to include final sounds.

A HELPFUL HINT (p. 31)

Because learners have individual learning styles and preferences, some strategies will be more useful than others.

PRIME-TIME PRACTICE (p. 31)

Many in the field of pronunciation teaching believe that classroom practice may not be sufficient to achieve transfer from the classroom into everyday speech. For that reason, this second edition incorporates out-of-class "Prime-Time Practice" into every chapter. This task helps students determine whether they are auditory, visual, or kinesthetic learners.

Oral Review: Sound and Spelling Patterns

An alternative to taping the public-service announcement is to have the class assemble into groups of four or five, preview the bold, italicized words, and take turns delivering each of the paragraphs in the broadcast.

Advanced students could be encouraged to deliver the broadcast in phrasal units by using the "read and look up" technique (reading the phrases and looking up briefly to deliver them).

Chapter 4

Syllables and Word Endings

A syllable is a part of a word that contains a vowel sound.* The word *window* contains two distinct vowel sounds and two syllables: *win-* and *-dow.*

Difficulties with syllables can affect intelligibility. The omission or addition of a syllable in the main part of a word (e.g., *data* for *date; derive* for *drive*) might create misunderstanding. The omission, addition, or mispronunciation of a grammatical ending like *-ed* or *-s* (e.g., *lis-ten-ed* for *lis-tened* or *bus* for *bus-es*), if frequent, might interfere with communication by distracting the listener, who may pay more attention to the novel speech pattern than to content.

Answer Key:

act (1)	active (2)	actively (3)	activity (4)
vent (1)	invent (2)	invented (3)	inventory (4)

When tapping, say the words naturally, maintaining stress patterns.

Listen! (pp. 33–34)

Listening Activity 1 (pp. 33–34)

This activity strengthens aural sensitivity to syllable number and highlights the blurring of boundaries between words in thought groups. Note that syllable pronunciation errors affect meaning units longer than single words.

Answer Key and Instructor Transcript: (Read each item with a checkmark. After students check their answers, read both items in each pair.)

Examples:	_____ start the car	✔ started the car
	✔ slight accent	_____ slight accident
1.	✔ just find the answer	_____ justified the answer
2.	_____ canned a salmon	✔ Canada salmon
3.	✔ planned a garden	_____ planted a garden
4.	_____ turned around	✔ turn it around
5.	✔ X-rayed	_____ X-rated
6.	✔ Miss Smith	_____ Mrs. Smith

*Some unstressed English syllables, called *syllabics*, have only consonant sounds. Examples of syllabics are the second syllables in the words *bot-tle* and *but-ton.* Although inclusion of a vowel sound in a syllabic contributes to a nonnative-sounding accent, it rarely prevents understanding.

7. _____	change the date	✔ change the data
8. ✔	popular present	_____ popular president
9. _____	enormous scar	✔ enormous cigar
10. _____	gracious hosts	✔ gracious hostess

Each phrase in the second column has one more syllable than its counterpart in the first column.

Note: Some students (Spanish speakers, Chinese speakers, etc.) might say *Miss Smith* as *Miss Esmith* which, as a result of blending, might sound like *Mrs. Smith* in connected speech.

Listening Activity 2 (pp. 34–35)

Answer Key and Instructor Transcript: (The first time, read the passage below *without* the word endings in parentheses. Ask students if they noticed what was missing. The second time, read the passage *with* the sounds in parentheses while students fill in the blanks.)

Color Preference[1]

For many year(s), scientist(s) have been studying the factor(s) that influence human preference in color(s). Although the result(s) are inconclusive, the conclusion(s) have been used to make decision(s) about color(s) used in decorating and in the packaging of consumer good(s).

One factor that influence(s) human preference in color(s) is age. Baby(ies) are attracted to bright, warm color(s), such as yellow and red. Adult(s), in contrast, prefer cool color(s), such as blue and green.

In addition, where people live affect(s) color preference. Often a person('s) home reflect(s) a color break from the outside environment. The brown scenery in the Southwest offer(s) little color, so house(s) there have pink, orange, and other vibrant color(s). In industrial city(ies) of the North, white curtain(s) are preferred despite the industrial smoke and soot.

Finally, many researcher(s) believe that personality affect(s) color choice. A person who like(s) red is athletic and extroverted. Someone who prefer(s)

orange is friendly; a person who ___like(s)___ pink is feminine and charming; a person who ___love(s)___ blue may be intellectual and conservative; and a person who ___like(s)___ purple is aristocratic and artistic.

‡ Information adapted from "The Blueing of America," Time, July 18, 1983, p. 62; Leslie Kane, "The Power of Color," Health, July 1982, p. 37; Birren Faber, *Color and Human Response* (John Wiley and Sons, 1997).

Rules and Practices 1: Syllables and -s Endings (pp. 35–40)

Rule 4-1. Encourage students to guess these answers:

1. = /əz/ or /ɪz/*

2. = /z/

3. = /s/

See Appendix B if the class needs a review of voiced and voiceless consonants. If you wish, point out that all vowel sounds are voiced and that -s endings on words that end in vowel sounds (e.g., *boy*) are pronounced /z/. See note under Exercise 1, Part B, below.

Exercise 1 (p. 36)

Part A:

Answer Key: (The numbers in parentheses indicate the number of syllables.)

Final /əz/ Syllable	*Final /z/ Sound*	*Final /s/ Sound*
finish/finishes (2/3)	allow/allows (2/2)	limit/limits (2/2)
chance/chances (1/2)	skill/skills (1/1)	asset/assets (2/2)
cause/causes (1/2)	copy/copies (2/2)	sock/socks (1/1)

Note: There are no changes in syllable number in the second and third columns.

Part B:

Word	Add a Syllable	Add a Sound
1. course	courses	
2. grade		grades
3. speech	speeches	
4. estimate		estimates
5. erase	erases	
6. plan		plans
7. laugh		laughs
8. result		results

*The additional syllable in this group of words can be spoken with either the short i /ɪ/ or the schwa /ə/ sound.

Ultimately, the distinction between final /z/ or /s/ is not important. The final sound may be influenced by the next word and change anyway. What *is* important is whether the grammatical *-s* is pronounced as a sound or as a syllable.

Exercise 2 (pp. 36–37)

Parts A and B:
Student responses will vary.

Exercise 3 (pp. 37–38)

Part A:
This activity provides pronunciation practice with the *-s* ending. It also directs students' attention to the fact that words that are countable in their native languages may not be countable in English and vice versa.

Note: The *Longman Dictionary of American English* indicates in brackets whether a noun is countable [C] or uncountable [U].

Answer Key: (The circled nouns are countable.)

(advantage)	(time*)	(method)	(page)
(system)	feedback	(procedure)	(week)
(graph)	(possibility)	input	(approach)
(customer)	(consequence)	(case)	(increase*)
(expense)	(experience*)	merchandise	luggage
(note)	mail	homework	(desk)
research	(difference*)	evidence	(box)

*These words can be used as countable or uncountable nouns: *time*, *experience*, *increase*, and *difference*.

Part B:
Student responses will vary.

Suggested Extension Assignments

- Read a short article of interest in a magazine or newspaper. Underline 10 nouns in the article. Note whether the nouns are countable (singular or plural) or uncountable. Summarize the article in writing and read it out loud.
- List 10 nouns you use in your major field or in a field that interests you. Write two sentences with each word—one with the noun in singular, and the other with the noun in plural (if the noun is countable). Say the sentences out loud.

Exercise 4 (pp. 38–39)

In this proverb exercise, remind students to link the final *-s* sound on the verb with the next word in the verb phrase. Advanced students may want to discuss the meanings of the proverbs and, in so doing, obtain additional practice with the *-s* endings on verbs (e.g., "This proverb means . . . ").

Answer Key: (suggested meanings)

1. When we are away from loved ones, we remember the good points and forget the bad.
2. If you are busy, you are less likely to get into trouble.
3. If you want to succeed, get an early start.
4. If you help someone out, she or he is more likely to help you.
5. A balance between work and play is healthy.
6. You cannot judge value by appearance.
7. Eating fruit each day keeps you healthy.
8. Pleasurable hours pass by quickly.
9. The best way to learn is by doing.
10. There is a limit to what we can bear.

A HELPFUL HINT (p. 39)

This information is useful for comprehension as well as pronunciation.

Exercise 6 (p. 40)

The practices with word groups like *guess, guest, guest is,* and *guests* help those students who tend to add extra syllables in consonant clusters.

Communicative Practice 1: Stockroom Inventory (pp. 40–41)

During this role play, monitor pronunciation of the final *-s*. Suggest that students record their orders and self-monitor plural forms.

Answer Key:

STOCKROOM ORDER FORM	**DATE:** _____
Items to be ordered:	**Quantity:**
Computer monitors	13
Computer keyboards	2
Desktop computer systems	18
Business software packages	0
TOEFL review books	24
Art brushes	0
T-shirts	0
Scientific calculators	6
Pairs of sunglasses	250
Pencil cases	12
Alarm clocks	37

Rules and Practices 2: Syllables and *-ed* Endings (pp. 41–43)

Rule 4-2. Encourage students to guess these answers:

1. = /əd/ or /ɪd/*

2. = /d/

3. = /t/

For a review of voiced and voiceless consonants, see Appendix B. Point out that all vowel sounds are voiced and that the *-ed* inflectional endings on regular verbs that end in vowel sounds (e.g., *pray, guarantee*) are pronounced /d/.

*The vowel sound in the ending on this word may be spoken as the schwa /ə/ or the short i /ɪ/.

Exercise 7 (p. 42)

Part A:

Answer Key: (The numbers in parentheses indicate the number of syllables.)

Final /əd/	*Final /d/*	*Final /t/*
construct/constructed (2/3)	install/installed (2/2)	talk/talked (1/1)
decide/decided (2/3)	save/saved (1/1)	laugh/laughed (1/1)
graduate/graduated (3/4)	delay/delayed (2/2)	process/processed (2/2)

Part B:

Answer Key:

Verb	Add a Syllable	Add a Sound
1. turn		*turned*
2. repeat	*repeated*	
3. crash		crashed
4. provide	provided	
5. work		worked
6. refuse		refused
7. evaluate	evaluated	
8. plan	planned	

A HELPFUL HINT (p. 42)

This information is useful for comprehension as well as pronunciation.

Students sometimes exaggerate past tense endings in an effort to be correct. This information on linking helps students produce more natural inflectional endings. Note in the first examples that the *-ed* endings on *stressed* and *cooked* would sound like /t/ in isolation but like /d/ when followed by a vowel. In the second examples, the past tense *-ed* endings, when followed by the same or a similar sound, might be difficult or impossible to hear.

Exercise 8 (p. 43)

Answer Key: The past tense *-ed* ending in sentence 9 was difficult to hear because the two /d/ sounds blend into one slightly longer /d/.

Communicative Practice 2: Revealing Your Past (p. 43)

Preview the pronunciations and meanings of key past tense verbs with the class before students work in pairs.

Circulate among the groups during the activity and monitor the pronunciation of past tense endings.

PRIME-TIME PRACTICE (p. 44)

To increase the difficulty, you might shift or extend this activity from a read-aloud task to a speaking task by having students summarize this fable in their own words and record it. Or students could visit one of many sites with fables on the Web, select a favorite, and record it in their own words.

Extend Your Skills . . . to Descriptions of Graphs (pp. 45–49)

To make this task more communicative, students could create their own graphs showing the average number of hours per week students in the class or in their group spend on various activities such as studying, watching TV, speaking English, and reading for pleasure.

Oral Review: Syllables and Word Endings (p. 50)

An *-s* or *-ed* form is present in the given segment of every sentence or is likely to occur in every completion. Otherwise, students' responses will vary.

In a variation of this task, students could complete the sentences and dictate the completions to their partners.

Chapter 5

Stress in Words (Part 1)

Every word of two or more syllables in English has a stress pattern that identifies it. If a speaker stresses the wrong syllable or stresses all syllables more or less equally, the listener may experience increased difficulty understanding.

Learners of English have several problems with stress on the word level. The most readily identifiable difficulty is misplacing stress (e.g., saying *REport* rather than *rePORT*). Subtler problems also occur. Contrasting stressed and unstressed syllables may be a challenge for some students. Difficulty de-emphasizing or reducing the vowels of unstressed syllables is common, especially among students who come from languages that are more or less syllable-timed (syllables are of more equal emphasis and length).

Difficulty using *all* the signals for stress is also common. Because loudness is used to indicate stress in many languages (Gilbert, 1984), many students use loudness to designate stress in English. Stressed syllables in English, however, are also longer, higher in pitch, and clearer. You might hear students, for example, exaggerate loudness to compensate for failure to increase length.

In the next two chapters, pay attention not only to *which* syllables your students stress but also *how* your students signal stress. Pay special attention to length or duration, the most important indicator of stress.

The syllable divisions are based on those in the *Longman Dictionary of American English*. With the exception of Listening Activity 2, stressed syllables are designated with capital letters.

Answer Key:

METH od (The first syllable is longer.)

ap PEAL (The second syllable has the higher pitch.)

CA pa ble (The first syllable has a full, clear vowel.)

Listen! (pp. 51–53)

Listening Activity 1 (pp. 51–52)

Answer Key and Instructor Transcript: (In each pair, read the item with a checkmark. After students check their answers, read each pair of words or phrases so that the students can contrast them.)

1. ✔	greenhouse	____ green house
2. ____	selfish	✔ sell fish
3. ____	differentiated	✔ different shaded
4. ✔	decade	____ decayed
5. ____	pronouns	✔ pronounce
6. ____	orders	✔ hors d'oeuvres
7. ____	attic	✔ a tick
8. ____	one person	✔ one percent
9. ✔	lookout	____ Look out!
10. ____	homesick (sick *for* home)	✔ home sick (sick *at* home)

Political Cartoon by Wicks (p. 52)

The difference in pronunciation between the words *DECade* and *deCAYED* is the stress pattern, yet the difference in meaning is far-reaching.

A discussion of events and characteristics that defined the last four decades of the 20th century may provide useful cultural background for students at the high-intermediate to advanced level.

Listening Activity 2 (p. 52)

Answer Key: (Some students will underline the stressed syllable; others will underline only the stressed vowel.)

Example: pessimistic

1. volunteer	**8.** economy
2. himself	**9.** economical
3. survey	**10.** electricity
4. increase	**11.** electrical
5. recall	**12.** estimate
6. software	**13.** estimating
7. air conditioner	**14.** estimated

Listening Activity 3 (p. 53)

Answer Key:

Examples: METH od com PUTE bi o LOG i cal

1. cən SULT ənt
2. IN dəs try
3. prə FES shən əl
4. cəm MU nə ty
5. cəl LECT əd
6. PRE sə dənt
7. de LI shəs
8. pə LIT i cəl
9. DEM ən strate
10. ə POL ə gize

Some students might put a slash through the second *-i-* in *political* and the *-e-* in *delicious*.

Rules and Practices: Using Parts of Speech to Predict Stress (pp. 53–61)

The rules for word stress in Chapters 5 and 6 are simplified versions of guidelines provided by Kreidler (1987). In Chapter 5, the rules are based primarily on parts of speech (Rules 5-1 through 5-4 pertain to nouns, pronouns, and numbers; Rules 5-5 through 5-8 concern verbs and adverbs). In Chapter 6, the guidelines are based on suffixes and word endings.

Kreidler (1987, p. 26) cautions against teaching generalizations for word stress and suggests studying sets of words that have the same stress patterns or that undergo the same kinds of changes. In the light of that cautionary note, encourage students to listen to the sets of words and phrases preceding each rule and try to identify the patterns of stress themselves. Students are more likely to remember regularities that they discover on their own.

The rules themselves can be used by students and instructors who need them or want them, or they can be used to confirm or deny students' suppositions. They are by no means comprehensive so as not to be overwhelming.

Fundamental to the rules in Chapter 5 are these basic principles:

1. Most two-syllable nouns (*INcome, POWer, WAter*) are stressed on the first syllable (exceptions are noted in the chapter).
2. Most other two-syllable words, like verbs, adjectives, and prepositions, are stressed on the root form (*DONate, deCIDE, perFORM, reMOTE, MINor, beFORE, HARDly*).

The guidelines for stress in words are presented with examples of the words in phrases or thought groups. The guidelines apply much of the time in phrasal, sentence, and discourse units. These guidelines can be supplanted, however, by special sentence emphasis or intonation focus in certain contexts (covered in Chapter 8). For example, note what happens to the stress pattern in *COFfee pot* in the following context: Don't get a coffee mug, get a coffee POT.

Note: When working with stressed and reduced syllables, instructors might want to raise the phenomenon of ellipsis. An example of ellipsis is the *-i-* vowel sound in the second syllable of *business*; it is omitted rather than simply reduced.

Exercise 1 (p. 55)

Answer Key:

SIMPLE COMPOUNDS		
SUNglasses	EARTHquake	TEENager
NEWSpaper	FOOTball	CLASSroom
WORKbook	HEADache	ROOMmate
BACKpack	POPcorn	MAILbox
TOOTHbrush	HAIRcut	SOFTware

TWO-NOUN COMPOUNDS		
SEAT belt	TELevision station	OFfice party
STOCK market	WEB page	SPACE shuttle
TOIlet paper	FILE cabinet	JET lag
COFfee table	AIR bag	HEART attack
HEALTH care	SERvice charge	COMputer search

Exercise 2 (p. 56)

Answer Key:

1. 70 percent of all smokers want to quit.
2. A typical bath uses 50 gallons of water.
3. About 30 percent of all births in the United States are to single mothers.
4. In 1995, about 14 percent of Florida's population was foreign born.
5. About 50 percent of all fatal car crashes are alcohol related.
6. Around 15 percent percent of Americans say they are shy.
7. Approximately 70 percent of Americans donate to charities.
8. Friday the 13th is considered an unlucky date.
9. In 1995, 40 percent of all U.S. households owned personal computers.

Exercise 3 (p. 56)

Note that an exception to the two-noun compound rule occurs when the first noun is a component/ingredient of the second. For example, in *cream CHEESE, vegetable SOUP, chocolate MILK, and glass BOWL,* the second element receives more stress.

Here are a few more prompts:

a station in space	(SPACE station)
a map with roads	(ROAD map)
a tax on income	(INcome tax)
a filter for water	(WAter filter)
a shop with flowers	(FLOWer shop)

Rule 5-6. See Exercise 4 (pp. 58–59) for more examples of two-word verbs that have noun equivalents.

Rule 5-7. Many students use a noun stress pattern in these compound adverb forms. In other words, they stress the first component (DOWNtown) instead of the second (downTOWN).

Rule 5-8. See Exercise 4 (pp. 58–59) for more examples of two-syllable noun-verb pairs that have stress shift. Note this unusual pair: ENtrance (noun) and enTRANCE (verb).

Note: Not all noun/verb pairs have stress shift (e.g., *program, mistake, profit, debate, report, effect, concern, answer*).

SOMETHING TO THINK ABOUT (p. 58)

Answer Key: *Can you create a general rule for stress in nouns?* Students' answers should indicate that compound nouns and two-syllable nouns generally have stress in the first part.

Can you create a general rule for stress in verbs? Students' answers should indicate that compound verbs, two-syllable verbs, and two-word verbs generally have stress on the last part.

Exercise 4 (pp. 58–59)

In this exercise, students strengthen their ability to both perceive and produce stressed syllables.

Exercise 5 (p. 59)

Students might need to say and hear the words and sentences more than once to evaluate the adequacy of stress in their utterances.

A HELPFUL HINT (p. 60)

The information on abbreviations and symbols is included here because many students stress the first element of abbreviations and symbols and reduce the subsequent letters or numbers.

Although the arrow shows a pitch fall on the last element in an abbreviation, most speakers rise in pitch slightly before the fall.

Exercise 6 (pp. 60–61)

Answer Key:

1. LA
2. IQ
3. H_2O
4. CO_2
5. PG
6. ATM
7. CPA
8. CPR
9. VIP
10. CEO
11. GPA
12. BLT
13. IMF
14. JFK
15. PR
16. réspondez s'il vous plaît (respond, please)
17. for your information
18. as soon as possible

Communicative Practice: Solving a Problem (p. 61)

In this paired role play, students apply what they have learned about stress patterns in abbreviations, compounds, and numbers. Preview key vocabulary with the whole class before you break into pairs. The practice is more effective when students are matched with partners who do not speak their native languages.

Answer Key: The error occurred when the customer entered check number 318 into the record of transactions. The customer wrote the check in the amount of $30.10, according to the bank printout, but recorded it in the amount of $13.10. To identify the error, students need to perceive and use correct stress patterns in the numbers *thirty* and *thirteen*.

At this point, some students might be using loudness and/or pitch, but not length, to signal stressed syllables. To reinforce the notion of lengthening or stretching stressed syllables, Judy Gilbert (1992) suggests having students stretch a rubber band between their thumbs while they utter stressed elements of words.

Chapter 6

Stress in Words (Part 2)

Most students appreciate information that will aid in the pronunciation of unfamiliar words and words longer than two syllables. Students find it useful to know that morphological information, like suffixes, can often be used to predict word stress patterns. The rules in this chapter pertain to suffixes or word endings. Like the rules in Chapter 5, they are "rules of thumb" and have exceptions.

With the exception of Exercise 1, stressed syllables in Chapter 6 are designated with capital letters.

Answer Key for Examples:

1. Stress falls on the syllable preceding *-ity.*
2. Stress falls on the syllable preceding *-ic.*
3. Stress falls on the final *-ee* syllable.

Listen! (pp. 63–65)

Listening Activity

This cloze exercise calls attention to the many words with suffixes causing a stress shift that naturally occur in a technical context.

Answer Key and Instructor Transcript: (Read the following passage two times. The first time, read at a natural rate for meaning. The second time, read a little more slowly while students fill in the blanks.)

Life on the Space Station *MIR*

When the United States and Russia decided to ___cooperate___ on the new ___International___ Space Station (ISS), the United States began sending astronauts to live on the Russian space station *Mir.* Crew members aboard *Mir* conducted more than 200 ___scientific___ experiments. These experiments provided valuable data for the ___operation___ of the ISS. The most valuable lessons, however, were learned through hardships and mishaps aboard the Russian space station.

Unlike the luxurious spaceships depicted in movies, *Mir* was small, crowded, and ___chaotic___. The central compartment was a tube filled with ___electronics___ and cramped ___humanity___ living in zero ___gravity___. Crew members wore

the same clothes for two weeks. They had to recycle sweat for drinking water. Power problems forced them to spend time in the dark. Problems with the cooling system caused the ___humidity___ to rise and temperatures to reach 95 degrees Fahrenheit. ___Communication___ problems between the ground and *Mir* resulted in the ___inability___ to get regular e-mail messages. The most ___dramatic___ mishaps were a 14-minute fire and a collision with the cargo freighter *Progress*.

All in all, *Mir* was a useful training ground for the ISS. NASA officials now realize that ISS crew members need not only ___specific___ training for ___biomedical___ and ___technological___ research, but also wide-ranging ___generic___ skills so that they can ___tolerate___ difficult living conditions and cope with unexpected problems.

Information adapted from Phillip Chien, "Space Jalopy," *Popular Science*, May 1998, p. 96; Fred Guterl, "One Thing After Another," *Discover*, January 1998, p. 74; Daniel Goldin, Prepared Testimony Before House Science Committee, February 5, 1998.

Note: Although this listening practice focuses on technical terms with suffixes that have somewhat predictable stress patterns, instructors may wish to use this passage to recycle concepts from previous chapters. For example, several words have sound/spelling patterns covered in Chapter 3 (e.g., temperature, collision, officials, station, Russian). In addition, many words have *-s* and *-ed* endings covered in Chapter 4. Many vocabulary items also reflect stress patterns covered in Chapter 5 (e.g., *CREW members, conDUCTed, ISS, POWer problems, communiCAtion problems, CARgo freighter, HARDships, SPACEships*).

Rules and Practices: Using Suffixes to Predict Stress (pp. 65–69)

Encourage students to listen to the sets of words in the examples to discover the stress patterns on their own. Then present the rules or guidelines. Some instructors will want to omit the rules completely.

Rule 6-1. Highlight the stress shift that the words in the listed examples undergo by contrasting some of them with their base forms.

WORD	BASE FORM
scienTIFic	SCIence
chaOTic	CHAos
faTALity	FAtal
distriBUtion	disTRIBute
phoTOGraphy	PHOtograph

This is by no means a comprehensive list. Stress falls on the syllable preceding the following suffixes as well: *-cient/-tient (efFIcient)*, *-itive (deFInitive)*, and *-itude (AMplitude)*.

Rule 6-2. Highlight the stress shift that occurs in these words by contrasting them with their base forms.

WORD	BASE FORM
referEE	reFER
JapanESE	JapAN
engiNEER	ENgine

Verbs that end in *-ain* (*mainTAIN, susTAIN*) may be added to this list of suffixes. Note that two-syllable nouns that end in *-ain* have first-syllable stress (*MOUNtain, CAPtain*).

Exercise 1 (pp. 66–67)

In this exercise, students might create word forms with other suffixes that do *not* cause a shift in stress. Examples are *-able*, *-ist*, and *-ism*.

Because the vowel sound is the core of a syllable, students are instructed to underline either the syllable with the primary stress or simply the vowel.

Part A:
Answer Key:

	Noun	Verb	Adjective
Examples: real	reality	realize	realistic
economy	economy economics	economize	economic economical
1. electric	**electrician** **electricity (electronics)**	electrify	electronic electrical
2. major	**majority**	X	major
3. method	methodology	X	**methodical**
4. person	personality	**personify**	personal
5. photograph	**photographer***	photograph	photographic
6. Japan	**Japanese**	X	**Japanese**
7. period	periodical periodicity	X	**periodical**
8. philosophy	philosopher	philosophize	**philosophical**
9. mechanism	**mechanic(s)** **mechanization**	mechanize	mechanical
10. specify	specification	specify	**specific**

*The suffix *-grapher* creates the same stress shift as *-graphy*.

Here are a few more base words students might plug into the word form chart above: *profit* (*profiteer, profitability*); *metal* (*metallic*); *meteor* (*meteorology, meteoric*); *produce* (*production, productivity*); *depend* (*dependability*); *theory* (*theoretical*); *predict* (*prediction, predictability*).

Students profit from knowing general guidelines that are true most of the time. Help students avoid focusing on exceptions or rare, obscure words they are not likely to use.

Part B:
Use the vowel chart numbers in Appendix C (p. 191) to review and identify vowel sounds. Students can be encouraged to check their dictionaries if they are unsure of their answers.

PRIME-TIME PRACTICE (p. 67)

This homework assignment encourages students to individualize guidelines for stress patterns and vowel pronunciation by applying them to key terms or discipline specific terms they use frequently.

Rule 6-3. Many students find the stress pattern in *-ate* words difficult, especially when *-ed* and *-ing* endings are added.

Exercise 2 (p. 68)

Be sure students not only identify the stressed syllables but also practice lengthening the vowels in the stressed syllables.

Extension of Exercise 2: Ask students to choose three *-ate* words they use regularly, write typical sentences they might say with each of the words, and dictate the sentences to their partners. This extension is useful for graduate teaching assistants who may use the same *-ate* words over and over in their lectures (e.g., "Let's calculate . . ." and "To illustrate this concept . . .").

Exercise 3 (pp. 68–69)

Students' answers will vary.

Communicative Practice: Library Orientation (pp. 69–70)

Although this activity is useful for students who are bound for academic settings in the United States, it provides contextualized practice of general nonacademic library classifications as well.

Extend Your Skills . . . to Small-Group Discussions (pp. 70–72)

Discussion: In this simulated discussion, each group is provided with a form (p. 71) to guide the discussion. The discussion process itself is not specified. A valuable part of the communicative aspect of this activity is negotiating a process for evaluating the cities and reaching a decision.

Preview the key vocabulary with the whole class before breaking into groups.

Anticipate the entire simulation taking one full class hour and perhaps even spilling into the next class period, depending on the number of small groups presenting bids.

Oral Review: Stress in Words (p. 73)

Suggestion for Part B: Before students record themselves reading "Life on the Space Station *Mir*," suggest that they preview the text and mark troublesome words. To increase the difficulty, ask students to summarize the passage in their own words.

Midcourse Self-Evaluation (p. 75)

This self-evaluation serves to remind students of their role in pronunciation improvement. Crawford (1987, p. 119) states, "Establishing priorities for the pronunciation class should be not only the teacher's concern, but also the student's." Morley (1987) emphasizes that learner involvement in the teaching/learning process is an emerging theme in the pronunciation component of oral communication.

It is suggested that the self-evaluation be a personal exercise, but it could also be the basis for individual conferences with the instructor. Although it occurs at the end of Chapter 6, it can be used more than once during the course.

Chapter 7

Rhythm in Sentences

On the word level, stress and rhythm patterns help listeners identify words. On the sentence and discourse level, English stress and rhythm patterns signal what is important: Stressed words are relatively more important and carry more meaning than unstressed words.

The notion of "unstress" was introduced in the previous two chapters. In Chapter 7, students indirectly but actively practice "unstress" as they combine the stressed and unstressed elements of speech to achieve English rhythm patterns.

The top figure on page 77 illustrates the rhythm pattern of syllable-timed languages such as Cantonese, Japanese, Korean, Arabic, and Spanish. In these languages, to varying degrees, syllables have more or less equal emphasis and equal duration. In syllable-timed languages, the length of an utterance is related to the number of syllables.

The bottom figure on page 77 illustrates the rhythm pattern of stress-timed languages such as English and German, in which some syllables have more emphasis and are longer in duration than others. In syllable-timed languages, the length of an utterance is related to the number of *stressed* syllables.

When speaking English, students whose native languages are more syllable-timed may tend to delete unstressed material or to give unstressed words and syllables the same emphasis as stressed words and syllables. If the listener has to do the work of extracting the important information from the stream of speech, the listener cannot process the message as quickly as it is being delivered and so intelligibility suffers.

Pronunciation learning involves the mind, body, and emotions. Integrating the cognitive, emotional, and physical may be especially important when integrating new rhythm patterns, so you will find a greater emphasis on movement in the activities in this chapter. In the affective domain, students might be more motivated to work on English rhythm patterns if they understand that the purpose is to communicate meaning more clearly, not to reduce their accents or to sound less foreign.

As in previous chapters, stressed syllables and stressed words are designated with capital letters.

Listen! (pp. 78–80)

Listening Activity 1 (p. 78)

Answer Key:

1.	engiNEER	He was HERE.
2.	overTHROW	In a ROW.

3.	himSELF	An ELF.
4.	conVERT (verb)	He's HURT.
5.	preSENTed	She SENT it.
6.	proGRESSED	The BEST.
7.	PERmit (noun)	LEARN it.
8.	volunTEER	She can HEAR.

Listening Activity 2 (pp. 78–79)

This activity helps students perceive the longer stressed elements and the shorter unstressed or reduced elements of speech.

Speakers of English tend to want the stressed elements to occur at somewhat regular intervals. When numerous unstressed syllables occur between stressed syllables, the speaker has to increase the rate of speech and compress the unstressed material to keep the period of time between stressed syllables relatively consistent. The fewer unstressed syllables between stressed syllables, the slower the speech. (*Broad view* is spoken more slowly but takes the same length of time to say as *broader review*).

Listening Activity 3 (pp. 79–80)

(Pause momentarily after each line to give students time to write the number of strong beats or stressed syllables they hear.)

Answer Key:

THREE BLIND MICE!	3
SEE HOW they RUN!	3
They ALL ran AFter the FARMer's WIFE,	4
She CUT off their TAILS with a CARVing KNIFE.	4
Did you EVer SEE such a SIGHT in your LIFE	4
As THREE BLIND MICE?	3
ONE, TWO,	2
BUCKle my SHOE;	2
THREE, FOUR,	2
KNOCK at the DOOR;	2
FIVE, SIX,	2
PICK up STICKS;	2
SEVen, EIGHT,	2
LAY them STRAIGHT.	2

Listening Activity 4 (p. 80)

This activity highlights which words are stressed and which are unstressed in English.

After the first reading of the incomplete dialogue, most students will indicate that, despite the omitted words, they understood the essence of the conversation.

Answer Key and Instructor Transcript: (for the second reading)

CUSTOMER: ___Is___ ___it___ possible ___to___ fly ___to___ Los Angeles ___on___ Sunday?

AGENT: Yes. ___There___ ___are___ ___a___ couple ___of___ flights. One ___is___ ___at___ 9:30 ___and___ ___the___ other ___is___ ___at___ 3:15.

CUSTOMER: What ___is___ ___the___ fare ___on___ coach?

AGENT: ___The___ round-trip fare ___is___ $318.00 plus tax. ___Do___ ___you___ want ___to___ make ___a___ reservation?

Students may refer to the words in the blanks as little words, unimportant words, or words that don't have much meaning. You might list the unstressed words by parts of speech (prepositions, articles, auxiliaries, etc.) to guide students to an understanding of the types of words that are de-emphasized.

In reply to whether these words were strong or weak in the dialogue, students should answer that they were weak.

PRIME-TIME PRACTICE (p. 80)

Answer Key:

1. Yes.
2. Words that fall on the weak beats are harder to understand. They may be spoken more rapidly, have omitted sounds, and contain vowels reduced to a schwa sound. These weaker words are not as critical to meaning. Despite their relative lack of importance in communicating meaning, however, unstressed words should not be omitted in English. They are the connectors that hold the stressed words together.
3. Students might notice that native speakers of English are more likely to nod, gesture, and move the upper body (or even eyebrows) in sync with stressed elements of speech. Some writers and researchers argue that, to sound more like a native speaker, it helps to move and gesture like one.

Rules and Practices: Stressed and Reduced Words (pp. 81–90)

Students will give various answers in response to what kinds of words were stressed and unstressed. Encourage students to guess and not to worry about "right" answers. They can use the rules that follow to confirm or deny their hypotheses.

Rule 7-1. Examples of our reliance on content words to communicate the substance of a message abound. Gilbert (1984, p. 26) uses telegrams to illustrate how we transmit essential information with only content words. Newspaper headlines are another example of how content words convey essential meaning in a limited space. Young children who are acquiring language and whose utterance length is limited to two or three words depend almost exclusively on content words to communicate (e.g., "daddy go?" or "throw ball"). Finally, note takers who record the important information in a meeting or a lecture primarily write content words and omit the unstressed, less meaningful function words.

The note at the end of Rule 7-1 indicates how skills from Chapters 5 and 6 are integrated into Chapter 7. Good word-level stress is a foundation skill for good phrase/sentence-level stress.

Rule 7-2. The 10 most common words in English are all function words: I, you, the, she, it, we, they, me, him, and her. Because function words account for much of all spoken language, if speakers don't weaken function words, listeners will have difficulty picking out the important content words in running speech.

Note: The word *that* is stressed as a demonstrative (e.g., THAT'S my HOUSE) and unstressed as a relative pronoun (e.g., The HOUSE that I RENT . . .).

Exercise 1 (p. 82)

Answer Key:

1. ~~I~~ ~~can~~ ~~under~~stand.	1
2. Please pass ~~the~~ pep~~per~~.	3
3. ~~He~~ wants ~~to~~ leave.	2
4. Do ~~it as~~ quick~~ly~~ ~~as~~ pos~~sible~~.	3
5. Thank ~~you for~~ call~~ing~~.	2
6. ~~I'm~~ sor~~ry~~ ~~I'm~~ late.	2
7. ~~I'd~~ like ~~you to~~ meet ~~my~~ sis~~ter~~.	3
8. ~~I'll~~ see ~~you on~~ Mon~~day~~.	2
9. ~~Do you~~ know ~~my~~ number?	2
10. ~~Can you~~ call ~~me~~ later?	2

Note: The answer key represents *basic* stress/rhythm patterns. Basic rhythm patterns can be altered by rules for emphatic stress.

Example:

He was SICK. (simple statement of fact)

He WAS sick. (emphasis of past tense nature of illness)

Guidelines for emphatic stress are covered in Chapter 8.

Exercise 2 (pp. 82–83)

Although some students and instructors might object to the juvenile quality of nursery rhymes, they were chosen over traditional poetry because of the simplicity and regularity of the rhythm and because of their success in facilitating the acquisition of English rhythm patterns in adults (see Adams, 1979).

Exercises 3, 4, and 5 (pp. 83–87)

The principle in these exercises is that strong beats occur with some regularity and that weak beats are compressed between the strong beats. In these exercises, although the number of weak beats varies, the time between strong beats remains the same. Walking, stepping, and tapping involve the right brain in the learning process and may help reinforce the rhythm.

List of Function Words:

The boxed information about function words (on p. 87) is useful for the comprehension as well as pronunciation of English.

Students do not have to pronounce the function words exactly as transcribed in this list. If students are too concerned about the correct pronunciation of reduced forms, they might inadvertently stress them. They simply need to make an effort to reduce or shorten them.

In rapid speech, *of* is usually pronounced /ə/ before words that begin with consonants (e.g., deck *of* cards) and /əv/ before words that begin with vowels (e.g., out *of* eggs).

Exercise 6 (pp. 87–88)

Answer Key and Instructor Transcript:

1. Is ~~he~~ running in the marathon?
2. Will ~~her~~ car be ready by this evening?
3. She's never used ~~her~~ credit cards.
4. He picked up ~~his~~ children.
5. I wish I could help ~~her~~.
6. Could ~~he~~ ~~have~~ gotten lost?
7. The interviewer asked ~~her~~ some questions.
8. He talked about ~~his~~ travels.
9. She ~~has~~ had two heart attacks.
10. That's what ~~he~~ said.

Note: The *h* does not disappear from auxiliaries and pronouns in the initial position in sentences. See items 4 and 8 above.

If students need or want more practice with reduced forms, many good resources are available. One of the most comprehensive is *Listening in the Real World* (Rost and Stratton, 1978).

Exercise 7 (p. 88)

This exercise provides practice with reduced forms and also recycles practice with *-s* and *-ed* verb endings and linking.

A HELPFUL HINT (p. 89)

Even advanced learners of English are often misunderstood when using *can* and *can't*. Even though the presence or absence of *t* is the primary difference in the written forms, rhythm cues and vowel clarity are the important signals in distinguishing the spoken forms.

Exercise 8 (pp. 89–90)

Jazz Chants (Graham, 1987), an excellent resource for additional rhythm practice, contains specific chants for the practice of *can* and *can't*. Be careful when using chants and songs to illustrate the principles of rhythm in spoken English, however. Sometimes words that would not be stressed in spoken English are stressed in verse and songs in order to maintain an established meter.

Exercise 9 (p. 90)

Answer Key and Teacher Transcript:

1. I (can, can't) call you tomorrow.
2. I (can, can't) understand this equation.
3. She (can, can't) meet with me today.
4. He (can, can't) make an appointment tomorrow.
5. He (can, can't) come to the party.
6. You (were, weren't) told to do that.
7. The missing books (were, weren't) found.
8. We (were, weren't) here yesterday.
9. They (are, aren't) disappointed.
10. I (can, can't) be there by 9:00.

Additional Practice: If students are still having difficulty reducing the word *can,* try having them stretch a rubber band on the stressed components of the sentences or write the following rhythm pairs on the board for imitative practice.

1. I confined him.	I can find him.
2. I conceal it.	I can seal it.
3. I contended.	I can tend it.
4. She contested.	She can test it.
5. She conceded.	She can seed it.

Communicative Practice: Scheduling an Appointment (p. 91)

In addition to practicing rhythm patterns in sentences, this activity recycles practice of stress in words: *aeRObics, JapanESE, STAFF meeting, out-of-TOWN, etc.*

Answer Key:

The available times on both schedules follow:

Tuesday, 4:00
Wednesday, 11:00
Wednesday, 1:00
Wednesday, 4:00
Thursday, 11:00
Thursday, 12:00

Extend Your Skills . . . to Recording a Message (p. 92)

Before students write and record their messages, ask them to share typical statements they have heard on answering machines (e.g., "No one can answer the phone right now." "We can't come to the phone right now."). Write the statements on the board and preview the rhythm patterns.

Evaluating their own rhythm patterns on tape might be difficult for students. Suggest that they listen more than once. The first time, they should listen globally for the presence of strong beats and weak beats. The second time, they should pay specific attention to where the stressed beats fall. Encourage students to rerecord their messages after they self-evaluate.

Oral Review: Rhythm in Sentences (p. 93)

To encourage students to think about quotes or words of wisdom from their countries/cultures, put this Chinese saying on the board:

"The death of an elder is like the burning of a library."

Chapter 8

Intonation and Focus in Discourse

Different languages have different ways to call attention to the most important word or idea in a sentence. Some languages use grammatical structure or word order; some use increased length or duration, but not pitch; and others use an extra syllable at the end of important words (Swan and Smith, 1987). English uses stress and intonation to call attention to important, new, or contrasting information.

Most intermediate to advanced students have a general sense that falling and rising intonation at the ends of sentences designates various types of statements and questions. Students may *not* be aware, however, that intonation simultaneously identifies the most important word in a sentence—the focus word.

The word in each thought group with the major pitch rise or fall is the focus word.

In Chapter 8, the most common intonation patterns for statements and questions are presented in conjunction with intonation for focus. The goal of the chapter is to move beyond merely displaying rising and falling intonation patterns over series of unrelated sentences. Although learners can sometimes follow the pitch contours with their voices, if this ability is to transfer into real communication situations, learners have to appreciate the ways in which these patterns contribute to meaning in discourse.

Note the relationship of Chapter 8 to preceding chapters:

- In Chapter 7, the learner's attention is drawn to duration—the contrast in length between stressed and unstressed words and syllables. In Chapter 8, the learner's attention is directed to pitch—the pitch change or the pitch movement on the focus word (the last stressed word in a thought group or sentence).
- In *neutral* sentence focus in Chapter 8, the basic rhythm patterns introduced in Chapter 7 are intact. In *special* sentence focus in Chapter 8, the basic rhythm patterns from Chapter 7 may be altered depending on the context.
- Word stress patterns from Chapters 5 and 6 are fundamental to focus in Chapter 8 inasmuch as the pitch rise for some questions and the pitch fall for some statements occur on the stressed *syllables* of focus words.

Throughout Chapter 8, keep in mind that the English intonation system is much more flexible and variable than the basic guidelines presented in the textbook and manual.

Some students, particularly male students, may find practicing some pitch patterns difficult and embarrassing. Try choral practice and avoid singling out students for individual practice until they seem comfortable with the intonation patterns.

SOMETHING TO THINK ABOUT (p. 96)

In both written and spoken English, native speakers frequently place new or important information (focus words) at the end of statements. Sometimes, however, the focus words do *not* occur at the end. The fact that the focus can shift to other positions in sentences is difficult for some learners. This example impresses upon students the importance of shifting focus in creating cohesion in conversations.

Listen! (pp. 96–98)

Listening Activity 1 (pp. 96–97)

This activity reinforces the fact that focus creates cohesion in dialogues.

Answer Key: (Read the dialogue once. After students have checked their answers with you, read it again.)

MIDTERM ANXIETY

X: I've got to study. / Where've I put my book?

Y: Which book?

X: My calculus book.

Y: Try the bookcase.

X: The bookcase is full of your comic books.

Y: Then look in the bedroom.

X: I've looked in the bedroom. / I give up. / This apartment is a mess! / I can't find anything in this place.

Y: Wait a minute. / The book is right there / in your hand.

Listening Activity 2 (p. 97)

This activity demonstrates how sentence focus creates cohesion in monologues and lectures.

Answer Key and Instructor Transcript: (Read the monologue once. After students have checked their answers with you, read it again.)

"Let's continue our discussion of pollution. / Yesterday we defined pollution. / Today we'll talk about the impact of pollution / . . . its far-reaching effects. / Many people think that pollution is just a problem for scientists / but it's not just a problem for scientists. / It's a problem that affects everyone. / Because it affects human lives / it's a health problem. / Because it affects property / it's an economic problem. / And because it affects our appreciation of nature / it's an aesthetic problem."

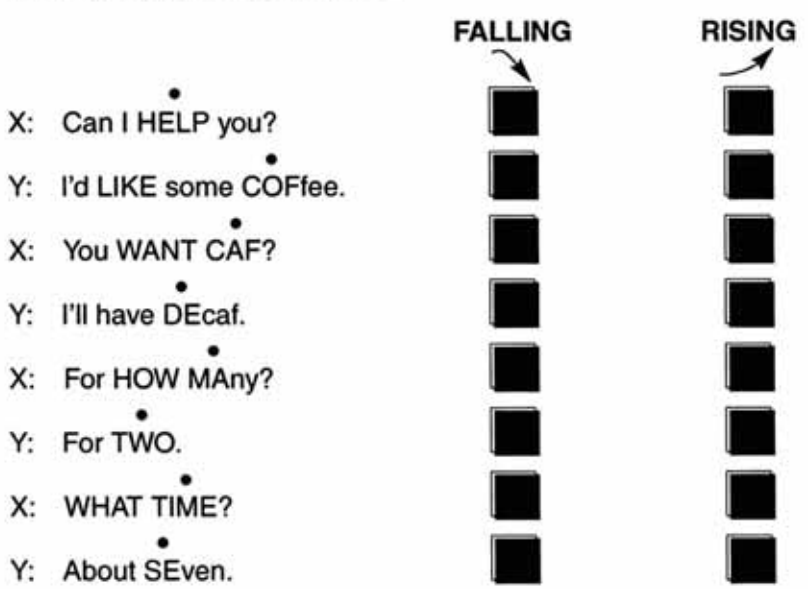
In the first phrase, the focus word is *pollution*. In the second phrase, the word *pollution* is old information (information already shared by both the speaker and the listener), so the focus shifts to the new piece of information *defined*.

The words and syllables that follow the focus word in each phrase are flat or backgrounded in that no significant stresses or intonation peaks occur after the focus word in each phrase.

Listening Activity 3 (p. 98)

Answer Key and Instructor Transcript:

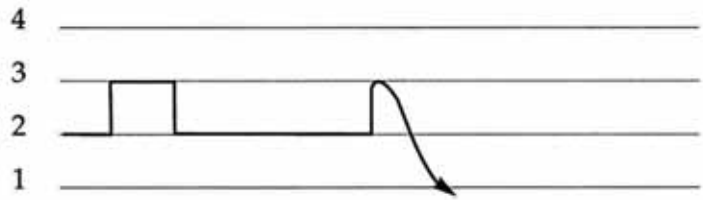
DIALOGUE: ROOM SERVICE



At this point, if students are still having difficulty hearing sentence focus, present the material in the listening activities using only a hum pattern and no words. Judy Gilbert (1992) suggests speaking with a kazoo to help students hear the intonational peaks/contrasts.

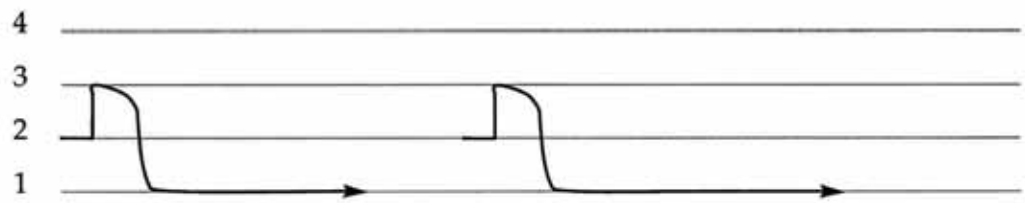
The discussion of pitch levels that follows is background information for the instructor and not intended for classroom use, although selected students might benefit from the information.

Most linguists agree on four relative pitch levels in English.



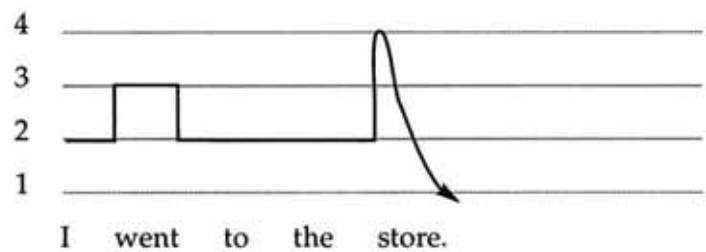
Speakers usually begin speaking on pitch level 2, utter stressed syllables and words on pitch level 3, and end statements on pitch level 1. In sentence focus, the pitch *contrast* is the important signal. In the above sentence, the greatest pitch contrast or pitch movement (from level 3 to level 1) occurs on *store*. Consequently, *store* stands out and is the focus of the sentence.

The greatest pitch contrast can fall on any word in the sentence, depending on context and what is in the mind of the speaker.



In the two examples above, the greatest pitch movement occurs on *went* and on *I*, so they are highlighted as the focus words of each sentence.

The speaker can give added emphasis to the focus word by rising to level 4, thereby creating an even greater contrast between pitch levels.



In *Well Said*, the intonation pattern for statements and wh-questions is called *falling intonation*. Prater and Robinett (1985) refer to this pattern as *rising-falling intonation*. Indeed, in all of the examples above, you can see a pitch rise before the final pitch fall. This occurs because the pitch rises and falls on a stressed word, and pitch is a component of stress.

Rules and Practices: Placement of Focus (pp. 98–106)

Rule 8-1 and Exercise 1. *Neutral* sentence focus (focus on the last content word of a sentence) is a teachable concept but can be misleading. We use so-called neutral sentence focus when we begin a conversation, introduce a topic, or, as Ladd (1980) suggests, when the focus is the *whole* sentence. We also use neutral focus when we say or read series of isolated, unrelated, or decontextualized sentences, as is unfortunately the norm in many ESL pronunciation texts (including, in some cases, this one). This context-free use of neutral focus is really rather artificial and *not normal* at all.

In choral practice, having students nod their heads slightly in sync with the focus words enables the teacher to monitor the accuracy of focus placement. Bill Acton (personal communication) reports that this is an especially useful technique in large classes.

Rule 8-2. Syllables and words following the focus word are weakened or de-emphasized in a *relative* sense. No *significant* stresses or steep pitch changes follow the sentence focus.

Exercise 2 (pp. 100–101)

Answer Key:

1. *Dialogue: DEADLINES*

X: What's the matter?

Y: I'm having trouble with this assignment.

X: What kind of assignment?

Y: It's a paper. A philosophy paper. And it's due tomorrow.

2. *Dialogue: LOST AND FOUND*

X: Look at these sunglasses. Aren't they great?

Y: Where did you get those sunglasses?

X: I found them.

Y: I think those are my sunglasses.

3. *Dialogue: THE PARTY*

X: When's the party?

Y: Which party?

X: The staff party.

Y: It's Tuesday night.

X: But there's a meeting on Tuesday night.

Y: No. That's been postponed.

4. *Monologue: OPENING A PRESENT*

X: This feels like a book. I love books. It is a book.

5. *Monologue: WHAT'S FOR DINNER?*

X: Uh-oh. It smells like spinach. I hate spinach. Oh, no. It is spinach.

Exercise 3 (pp. 101–102)

Answer Key: (The dots indicate the focus words in the phrases and sentences.)

1. This isn't the twenty-fifth floor; / it's the twenty-sixth floor.

2. He found his wallet, / but he never found his credit cards.

3. We'd like to move from the smoking section / to the nonsmoking section.

4. I made the check out to John Nelson / instead of Joan Nelson.

5. I thought our anniversary was on the fourteenth, / but it's on the fifteenth.

Exercise 4 (pp. 102–103)

Answer Key:

1. X: Dante wrote *Hamlet*.

Y: I'm certain that Shakespeare wrote *Hamlet*.

2. X: Smoking decreases your risk of heart disease.

Y: No. Smoking increases your risk of heart disease.

3. X: The Taj Mahal is in Thailand.

Y: The Taj Mahal is in India.

4. X: Ecology is the study of personality.

Y: No, psychology is the study of personality.

5. X: The Amazon River is the longest river in the world.

Y: I was under the impression that . . . the Nile is the longest river in the world.

6. X: CO_2 is the chemical symbol for water.

Y: H_2O is the symbol for water. (Or) CO_2 is the symbol for carbon dioxide.

7. X: The Atlantic Ocean is to the west of the United States.

Y: The Atlantic Ocean is to the east of the United States. (Or) The Pacific Ocean is to the west of the United States.

8. X: Kyoto is the capital of Japan.

Y: Actually, Tokyo is the capital of Japan.

9. X: Monet was a famous Dutch painter.

Y: I don't think so. He was a famous French painter.

10. X: George Washington was the second president of the United States.

Y: No. He was the first president.

Exercise 5 (pp. 103–104)

This exercise illustrates how context affects focus. Two different questions can be answered with the same words but with different focus points.

Exercise 6 (pp. 104–105)

Answer Key: Students' responses will vary.

Note: As in the text example, Student 2, both full and shortened responses would be natural in this exercise; however, full responses give students much-needed practice weakening information that comes after the intonation peak or the sentence focus.

Exercise 7 (pp. 105–106)

Answer Key: Answers will vary. Here are some possible preceding statements.

1. We should put in an order for a new PC.

2. Did you go to the lab on Saturday or Sunday?

3. That's an unrealistic deadline.

4. Iris is sick and can't do the presentation.

5. The final exam is on the fourth.

Extend Your Skills . . . to a Contrastive Analysis (p. 107)

Circulate among the pairs of students as they complete their outlines. If students have the opportunity to switch roles, they will get additional practice using focus for contrast.

Discuss: Ask each group to select a record keeper. Have that student share with the class the highlights of his or her group's discussion. Monitor the use of sentence focus for contrast.

Oral Review: Intonation and Focus in Discourse (p. 107)

Most focus words in the selected quotes highlight contrasts. Suggested focus words/syllables are marked with dots.

1. We see things not as they are; / we see them as we are.

2. Whoever gossips to you / will gossip about you.

3. We will meet your physical force / with soul force.

4. We can do no great things; / only small things with great love. (Most students will mark two focus words in the second thought group, effectively breaking that thought group into two shorter thought groups.)

5. The earth does not belong to man. / Man belongs to the earth. (Students might also mark *earth* in the first thought group and *man* in the second.)

6. Everybody wants to be Cary Grant. / Even I want to be Cary Grant.

7. That's one small step for a man, / one giant leap for mankind. (Students might also mark *step* and *leap*.)

8. Genius is one percent inspiration / and ninety-nine percent perspiration. (Students might also mark *one* and *nine*.)

9. A pessimist thinks the glass is half-empty; / an optimist thinks the glass is half-full. (Students might also mark *PESsimist* and *OPtimist*.)

10. Ask not what your country can do for you; / ask what you can do for your country. (Most students will also mark *COUNtry* in the first thought group and *you* in the second.)

BEYOND THE PRONUNCIATION CLASSROOM (p. 108)

If any groups have difficulty thinking of customs related to the topics listed, here are some questions to get them started:

- Is it acceptable to write on a business card?
- Under what circumstances do men shake hands with women?
- Do companies in your country have policies about accepting gifts from clients?
- What is acceptable business dress in very hot, very cold, or very rainy weather. Can men remove suit jackets or loosen ties? Can they wear bermuda shorts?
- How long is a lunch break?
- Do employees work on Saturdays?
- Does the government mandate vacation time? Do most people take their full vacations?

Chapter 9

More Functions of Intonation

As in Chapter 8, the primary focus in Chapter 9 concerns how pitch patterns influence the meaning of entire sentences or conversations. The intonation patterns in this chapter are intended as general guidelines only. Intonation varies from speaker to speaker and can even vary within a speaker.

Listen! (pp. 109–110)

Listening Activity

Answer Key: (The answers are based on the patterns used by the speaker on the tape. Responses by native English speakers may vary somewhat inasmuch as the sentences are context-free and open to interpretation.)

Example: We can take a cab ↗ / or a bus ↘.

1. Would you rather live in a dorm ↗ / or an apartment ↘?

2. X: You look busy ↘.

Y: I am ↘. / I'm not sure if I'm coming ↗ / or going ↘.

3. Which do you want first ↘ / the bad news ↗ / or the good news ↘?

4. Should we leave a tip of fifteen percent ↗ / or twenty percent ↘?

5. X: Could I get my grade ↗?

Y: Which grade—↘ / your exam grade ↗ / or your course grade ↘?

6. X: What would you like on your sandwich ↘?

Y: I'll have mustard, ↗ / lettuce, ↗ / tomato, ↗ / and pickles ↘.

7. Intonation patterns can convey emotions like excitement, / irritation, / and disappointment.

8. X: The area code is 202.

Y: 202?

9. It's time to eat, / Mr. Baker.

10. There's a place to park, / Dr. Sitter.

Rules and Practices (pp. 110–117)

Have students listen to the examples and try to discover the patterns for themselves. Use the rules stated after the examples to confirm or deny the students' hypotheses.

Exercise 1 (pp. 110–112)

Answer Key:

1. Was the light yellow or red?

2. Is the speed limit 65 or 70?

3. You should walk on the sidewalk or on the shoulder.

4. Should we take your car / or mine?

5. Signal a turn with your blinker or your hand.

6. Should I turn left or right?

7. Would you rather walk or ride?

Answers to items 8–10 will vary.

PRIME-TIME PRACTICE (p. 111)

The arrows indicate suggested focus words with pitch rises and falls.

Dream Deferred

What happens to a dream
↘
deferred?

Does it dry up ↗
like a raisin in the sun? ↗

Or fester like a sore— ↘
And then run? ↘

Does it stink like rotten meat? ↗
Or crust and sugar over— ↘
like a syrupy sweet? ↘

Maybe it just sags ↘
like a heavy load. ↘

Or does it explode? ↘

Rule 9-2. In the second example, notice that the pitch movement occurs on the first part of the noun + noun compounds.

Exercise 2 (p. 112)

Answer Key:

1. The Environmental Protection Agency (EPA) protects the air ↗, soil ↗, and water ↘.
2. If I get a new PC, I'll need a table ↗, a printer ↗, and some speakers ↘.

3. Grades are based on class participation↗, two papers↗, and three exams↘.

4. The fringe benefits include two weeks' paid vacation↗, six paid holidays↗, and health insurance↘.

5. The apartment has a kitchen↗, a living room↗, two bedrooms↗, and a bath↘.

Exercise 3 (pp. 112–113)

Answers will vary. Monitor intonation for items in series.

Exercise 4 (p. 113)

Answer Key: (If the speaker wants clarification of the entire statement, the voice rises on the word or syllable indicated by the arrow. If a student asks for clarification of a particular word in the response, the focus word may vary from that indicated below. See Rule 9-4.)

1. X: He's majoring in economics↘.

Y: He's majoring in economics↗? No way↘. He can't even balance his checkbook↘.

2. X: I failed statistics↘.

Y: You're joking↘ . . . You failed statistics↗?

3. X: I'm moving to the Pacific Northwest↘.

Y: You're moving to the Pacific Northwest↗? Why↘?

4. X: Carl totaled his car↘.

Y: He totaled his car↗? Was he hurt↗?

5. X: Ms. Brown is out of town↘.

Y: She's out of town↗?

Exercise 5 (p. 114)

Answer Key:

1. X: My e-mail is jdoe@univ.edu.

Y: jtoe? (pitch rise occurs on "t")

X: No. "D" as in "dog."

2. X: We'll all meet behind Candler Hall.

Y: Behind Candler Hall?

X: That's right.

(The speaker on tape questions "behind"; speaker could also have questioned "Candler.")

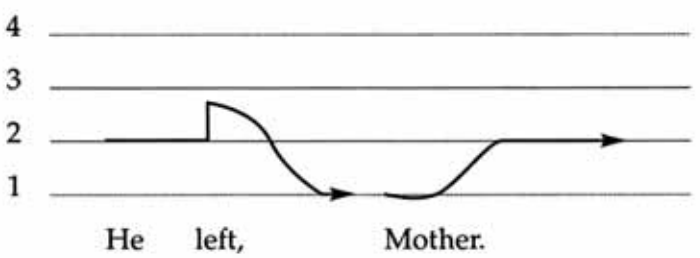
3. X: The cheapest one-way fare is $1,500.

Y: One-way fare?

X: I'm sorry. I mean round-trip.

Suggestion: After this exercise, you might ask students to re-create a dialogue in which a misunderstanding has occurred.

Rule 9-6. Note the relative pitch levels for direct address:



In direct address, if the pitch is flat or falls, the speaker might be perceived as angry or authoritative. If the pitch rise is too steep, direct address might sound more like a yes/no question (e.g., He left Mother?).

Exercise 7 (p. 116)

Answer Key:

1. **a.** We have to pay John.
2. **a.** I don't understand Dr. White.
3. **b.** Are you hiring, Jane?
4. **b.** I need to see, Dr. White.
5. **a.** I didn't call Lee.

Exercise 8 (p. 117)

Answer Key:

ORDERING BEVERAGES

WAITER: What would you like to drink, Sir?

PATRON A: Just water.

WAITER: And what would you like to drink?

PATRON B: I'll have tea.

WAITER: Hot or iced?

PATRON B: Iced.

WAITER: Sweetened or unsweetened?

PATRON B: Uh . . . unsweetened.

WAITER: Do you want that now or with your meal?

PATRON B: You can bring it now.

Communicative Practice: Mini-Dramas (p. 117)

In this role play, students work in pairs. In each pair, assign one student Role X and the other student Role Y. Then give each pair a number corresponding to one of the three situations. Encourage students to develop the dialogues without writing them down and reading them.

Extend Your Skills . . . to Interviews and Surveys (p. 118)

This activity involves intonation patterns from Chapters 8 and 9. This survey could also be done out of class. Students could interview fellow students or native speakers. They could also graph their results; by doing so, they could recycle and spiral skills/pronunciation points from Chapter 4.

Oral Review: More Functions of Intonation (p. 119)

Answer Key:

Part A:

1. X: What was your major, Ali?

Y: Graduate or undergraduate?

2. X: Where are you going, Maria?

Y: I'm going to the bank, the dentist, and the mall.

3. X: How many people did Sara invite to her wedding?

Y: Eighty.

X: How many?

Y: Eighty.

Part B:

Answers will vary.

Chapter 10

Phrasing, Pausing, and Linking

Phrase or *thought group*, as used in Chapter 10, corresponds to terms such as *meaning group, sense group, tone group,* and *breath group.* In this text, *phrase* is used interchangeably with *thought group.*

Phrases or thought groups can vary from speaker to speaker and are difficult to define. Generally, they are longer than a single word and shorter than a sentence. They often consist of a grammatical unit like a simple phrase or clause.

Speaking in meaningful phrases helps the listener process the language. If thought groups are too long, information is difficult to digest. Interestingly, Evans (1990) has proposed that the limit for thought group length, about six stressed syllables, is related to short-term memory capacity, about five to eight bits of information. If thought groups are erratic or too short, the flow of ideas is interrupted and the language is difficult to understand. If pauses are too long, the stream of thoughts is likewise disrupted.

Linking within phrases has been addressed throughout the text and should be a familiar concept by now. The additional information on linking in this chapter will help students' comprehension, as well as pronunciation, of English.

Some concepts from previous chapters are recycled in this chapter.

- Just as each sentence has rhythm, each phrase or thought group has stressed and unstressed words or syllables.
- Just as each sentence has a focus, each phrase group has one word or syllable that is most prominent.
- Just as a sentence has a *steeply* falling or rising intonation pattern that indicates the end of the sentence, a phrase usually has a *slightly* falling intonation pattern that marks the end of the thought group.
- Like sentence focus, phrasing can affect the meaning of entire sentences.

Example: The mother remembered/the children had gone to school.

The mother/remembered the children/had gone to school.

Listen! (pp. 121–123)

Listening Activity 1 (pp. 121–122)

Answer Key and Instructor Transcript: (Say the circled item in each pair.)

1. **a.** twenty-seven-foot basketball players
   b. twenty / seven-foot basketball players
2. **a.** forty-eight-foot boards
   b. forty / eight-foot boards
3. **a.** twenty-nine-cent stamps
   b. twenty / nine-cent stamps
4. **a.** eighty-five-foot women
   b. eighty / five-foot women
5. **a.** seven-week-long vacations
   b. seven / week-long vacations
6. **a.** three-hour-long tests
   b. three / hour-long tests

Listening Activity 2 (p. 122)

Answer Key and Instructor Transcript: (The slash marks represent the thought groups as used by the speaker on tape. If *you* read the passage, your boundaries may vary somewhat from those below. Before you read, you may want to mark the passage for thought groups in a way that sounds natural to you so that students can check their answers.)

"Unlike other copier companies,/ Mita doesn't make cameras,/ or televisions,/ or calculators,/ or videocassette recorders,/ or bicycles,/ or telephone answering machines,/ or car stereos,/ or vacuum cleaners,/ or movies,/ watches,/ Scotch recording tape,/ batteries,/ or film./ The fact is,/ Mita doesn't make anything/ but great copiers./ After all,/ we didn't get to be/ the fastest growing copier company/ for the last five years/ by selling microwave ovens./ Mita./ All we make/ are great copiers."

Thought groups in the text of this commercial range from one to five words and average three words. Thought groups in spontaneous speech, which involves more on-the-spot planning, may be shorter than thought groups in prepared speech.

Note: Because of the items in a series, some thought groups in the text above may have a pitch rise rather than a pitch fall.

Listening Activity 3 (p. 123)

Distinguishing between thought group intonation (nonterminal pitch) and sentence final intonation (terminal pitch) helps students determine when a speaker is about to finish a statement and when it is appropriate to break into a conversation.

Answer Key and Instructor Transcript: (Say the statement or questions. Then give the circled response. Say response b as if you were going to continue with the information in parentheses, but do not actually *state* the information in parentheses.)

1. What did your teacher do after class?

a. He passed out.

b. He passed out . . . (our exam grades.)

2. Did you register for biology?

a. No. I registered for chemistry.

b. No. I registered for chemistry . . . (because . . .)

3. What did John say?

a. He said / he doesn't like his children.

b. He said / he doesn't like his children . . . (going to a school like that.)

4. John has a new part-time job.

a. But he doesn't want it.

b. But he doesn't want it . . . (to affect his studies.)

5. Could you give me your credit card number please?

a. 4307/3198/4010

b. 4307/3198/4010 . . . (8238)

Rules and Practices 1: Phrases and Thought Groups (pp. 124–127)

Exercise 1 (pp. 124–125)

Answer Key:

SECTION A:

1. Professional philosophers / are employed almost exclusively / by colleges and universities.

2. Most firefighters / risk bodily injury / by fire and smoke.

3. NFL players / usually travel / on chartered jets.

4. Nuclear engineers / must be accurate / in their calculations.

5. Licensed cosmetologists / advise clients / about their hair.

SECTION B:

6. School principals / are always dealing / with disciplinary problems.
7. Travel agents / are occasionally invited / on promotional cruises.
8. Writers of books / must express their thoughts / in a precise manner.
9. Some secretaries / are forced to interact / with rude and demanding people.
10. Nuclear plant decontamination experts / are on call / at all times of the day and night.
11. A large majority of doctors / work together / in group practices.
    (or)
    A large majority of doctors / are on call / at all times of the day and night.

Exercise 2 (pp. 125–126)

Answer Key:

1. A calf (with two heads) was born to a farmer.
2. The Toyota (going about 45 miles per hour) hit a utility pole.
   (or)
   Going about 45 miles per hour, the Toyota hit a utility pole.
3. The patient (with a severe emotional problem) was referred to a psychiatrist.
4. She died (at the age of 88) in the home in which she was born.
5. Here are some suggestions (from the New England Telephone Company) for handling obscene phone calls.

PRIME-TIME PRACTICE (p. 126)

Suggestion: Students can bring their tapes to school the next day and exchange them with a partner. For homework, they should listen to their partner's tape and mark their partner's thought groups with slashes (/).

Exercise 3 (p. 127)

Decisions about where thought groups begin and end will vary from person to person. Most students seem to have an inherent sense of what constitutes a meaningful phrase. Circulate among the pairs of students. Monitor (1) where students mark the boundaries of thought groups in the text and (2) how students use pitch fall (and pause) to mark thought groups.

Students may need to listen to their recordings more than once to monitor for stress and rhythm patterns, as well as for thought groups.

Rules and Practices 2: Linking (pp. 127–130)

Rule 10-4. Note that consecutive sounds classified as *stops* are held; those classified as *continuants* are lengthened.

Rule 10-5. Native speakers of English seem to want their words and syllables to begin with consonant sounds.

Rule 10-6. This type of blending is sometimes referred to as co-articulation.

Exercise 4 (p. 129)

In each set of words, students practice the types of linking and blending in the three rules above: holding sounds, moving or borrowing sounds, and co-articulating sounds.

Exercise 5 (p. 129)

It is helpful for students to know that even native speakers have occasional "slips of the ear" and experience difficulty discerning word boundaries in song and speech. Steven Pinker includes some amusing examples in his book *The Language Instinct*. One example is "A girl with kaleidoscope eyes" being perceived as "A girl with colitis goes by."

Rules 10-7 and 10-8. These are two of the more common sound changes that can occur in American English. Students can practice these changes in the "Communicative Practice."

For some students, explicit rules serve only to confuse. Other students appreciate having conscious knowledge of the regularities that exist in English. If your students seem to benefit from the regularities concerning blending, here are two additional rules that are not in the text. These rules involve the addition of sounds.

Rule 10-9. When a word ends in a front vowel (see vowel chart in Appendix C, p. 191) and the next word begins with a vowel, insert a /y/ sound between the vowels.

Examples: he ate = he y ate she is = she y is

Rule 10-10. When a word ends in a back vowel (see vowel chart in Appendix C) and the next word begins with a vowel, insert a /w/ between the vowels.

Examples: you are = you w are go out = go w out

Communicative Practice 1: Driving Test (p. 130)

InfoGap

This activity reviews some traffic regulations and safety rules students might encounter on an examination for a driver's license in the United States.

Answer Key: (Answers are based on information from the National Safety Council and the *Georgia Driver Manual*. Some answers may vary from state to state.)

Driving Test Questions on page 151

1. Walk facing traffic.
2. Many states have increased the speed limit on interstates to 70 mph.
3. No. Ease your foot off the accelerator and steer in the direction you want the front of the car to go.
4. Use low beams in the fog. High beams are reflected off the fog.
5. Exchange name, address, phone number, license plate number, driver's license number, insurance company, and insurance policy number.
6. Wait until the alcohol dissipates from the blood. Coffee and cold showers do not decrease the waiting time. On the average, it takes the body an hour to get rid of the alcohol from one drink.

Driving Test Questions on page 152

7. Pull over and rest.
8. Stop, wait until the intersection is clear, and then proceed.
9. Slow down and proceed with caution.
10. Use the parking brake, shift to a lower gear, rub the tires along the curb, and look for a safe area to stop.
11. In most states, it is 45 mph.
12. Gently tap your brake lights and then slow down.

Supplementary Videotaped Activity: Group four or five students on news teams to create simulated broadcasts with international, national, and local stories, weather, and commercial breaks. Videotape the broadcast and have students self-evaluate their performance. If the full class is to view the videotape, first ask if anyone objects.

A HELPFUL HINT (p. 131)

Students sometimes have unrealistic fluency expectations. They think they should be able to move smoothly from one thought group to the next. They need to be aware that native speakers of English often hesitate, repeat, and use fillers ("uh" and "um") while they are organizing what they want to say.

Extend Your Skills . . . to a Process Presentation (pp. 131–133)

In this process presentation, the most important skills for students to practice are the following:

- Brief pauses that set off thought groups
- Longer pauses that set off segments of a presentation and allow listeners an opportunity to ask questions and clarify meaning

Oral Review: Phrasing, Pausing, and Linking (p. 134)

Answer Key: Answers will vary.

STOCK LIST		
Items to be ordered:	**Currently in Stock**	**Target Inventory**
Computer monitors	24	**37**
Computer keyboards	41	43
Desktop computer systems	**11**	29
Business software packages	**19**	**19**
TOEFL review books	36	**60**
Art brushes	74	**70**
T-shirts	**113**	113
Scientific calculators	**47**	**53**
Pairs of sunglasses	0	**250**
Pencil cases	53	**65**
Alarm clocks	**193**	230

No.	Date	Description	Payment	Deposit	Balance
	6/11	Payroll		125.00	430.90
311	6/11	AT&T	26.60		404.30
312	6/12	Stacey's Drugstore	9.15		395.15
313	6/13	Mastercard	45.00		350.15
314	6/15		17.05		333.10
315	6/16	City of Riverdale - traffic court	40.00		293.10
316	6/17	Supercuts - haircut			
	6/18	ATM	50.00		
317	6/19	Check Card-Comp USA	13.10		
		Service charge	5.00		
318	6/19	TWA - Airline ticket	200.00		

National Bank of Illinois (NBI)
2000 Riverside Parkway
Riverdale

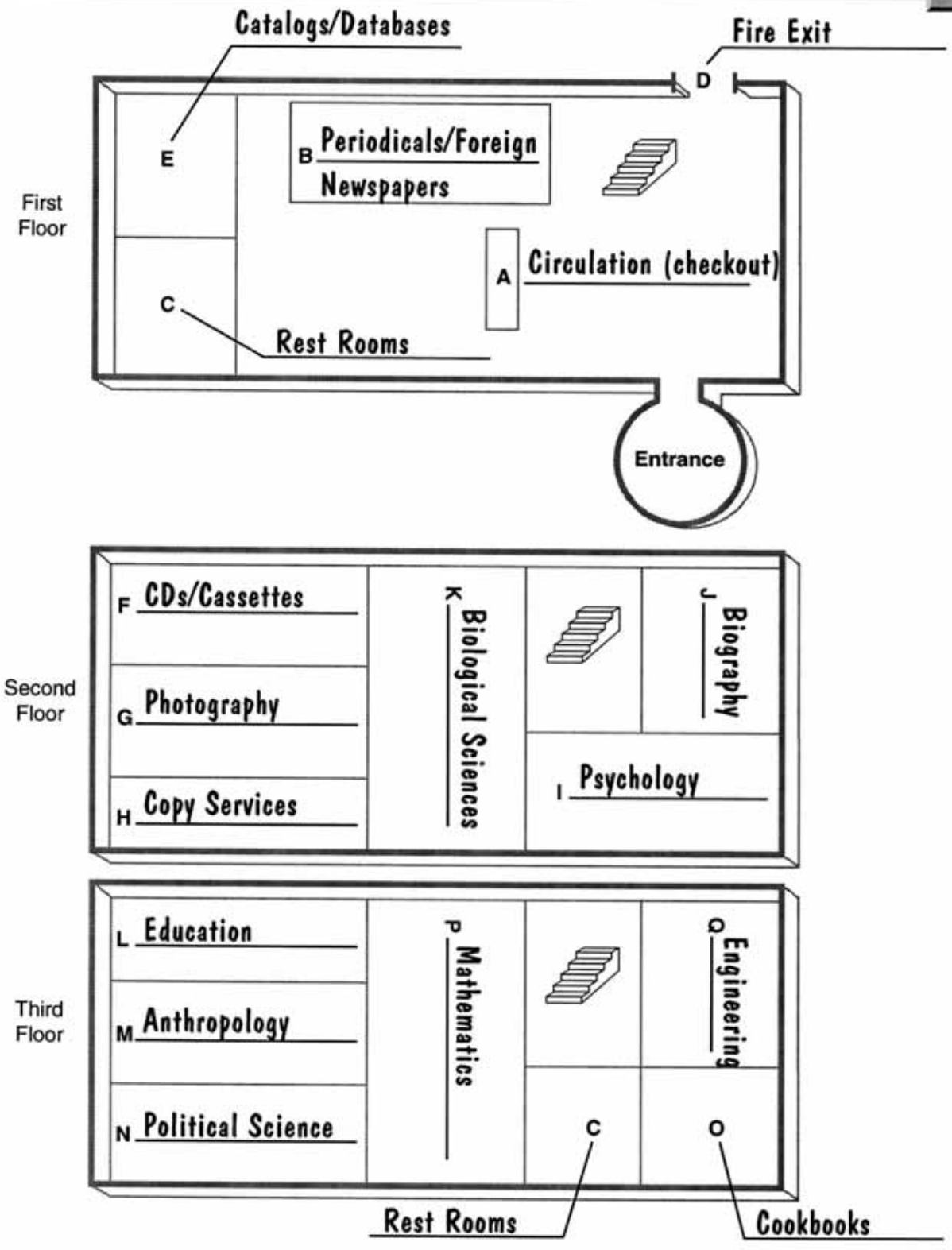
Name _____

Account Number 113 980 614 3

-CHECKS POSTED-

DATE	CHECK NUMBER	AMOUNT	BALANCE
06-11	Deposit	125.00	430.90
06-15	311	26.60	404.30
06-16	312	9.15	395.15
06-17	313	45.00	350.15
06-19	314*	17.05	333.10
06-20	315	40.00	293.10
06-21	316	13.00	280.10
06-22	Withdrawal	50.00	230.10
06-23	317	30.10	200.00
06-23	Service Chg.	5.00	195.00
06-23	318	200.00	–5.00

*Check number 314 was written to Cambridge Bookstore for textbooks, according to the canceled check.



Check eight to ten areas of greatest interest:

- ■ Rest Rooms
- ■ Catalogs/Databases
- ■ Mathematics
- ■ Education
- ■ Photography
- ■ Psychology
- ■ Fire Exit
- ■ Periodicals/Foreign Newspapers
- ■ Engineering
- ■ CDs/Cassettes
- ■ Cookbooks
- ■ Circulation (checkout)
- ■ Political Science
- ■ Biological Sciences
- ■ Anthropology
- ■ Biography
- ■ Copy Services

SCHEDULE/ROLE A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00					out of town
10:00					
11:00		interview			
12:00			staff meeting		
1:00					
2:00				conference	
3:00					
4:00					

SCHEDULE/ROLE B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00				English Pronunciation Class	
10:00					
11:00					
12:00					
1:00	Seminar				
2:00			Dentist		
3:00					
4:00					

WELCOME TO INTERNATIONAL STUDENT ORIENTATION

August 19

Dean's Welcome	Candler Chapel
9:00–~~9:30~~ 9:20	
Immigration Sessions	Student Center, Room ~~313~~ 313, F-1 Visa Holders
9:30–10:30	Student Center, Room 355, J-1 Visa Holders
	Refreshment Break, Commons
	10:30-10:45
Health Care in the U.S.	Student Center, Cinema
10:45–~~12:45~~ 11:55	Student health insurance and the U.S. health care system
Luncheon	Student Center, Ballroom
12:00–1:00	
Campus Tours	Tour leaders leave from the lobby of the ~~Student Center~~ Library.
~~1:30~~ 1:15–2:30	The last tour departs at 2:00.
Getting Around	Student Center, ~~Ballroom~~ Cinema
3:00–4:00	Transportation system routes and ticket prices

CHART/STUDENT A

Area	Many Other Countries	United States
Formality in Class	**1.** Teachers tend to be formal.	**1.**
Frequency of Testing	**2.**	**2.** Frequent tests and quizzes.
Competition Among Students	**3.** Students tend to cooperate.	**3.**
Student Questions	**4.**	**4.** Questions are encouraged.
Age of Teachers	**5.** Older teachers are preferred.	**5.**

CHART/STUDENT B

Area	Many Other Countries	United States
Formality in Class	**1.**	**1.** Teachers tend to be informal.
Frequency of Testing	**2.** Few tests and quizzes.	**2.**
Competition Among Students	**3.**	**3.** Students tend to compete.
Student Questions	**4.** Questions are discouraged.	**4.**
Age of Teachers	**5.**	**5.** Younger teachers are often preferred.

ROLE X

Situation 1: Police Officer Stops Driver

ROLE: Driver

You are driving along an uncongested four-lane city street. You are thinking about work or school and are not paying much attention to your driving. A police officer behind you signals you to pull over. You have no idea what your offense was. You are nervous but polite. After you learn what you did, you are very apologetic.

Situation 2: Supermarket Overcharges Customer

ROLE: Customer

You are in the checkout lane at the supermarket. The cashier is ringing up your groceries. The computer has just charged you full price for two rolls of paper towels that were on sale—two for the price of one. You are annoyed because you frequently get overcharged at this store.

Situation 3: Passenger Complains to Airline

ROLE: Passenger

You and your family have just returned to Miami from San Francisco. During the Saturday morning flight, a film that was quite violent was shown. Even though you didn't rent headphones, it was hard for you to ignore the screen. You believe that this film was a poor choice for the many children on board. You call the airline to complain.

ROLE Y

Situation 1: Police Officer Stops Driver

ROLE: Police officer

You have just stopped a driver who entered an intersection after the light turned yellow. You request the driver's license and registration. Even though the driver seems genuinely sorry and does not know it is illegal to enter an intersection on a yellow light, you give the driver a ticket anyway.

Situation 2: Supermarket Overcharges Customer

ROLE: Cashier

You rely on the computer to charge the correct prices and do not know the paper towels are on sale. You apologize for the mistake and tell the customer you will adjust the price. When you see how annoyed the customer is, you offer the paper towels free of charge.

Situation 3: Passenger Complains to Airline

ROLE: Customer service employee

Your airline selects movies that will appeal to the majority of its customers—adults traveling on business. The movie in question was rated PG-13. You ask the caller to suggest some suitable titles. You don't have time to talk with the customer and are noticeably impatient. Finally, you suggest that the caller make a formal complaint in writing.

DRIVING TEST A

1. If there are no sidewalks, on which side of the street should you walk?
2. Unless otherwise posted, what is the maximum speed limit in your state?
3. If your car starts to skid on a slippery surface, should you use the brakes?
4. How should you set your car's headlights in foggy weather?
5. If you are involved in an accident with another driver, what information should you exchange?
6. If you have been drinking alcohol, what should you do before you drive?

DRIVING TEST B

7. If you get drowsy while driving, what should you do?
8. If you see a flashing red light at an intersection, what should you do?
9. If you see a flashing yellow light at an intersection, what should you do?
10. If your car's brakes fail, what should you do?
11. What is the minimum speed limit on the freeways in your state?
12. If you see trouble ahead, how should you warn the driver behind you?

Strategies for Independent Learning

Appendix A is dedicated to helping students achieve long-term improvement in intelligibility. Although little is known about how much time and practice it takes to integrate new pronunciation patterns into spontaneous discourse, unlearning old habits and acquiring new ones undoubtedly involves long-term, independent practice.

Suggestion 1 (p. 153) is a reminder to learners that they are active participants in pronunciation improvement and that they now have some tools to direct their own pronunciation learning. Underlying this suggestion is the hope that continued, conscious practice may be one way of attaining implicit knowledge and automatic use of pronunciation regularities.

Suggestion 2 (pp. 153–154) alludes to the affective dimensions of pronunciation change. Stevick (1975) and Acton (1984) suggest that learner attitude is a critical variable pronunciation change. Yet the issue is generally sidestepped in pronunciation textbooks. To improve intelligibility, some argue, learners may need to look more like American English speakers in order to sound more like American English speakers. A positive attitude toward the L2 culture may be central to the willingness to imitate the requisite speech behaviors.

Suggestion 3 (pp. 154–155) concerns the "nuts and bolts" of regular pronunciation practice and proposes a realistic practice schedule. Joan Morley (1987, 1991a, 1991b) has shared many of these practice strategies (slow-motion practice, silent practice, read and look up and say, mirror practice) in numerous presentations, texts, workshops, and papers. Some of the other strategies (tracking, seeking the support of native speakers) are credited to Acton (1984).

Consonants

Appendix B is divided into two major sections. The first section introduces the American English consonant system to classes that need or desire a broad "Overview of the Consonant Sounds of American English" (pp. 157–162). Voiced/voiceless features, such as vowel length and aspiration, and general information about place and manner of consonant articulation are included. Please note that in the text, students are advised to distinguish between voiced and voiceless consonants by cupping their hands over their ears. Voiced sounds will sound louder because covering the ears intensifies the low frequencies.

The second section, "Consonant Practices" (pp. 162–187) targets five consonants for individualized practice. It was, unfortunately, impossible to include *all* the consonants that are troublesome to learners of English and still provide the intensive practice students need at this level. The choices were to slight the effectiveness of the practice for each segmental or to limit the number of segmentals. The latter option was deemed the lesser of two evils. Teachers and students who are seeking laboratory practice material for consonants not included in Appendix B are referred to Morley (1991a) and Orion (1997).

Each segmental in "Consonant Practices" has structured listening activities and structured exercise segments that can be completed individually in the language lab or in small classroom groups of students who share the same problems. Answers are in the back of the textbook (pp. 215–220). The "Communicative Practice" segments encourage carryover of each segmental into more unstructured speaking contexts and can be done in small in-class groups or assigned for out-of-class group practice. In addition, for each sound under study, students in groups of three or four can write an original story or dialogue with as many examples of the target sound as possible.

Vowels

Like Appendix B, Appendix C contains two sections. The first section is a comprehensive "Overview of the Vowel Sounds of American English," (pp. 189–192), which includes a vowel chart, diagrams of the speech mechanism, and information about the tense/lax distinction in vowels.

The second section, "Vowel Practices" (pp. 193–214) isolates five commonly mispronounced vowels for concentrated, individualized listening, and speaking practice. It was impossible to include all troublesome vowels without sacrificing the kind of intensive practice advanced students need with segmentals. Refer to Morley (1991b) and Orion (1997) for lab practice with vowels not included in this appendix.

As in Appendix B, each vowel practice in Appendix C has structured listening activities and structured exercise segments intended for individual laboratory or small in-class group practice. The Answer Key is at the end of the textbook (pp. 221–226). The "Communicative Practice" segments recycle each vowel into speaking contexts designed for in-class or out-of-class small-group practice.

Remember that vowels are important because emphasis, stress, and focus are centered in the vowels. One additional technique for strengthening vowels is simply to read the vowels in a text and then go back and immediately speak the whole text.

Exercise 1 (p. 189)

Answer Key:

1. With front vowels like /i^{y}/, the lips are spread.
   With back vowels like /u^{w}/, the lips are rounded.
2. With high vowels like /i^{y}/, the jaw (and tongue) are high.
   With low vowels like /a/, the jaw (and tongue) are lower.

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