

Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART I Introduction to Pronunciation				
1 Your Pronunciation Needs and Goals <i>pages 2–7</i>	You will: <ul style="list-style-type: none"> learn how you can improve your pronunciation. think about how pronunciation affects communication. set personal goals for the course. 			
2 Syllables <i>pages 8–13</i>	You will learn: <ul style="list-style-type: none"> to identify a syllable. to identify the number of syllables in a word. to use a dictionary to identify syllable stress. 			
3 Vowel and Consonant Sounds <i>pages 14–21</i>	You will learn: <ul style="list-style-type: none"> vowel sounds and their common symbols. consonant sounds and their common symbols. vowel sounds in stressed and unstressed syllables. a useful sound–spelling rule for vowels. 			
PART II Word Endings				
4 Final Consonant Sounds <i>pages 23–31</i>	You will learn: <ul style="list-style-type: none"> the importance of pronouncing final consonant sounds clearly. the pronunciation of final voiceless and voiced consonant sounds. the pronunciation of vowel sounds before final voiceless and voiced consonant sounds. 	4.1 Final Consonant Sounds 4.2 Final Consonant Sounds and Vowel Length	What? I can't hear you!	<ul style="list-style-type: none"> Record and submit a voicemail message. Self-monitor for final consonant sounds.

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5 The <i>-s</i> Ending pages 32–39	You will learn: <ul style="list-style-type: none"> the importance of pronouncing <i>-s</i> endings clearly. the grammatical forms that take <i>-s</i> endings. the different pronunciations of the <i>-s</i> ending. 	5.1 Final <i>-s</i> Sounds 5.2 Sound and Spelling: <i>-es</i>	Describe Your Dream Job	<ul style="list-style-type: none"> Record and submit job descriptions. Self-monitor for the <i>-s</i> ending.
6 The <i>-ed</i> Ending pages 40–46	You will learn: <ul style="list-style-type: none"> the importance of pronouncing <i>-ed</i> endings clearly. the grammatical forms that take <i>-ed</i> endings. the different pronunciations of the <i>-ed</i> ending. 	6.1 Final <i>-ed</i> Sounds	Life Stories	<ul style="list-style-type: none"> Record and submit a story. Self-monitor for the <i>-ed</i> ending.
PART III Word Stress				
7 Stress in Numbers, Nouns, and Verbs pages 48–58	You will learn: <ul style="list-style-type: none"> to make syllables in words sound stressed. to use simple guidelines to determine the stress in numbers, nouns, and verbs. 	7.1 Stress in Numbers 7.2 Stress in Two-Syllable Nouns 7.3 Stress in Two-Syllable Verbs 7.4 Stress in Two-Syllable Noun and Verb Pairs 7.5 Stress in Compound Nouns	Troubles with Technology	<ul style="list-style-type: none"> Record and submit an announcement. Self-monitor for stress in numbers, nouns, and verbs.
8 Stress in Words with Suffixes pages 59–66	You will learn: <ul style="list-style-type: none"> to make syllables in words sound stressed. to predict stressed syllables in words with common suffixes. 	8.1 Word Stress: Suffixes <i>-ion</i> and <i>-ity</i> 8.2 Word Stress: Suffixes <i>-ic</i> and <i>-ical</i> 8.3 Word Stress: Suffix <i>-ian</i>	Qualities of a Successful Employee	<ul style="list-style-type: none"> Record and submit a text about sleep positions. Self-monitor for stress in words with suffixes.

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CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART IV Sentences: Rhythm and Connected Speech				
9 Rhythm: Stressed Words <i>pages 68–76</i>	You will learn: <ul style="list-style-type: none"> about English rhythm in phrases and sentences. which words are stressed. why words are stressed. 	9.1 Content Words and Sentence Stress 9.2 Structure Words and Sentence Stress	Voicemail	<ul style="list-style-type: none"> Record and submit limericks. Self-monitor for rhythm of stressed words.
10 Rhythm: Reduced Words <i>pages 77–85</i>	You will learn: <ul style="list-style-type: none"> that structure words are usually reduced. what reduced words sound like. how reduced words are weakened. 	10.1 Reducing Structure Words 10.2 Dropping /h/ in Structure Words 10.3 <i>Can</i> versus <i>Can't</i>	Finish the Conversation	<ul style="list-style-type: none"> Record and submit proverbs. Self-monitor for rhythm of reduced words.
11 Connected Speech <i>pages 86–93</i>	You will learn more about: <ul style="list-style-type: none"> how to link or connect words. how sounds get changed or lost when we connect words. 	11.1 Linking: Final Consonant to Beginning Vowel 11.2 Linking: Final Consonant to Same Consonant 11.3 Linking and Sound Change: /t/ Between Vowels (<i>a lot of = alodda</i>) 11.4 Linking and Sound Change: Final /d/ + /y/	Good Manners	<ul style="list-style-type: none"> Record and submit idioms. Self-monitor for connected speech.
PART V Discourse: Focus, Intonation, and Thought Groups				
12 Focus Words <i>pages 95–103</i>	You will learn: <ul style="list-style-type: none"> what a focus word is. how focus words are pronounced. which words are focus words, and why. 	12.1 Focus Words 12.2 Hearing the Focus Word 12.3 Special Focus: New Information 12.4 Special Focus: Answering <i>Wh</i> -Questions 12.5 Special Focus: Making Corrections 12.6 Special Focus: Contrasting Information	Check Your Facts	<ul style="list-style-type: none"> Record and submit statements. Self-monitor for focus words.

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CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
13 Final Intonation pages 104–110	You will learn: <ul style="list-style-type: none"> • how the voice rises or falls at the end of sentences. • about intonation patterns in statements and questions. 	13.1 Falling Intonation: Statements 13.2 Falling Intonation: <i>Wh</i> -Questions 13.3 Rising Intonation: <i>Yes/No</i> Questions 13.4 Focus and Intonation in Returned Questions	Roommates	<ul style="list-style-type: none"> • Record and submit questions. • Self-monitor for final intonation.
14 Thought Groups pages 111–116	You will learn: <ul style="list-style-type: none"> • what a thought group is. • how to identify thought groups. • how thought groups help listeners understand meaning. 	14.1 Thought Groups 14.2 Thought Groups and Pausing 14.3 Thought Groups and Intonation 14.4 Thought Groups: Numbers and Letters	Sharing Personal Information	<ul style="list-style-type: none"> • Record and submit a voicemail message. • Self-monitor for thought groups.

PART VI Vowel and Consonant Sounds

Vowel Sounds pages 117–143	<ol style="list-style-type: none"> 1 Vowel Overview 2 Vowel Sounds and Spelling 3 What vowel sounds should you study? 4 /i:/ <i>sheep</i> - /ɪ/ <i>ship</i> 5 /eɪ/ <i>late</i> - /ɛ/ <i>let</i> 6 /æ/ <i>bad</i> - /ɛ/ <i>bed</i> 7 /ʌ/ <i>cup</i> - /ɑ/ <i>cop</i> 		<ol style="list-style-type: none"> 4. <i>Counting Sheep</i> 5. <i>Fact or Myth?</i> 6. <i>Strange Laws</i> 7. <i>Origin of the Name Hot Dog</i>
Consonant Sounds pages 144–180	<ol style="list-style-type: none"> 8 Consonant Overview 9 Consonant Sounds and Spelling 10 What consonant sounds should you study? 11 Initial /p/ <i>pie</i> - /b/ <i>buy</i>; /t/ <i>time</i> - /d/ <i>dime</i>; /k/ <i>cold</i> - /g/ <i>gold</i> 12 /m/ <i>some</i> - /n/ <i>sun</i> - /ŋ/ <i>sung</i> 13 /θ/ <i>thing</i> - /s/ <i>sing</i>; /θ/ <i>thank</i> - /t/ <i>tank</i> 14 /ʃ/ <i>sheep</i> - /tʃ/ <i>cheap</i> - /dʒ/ <i>jeep</i> 15 /l/ <i>light</i> - /r/ <i>right</i> 16 /n/ <i>night</i> - /l/ <i>light</i> 17 /b/ <i>berry</i> - /v/ <i>very</i> 		<ol style="list-style-type: none"> 11. <i>Tying the Knot: Who Pays?</i> 12. <i>Nine Lives</i> 13. <i>Earth Day</i> 14. <i>Take a Vacation!</i> 15. <i>Righty or Lefty?</i> 16. <i>New Year's Traditions around the Globe</i> 17. <i>The Best Diet</i>