PART I: Introduction

CHAPTER 1
Your Pronunciation Profile

CHAPTER 2
Overview: Syllables, Stress, and Sounds

Exercise 1A, p. 8

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllables</th>
<th>Three Syllables</th>
<th>Four Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>own</td>
<td>arrive</td>
<td>curious</td>
<td>authority</td>
</tr>
<tr>
<td>page</td>
<td>business</td>
<td>manager</td>
<td>competition</td>
</tr>
<tr>
<td>please</td>
<td>center</td>
<td>omitted</td>
<td>dictionary</td>
</tr>
<tr>
<td>text</td>
<td>essay</td>
<td>positive</td>
<td>immediate</td>
</tr>
</tbody>
</table>

Exercise 2A, p. 8
1. selfie – 2
2. hashtag – 2
3. app – 1
4. Sudoku – 3
5. foreclosure – 3
6. Twitter – 2
7. equality – 4
8. globalization -- 5

Exercise 3A, p. 9
1. me thod
2. i de a
3. de mo cra cy
4. de mo crat ic
5. pre sent [noun]
6. pre sent [verb]
7. e qua lity
8. in for ma tion

Exercise 4A, p. 10
1. ca nal
2. ho tel
3. spe ci fic
4. dis tri bute
5. aft er noon
6. ass ump tion
7. in div id ual
8. bi o lo gy

Exercise 5A, p. 10
Symbols and key words will vary depending on the dictionaries students are using.

Exercise 7A, p. 12
Symbols will vary depending on the dictionaries students are using.

Exercise 8A, p. 13
Students should write schwa over the underlined sounds.
1. of fice
2. of ficial
3. com pete
4. pro tec tion
5. suc ces ful
6. po li cal

Exercise 9A, p. 13
Symbols and key words will vary depending on the dictionaries students are using.

Exercise 10A, p. 14
Symbols will vary depending on the dictionaries students are using.

Exercise 11A, p. 15
Answers will vary.

Exercise 11B, p. 15
Answers will vary.

Exercise 11C, p. 15
Answers will vary.

Exercise 12A, p. 16
Answers will vary.
PART II: Sounds and Syllables

CHAPTER 3
Voicless and Voiced Sounds

Exercise 1A, p. 18
1. back up
2. old pills
3. good buy
4. not cold
5. art class
6. bank guard
7. every time
8. very dense

Exercise 2A, p. 19
1. special price
2. log out
3. made the bet
4. major leak
5. new coat
6. yellow cab
7. hear a bus
8. bad seed

Rule 3.1, p. 20
At the beginning of words, (voiceless / voiced) consonants are pronounced with the sound of escaping air—called aspiration.

Exercise 3A, p. 20
1. park, bark: D
2. push, push: S
3. tear, dear: D
4. town, down: D
5. card, guard: D
6. cold, cold: S
7. van, van: S
8. fine, vine: D
9. chain, Jane: D
10. choke, choke: S

Rule 3.2, p. 22
The vowels before final (voiceless / voiced) consonants sound longer.

Exercise 7A, p. 23
1. I neat two pounds of fish: Incorrect.
2. I can’t believe it: Correct.
3. That’s a wide door: Correct.
4. Leaf the key at the desk. Incorrect.
5. They let us feed the fish. Correct.
6. His notebook’s in his lab. Correct.
7. I’ll half a cup of coffee. Incorrect.
8. It’s a major league team. Correct.
9. I received a fifty-dollar price. Incorrect.
10. My friend has started writing a block. Incorrect.

Exercise 8A, p. 23
2. Would you please excuse me? /z/
   You need a doctor’s excuse. /s/
3. We will probably use all of the ice. /z/
   I don’t have any use for my VCR. /s/
4. Many politicians abuse their power.
   /z/ That was an abuse of authority. /s/

Exercise 8B, p. 23
1. In the verb forms, the final sound is /z/.
2. In the noun and adjective forms, the final sound is /s/.

Exercise 9A, p. 24
1. Ms. Diaz (Don’t know)
2. Miss Werner (Unmarried)
3. Mrs. Shaeffer (Married)
4. Ms. Rubin (Don’t know)
5. Miss Wong (Unmarried)
6. Mrs. Turner (Married)
7. Ms. Nelson (Don’t know)
CHAPTER 4
Grammatical Endings: -s/-es and -ed

Exercise 1A, p. 27
1. former status
2. keep the notice
3. the task is
4. official quotes
5. perfect hosts
6. planted a garden
7. explain it to me
8. looked up
9. use it to cook
10. Canada salmon

Exercise 1C, p. 27
The number of syllables is different in each pair. The second item of each pair has one more syllable than the first.

Exercise 2A, p. 28
The /s/ ending is missing.

Exercise 2B, p. 28
The /s/ ending is missing.

Exercise 3A, p. 28
1. John’s answer
2. The baby smiles.
3. Ann’s dance
4. My brother’s work.
5. His friends help.
6. Our dogs bark.

Exercise 3B, p. 28
1. Make a word plural.
2. Show a possessive form.
3. Indicate a present tense verb in the 3rd person singular.

Exercise 5B, p. 30
Answers will vary. Possible answers:
Column 1 – charges, dances, exercises
Column 2 – elephants, drinks, students
Column 3 – cars, phones, computers

Exercise 6A, p. 30

<table>
<thead>
<tr>
<th>Word</th>
<th>Add a sound</th>
<th>Add a syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dance</td>
<td></td>
<td>dances</td>
</tr>
<tr>
<td>2. leave</td>
<td></td>
<td>leaves</td>
</tr>
<tr>
<td>3. start</td>
<td></td>
<td>starts</td>
</tr>
<tr>
<td>4. confuse</td>
<td></td>
<td>confuses</td>
</tr>
<tr>
<td>5. improve</td>
<td></td>
<td>improves</td>
</tr>
<tr>
<td>6. magazine</td>
<td></td>
<td>magazines</td>
</tr>
<tr>
<td>7. analyze</td>
<td></td>
<td>analyzes</td>
</tr>
<tr>
<td>8. react</td>
<td></td>
<td>reacts</td>
</tr>
<tr>
<td>9. finish</td>
<td></td>
<td>finishes</td>
</tr>
<tr>
<td>10. assume</td>
<td></td>
<td>assumes</td>
</tr>
</tbody>
</table>

Exercise 8A, p. 32
Proverbs
1. d- makes
2. e- gives, lemons
3. f- catches
4. g- news
5. h- makes
6. a- takes
7. b- flies
8. c- actions, words

Meanings
a. projects
b. passes
c. (no underlined words)
d. increases
e. (no underlined words)
f. comes
g. news, travels, news
h. things, mistakes

Pronouncing the -ed ending, p. 33
a. They worked hard. Circle /t/.
b. The labs closed at eight. Circle /d/.
c. I waited for the bus. Circle /schwa + d/.
Exercise 11A, p. 34

<table>
<thead>
<tr>
<th>Word</th>
<th>Add a Sound</th>
<th>Add a Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. change</td>
<td>changed</td>
<td></td>
</tr>
<tr>
<td>2. suggest</td>
<td></td>
<td>suggested</td>
</tr>
<tr>
<td>3. fix</td>
<td>fixed</td>
<td></td>
</tr>
<tr>
<td>4. improve</td>
<td>improved</td>
<td></td>
</tr>
<tr>
<td>5. thank</td>
<td>thanked</td>
<td></td>
</tr>
<tr>
<td>6. download</td>
<td>downloaded</td>
<td></td>
</tr>
<tr>
<td>7. ignore</td>
<td>ignored</td>
<td></td>
</tr>
<tr>
<td>8. consider</td>
<td>considered</td>
<td></td>
</tr>
<tr>
<td>9. text</td>
<td>texted</td>
<td></td>
</tr>
<tr>
<td>10. promise</td>
<td>promised</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 12B, p. 35

In sentences 4, 9, and 10, the –ed inflectional ending is more difficult to hear.
PART III: Stress in Words and Sentences

CHAPTER 5
Word Stress in Nouns, Verbs, and Numbers

Exercise 1A, p. 39
1. IV
2. decade
3. desert
4. one percent
5. two tours
6. corrector
7. homesick
8. written
9. his story
10. fifty

Exercise 1B, p. 39
Students may be able to hear the differences in word stress:
1. ivy, IV
2. decade, decayed
3. desert, dessert
4. one person, one percent
5. tutors, two tours
6. character, corrector
7. homesick, home sick
8. written, retain
9. history, his story
10. fifty, fifteen

Exercise 2A, p. 40
1. secret = large dot, small dot
2. compare = small dot, large dot
3.relaxes = small dot, large dot, small dot
4. succeed = small dot, large dot
5. office = large dot, small dot
6. haircut = small dot, large dot
7. provide = small dot, large dot
8. Steven = large dot, small dot
9. presented = small dot, large dot, small dot
10. Jacob = large dot, small dot
11. daydream = large dot, small dot
12. concept = large dot, small dot

Rule 5.1, p. 40
The primary stress usually falls on the (first/second) noun in compound nouns.

Rule 5.2, p. 42
Stress the (first, second) syllable in most ten numbers (20, 30, 40).
Stress the (first, second) syllable in -teen numbers when they are the last word in the phrase.

Exercise 6B, p. 44
1. 17%
2. 1918
3. 30%
4. 50%
5. 50%
6. 13th
7. 17
8. 18%
9. 50%
10. 18%

Rule 5.3, p. 44
In two-syllable verbs with a prefix, stress the (prefix/root form).

Exercise 7A, p. 44
Possible answers:

<table>
<thead>
<tr>
<th>con-</th>
<th>de-</th>
<th>pre-</th>
<th>re-</th>
</tr>
</thead>
<tbody>
<tr>
<td>conceive</td>
<td>deduce</td>
<td>preclude</td>
<td>reduce</td>
</tr>
<tr>
<td>confine</td>
<td>defend</td>
<td>predict</td>
<td>refine</td>
</tr>
<tr>
<td>consent</td>
<td>define</td>
<td>present</td>
<td>report</td>
</tr>
<tr>
<td>conserve</td>
<td>detain</td>
<td>presume</td>
<td>resent</td>
</tr>
<tr>
<td>consume</td>
<td>deserve</td>
<td>pretend</td>
<td>reserve</td>
</tr>
<tr>
<td>contend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rule 5.4, p. 45
Stress the (first/second) syllable in nouns and the (first/second) syllable in verbs.
Rule 5.5, p. 45
Two-word verbs are often stressed on the (first / second) word. Noun partners of these verbs have primary stress on the first word.

Rule 5.6, p. 46
The (first / last) letter has the strongest stress.

Exercise 9C, p. 48
11. Be Right Back
12. Laugh Out Loud
13. For Your Information
14. As Soon as Possible

Communicative Practice A, p. 49
The bolded syllables have large dots over them:

- break
- room
- eighteenth
- Portland
- sign
- up
- take
- down
- cell
- number
- notice
- sales
- managers
- sixteenth
- TechFest
- include
- set
- up
- office
- sixty

Pronunciation Log A, p. 50
The bolded syllables have large dots over them:

Case 1: fourteenth, six-thirty, broke in, smashed out, window, laptop, GPS, checkbook, glove compartment, campus, eighteen

Case 2: thirtieth, twelve-fifteen, backpack, study lounge, computer lab, pick it up, run off, cellphone, debit card, textbooks, fifty
CHAPTER 6
Stress in Words with Suffixes

Exercise 1A, p. 51
Column 1: The stress falls on the syllable directly before the –tion suffix.
Column 2: The stress falls on the syllable before the –ity suffix.
Column 3: The stress falls on the syllable before the –ic suffix.
Column 4: The stress falls on the final syllable with the –eer suffix.

Exercise 1B, p. 51
Stressed syllables with the large circle above are bolded: below.

1. application
   motivation
   reservation
   indication

2. curiosity
   possibility
   creativity
   stability

3. strategic
   specific
   electric
   historic

4. volunteer
   career
   engineer
   pioneer

Exercise 2B, p. 52
1. strategic
2. volunteers
3. applications
4. creativity
5. flexibility
6. motivation
7. stability
8. skeptical

Exercise 3B, p. 53
In column 2, the addition of the suffix shifts the stress pattern. The vowel sound that was stressed in column 1 is unstressed and reduced to schwa in column 2.

Exercise 4A, p. 53
1. practical: second and third syllable
2. official: first and third syllable
3. conclusion: first and third syllable
4. profession: first and third syllable
5. photography: first and third syllable
6. velocity: first and third syllables

Exercise 4B, p. 53
In this exercise, the schwa has six different spellings: a, o, ia, io, e, and i.

Rule 6.1, p. 54
In words with suffixes beginning with –i, stress the syllable immediately before the –i suffix.

Exercise 5A, p. 54

<table>
<thead>
<tr>
<th>. o</th>
<th>. 0</th>
<th>0 .</th>
<th>. 0 .</th>
</tr>
</thead>
<tbody>
<tr>
<td>production</td>
<td>democratic</td>
<td>practical</td>
<td>majority</td>
</tr>
<tr>
<td>objection</td>
<td>automatic</td>
<td>chemical</td>
<td>authority</td>
</tr>
<tr>
<td>correction</td>
<td>diplomatic</td>
<td>critical</td>
<td>humidity</td>
</tr>
<tr>
<td>prediction</td>
<td>energetic</td>
<td>physical</td>
<td>priority</td>
</tr>
</tbody>
</table>

Rule 6.2, p. 55
In words with the suffixes -graphy and -logy, stress the syllable immediately before the suffix.

Rule 6.3, p. 55
In words with French suffixes, the stress falls on the suffix itself.

Exercise 6A, p. 56
Large circles over the bold syllables:

1. unique opportunity
2. confidential information
3. democratic majority
4. financial situation
5. scientific career
6. pharmacology technician
7. technology revolution
8. geographic separation

**Pronunciation Log**, p. 58
Large circles over the bold syllables:
Technology
pioneer
interaction
Information
Security
Usability
Simplicity
Usability
Accessibility
Disability
Democratic
Elections
Electronic
Reception
CHAPTER 7
Rhythm in Phrases and Sentences

Exercise 1A, p. 59
Each word/phrase pair has the same pattern of stress.

Exercise 3A, p. 60
Mary, Mary = 2 strong beats
Quite contrary = 2 strong beats
How does your garden grow? = 3 strong beats
With silver bells = 2 strong beats
And cockle shells = 2 strong beats
And pretty maids all in a row. = 3 strong beats

Exercise 4A, p. 61
It is not possible to determine what the dialogue is about because these are structure words that carry little meaning.

Exercise 4B, p. 61
It is easier to determine what the dialogue is about because these words are content words that carry more meaning.

Exercise 4C, p. 61
1. Nouns, adjectives, and verbs.
2. Prepositions, articles, and pronouns.

Rule 7.1, p. 62
In phrases and sentences, the meaningful content words are usually (stressed / unstressed).

Exercise 5A, p. 62
Large circles above the syllables in bold.
1. I completely understand.
2. It demonstrates his flexibility.
3. I’ll finish it tomorrow.
4. The business is expanding.
5. It has been raining for weeks.
6. It was a good year.
7. We rejected the offer.
8. The risks are high.

Exercise 6D, p. 62
Answers will vary.

Rule 7.2, p. 64
In phrases and sentences, we generally (stress / unstress) structure words. Short structure words make the grammar correct.

Exercise 9A, p. 66
1. All of the reduced pronunciations have the schwa vowel sound.
2. Words that may have the same reduced pronunciations include:
   a. an/and
   b. a/of
   c. him/them
   d. of/have

Exercise 10A, p. 67
1. have, you, you, are
2. her, some
3. I’ll, and
4. the, to
5. the, of
6. to, to
7. Is, he
8. Will, her
1. Did, he
2. is, an, at
Communicative Practice, p. 69
Stressed syllables of content words are in bold

hearing a favorite song
getting a surprise visit
seeing a beautiful sunset
finishing a project
playing the piano

helping someone
getting a good grade
walking on the beach
sitting in front of a fire
being with my friends

reading a good book
solving a problem
hiking in the mountains
scoring a winning goal
falling in love
PART IV: Thought Groups and Intonation

CHAPTER 8
Thought Groups

Exercise 1A, p. 73
1. b
2. b
3. a
4. a
5. a
6. b

Exercise 1B, p. 73
Students may notice that the phrasing is different. In a., there is one phrase. In b., there are two phrases.

Exercise 2B, p. 74
An old Japanese proverb says / that without tea / a person is incapable of understanding truth and beauty. / The Imperial Japanese Tea House / offers a solution / to those who seek truth, / beauty, / and a strong cup of tea. / Sip fine teas / poured by expert servers / in ceremonial dress. / To book your authentic Japanese tea ceremony, / call us at 202/- 222- /2020. /

Exercise 3A, p. 74
Thought groups (or breaks) are marked with a slash (/).
X: So / who’s coming to dinner next Friday? / How many have responded? / Y: Let’s see. / Of course, / I’ve heard from Kate. / X: Good / but what about Joe? / Y: Yeah / we need to count Kate and Joe / and I’ve also heard from Jay / and Lu and Carlos. X: Okay / so far / that’s Kate and Joe / and Jay / and Lu and Carlos.

Pronunciation Log, p. 79
Suggested thought groups are marked with a slash (/). Discuss with your class how they divided their sentences and why.

Communicative Practice A, p. 78
Suggested thought groups are marked with a slash (/). Discuss with your class how they divided their sentences and why.

Exercise 3B, p. 74
1. Jay
2. Kate and Joe, Lu and Carlos

Exercise 4A, p. 75
1. a
2. b
3. b
4. a
5. a
6. b
7. a
8. b

Exercise 6A, p. 77
1. b
2. a
3. a
4. b

Communicative Practice A, p. 78
Suggested thought groups are marked with a slash (/). Discuss with your class how they divided their sentences and why.

1. And in the end / the love you take / is equal to the love you make. —John Lennon and Paul McCartney
2. We will meet your physical force / with soul force. —Martin Luther King, Jr.
3. You cannot escape the responsibility of tomorrow / by evading it today. —Abraham Lincoln
4. The earth does not belong to man. / Man belongs to the earth. —Chief Seattle
5. We see things not as they are; / we see them as we are. —Anaïs Nin
6. That’s one small step for a man, / one giant leap for mankind. —Neil Armstrong
7. If you want to make the world a better place, / take a look at yourself / and make a change. —Michael Jackson
8. A pessimist thinks the glass is half-empty; / an optimist thinks the glass is half-full. —Unknown Source
9. Ask not what your country can do for you; / ask what you can do for your country. —John F. Kennedy
10. You can’t always get what you want, / but if you try sometimes / you just might find / you get what you need. —Mick Jagger
CHAPTER 9
Focus Words

Exercise 1A, p. 80
X: Karen, / I'm really worried. / I have an exam tomorrow, / and I can't find my book. / 
Y: Which book? /
X: My economics book. / 
Y: You should check the bedroom. / 
X: I've looked in the bedroom. / This apartment is a mess! / I can't find anything in this place./ 
Y: Hey! / Wait a minute. / The book's in your hand!/

Exercise 2A, p. 81
Circles above the syllables in bold. 
“As you exit the airplane, / gather your belongings. / Anything left behind / will be distributed / among the flight attendants. / Please don't leave your children / or your spouses.”

Rule 9.1, p.81
When a thought group has more than one content word, the focus word is generally the (first, last) content word.

Exercise 3A, p. 82
   B: I know. / I'm going to miss her.
2. A: Why did you take a cab? 
   B: Because I missed the last train.
3. A: Look! / Bae's here. 
   B: Yeah. / I'm going to lunch with him.
4. A: What do you hear from Jing? 
   B: I haven't been able to reach her. 
5. A: Let's meet in front of the bank. 
   B: There's a bug in with your soup? 
   A: I'm going to need Peter's key. 
   B: Okay. / I'll get it from him. 
6. A: Where was Miriam's book? 
   B: It was in her hand! 
7. A: How was the test? 
   B: I did better / than I thought I would. 
8. A: I don't have any cash. 
   B: I don't either. / We'd better get some.

Exercise 4A, p. 83
The syllable with the primary stress will be represented with BOLD font.
1. priorities 
2. identical 
3. responsibility 
4. record 
5. cut back, laid off 
6. password 
7. think, vegetarian 
8. post office, money order

Rule 9.4, p. 84
Focus words highlight (new / old) information like chocolate in the sentence above. Known or repeated information like ice cream is de-emphasized.

Exercise 5A, p. 84
A Better Commute
X: I hear you moved to Boston. 
Y: Yeah. / South Boston. 
X: How's your commute? / Is it better? 
Y: Much better.

Lost And Found
X: Look at these sunglasses. / Aren't they great? 
Y: Hmm. / Where did you get them? 
X: I found them. 
Y: Well, / I hate to tell you this, / but I think they're my sunglasses.
**Deadlines**

X: What’s the matter?
Y: Well, / I’m stuck on this assignment.
X: What kind of an assignment?
Y: Oh, / it’s a paper. / A philosophy paper. / And it’s due tomorrow.

**Opening a Present**

X: This feels like a book.
Y: Oh! / It’s a cookbook.
X: A Chinese cookbook!

**Exercise 6A, p. 85**

“Now, / let’s continue our discussion of pollution. / Yesterday, / we defined pollution. / Today, / we’ll talk about the impact of pollution... / its far-reaching effects. / You know, / many think pollution is just a problem for scientists, / but it’s not. / It 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.”/

**Exercise 7A, p. 86**

1. I’m looking for a used car, / not a new one.
2. This isn’t the twenty-fifth floor; / it’s the twenty-sixth floor.
3. He found his debit card / but not his credit card.
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.
6. Sue used to like electronic books, but now she prefers print books.
7. That’s my home number. / Let me give you my cell number.
8. If the clothes aren’t on the dryer, / look in the dryer.

**Exercise 9A, pp. 88-89**

1. Shakespeare wrote Hamlet. (or) Dante wrote the Inferno.
2. The Taj Mahal is in India.
3. Psychology is the study of personality. (or) Ecology is the study of the environment.
4. The Nile River is the longest river in the world. (Actually in 2007, Brazil funded a study that decreed the Amazon the longest river.)
5. H₂O is the chemical symbol for water. (or) CO₂ is the chemical symbol for carbon dioxide.
6. The Pacific Ocean is to the west of the United States. (or) The Atlantic Ocean is to the east of the United States.
7. Tokyo is the capital of Japan.
8. Monet was a famous French painter. (or) Vermeer was a famous Dutch painter.
CHAPTER 10
*Final Intonation*

Exercise 1A, p. 93
X: Tired? ↗
Y: Sad. ↘
X: Why? ↘
Y: Claudio. ↘
X: Sick? ↗
Y: Moving. ↘
X: Where? ↘
Y: Canada. ↘

Exercise 2A, p. 94
1. b
2. b
3. a
4. b
5. b
6. a

**Rule 10.1**, p. 95
The intonation generally *(falls / rises)* at the end of statements in which the speaker is providing information or expressing certainty. This is the most common intonation pattern in English.

Exercise 3A, p. 95
All sentences follow the same falling pattern.

Exercise 3B, p. 95
All sentences follow the same rising pattern.

**Rule 10.2**, p. 96
The intonation usually *(falls / rises)* at the end of *wh*-questions that request information.

**Rule 10.3**, p. 97
In North American English, the intonation generally *(falls / rises)* at the end of *yes/no* questions.

Exercise 5, p. 97
All sentences follow the same rising pattern.

**Rule 10.4**, p. 97
In questions that offer a choice, the intonation *(falls / rises)* on the first choice and *(falls / rises)* on the last choice.

Exercise 6, p. 97
All sentences follow the same rising, then falling pattern.

**Rule 10.5**, p. 98
With items in a series, the intonation *(falls / rises)* on each item except the last. On the last item, the intonation *(falls / rises)*.

**Rule 10.6**, p. 98
A *(partial / full)* fall often connects thought groups within sentences and indicates that the speaker wants to continue speaking. A *(partial / full)* fall usually indicates that the speaker has completed the sentence.

Exercise 8A, p. 98
1. incomplete
2. incomplete
3. complete
4. incomplete
5. complete
According to the announcement,

partial
cell phones have to be turned off

partial
before students come into the classroom.

full
Students aren’t even permitted

full
to put their phones on... uh...silent.

partial
The student understands

partial
why the professor’s upset,

partial
but she thinks his policy

partial
is too...uh...too strict.

full
I guess her biggest reason is

partial
that you...well, students,

partial
might need their cell phones

partial
for family emergencies.

full
PART V: Connected Speech

CHAPTER 11
Linking and Sound Change

Exercise 1A, p. 103
1. same
2. same
3. same
4. same
5. same
6. same
7. same
8. same

Rule 11.1, p. 104
When you link two consonant sound that are the same, say the sound (once / twice), but hold it a little longer.

Rule 11.2, p. 105
When you link a final consonant sound to a beginning vowel sound, it sounds like the (consonant / vowel) moves to the next word or is shared in both words.

Exercise 3A, p. 105
1. kick off
2. life is
3. I’m all
4. mind I’m
5. burned out
6. let her

Exercise 4A, p. 106
1. a. cheap, b. cheek
2. a. ache, b. ape
3. a. quip, b. quick
4. a. some, b. sung

Exercise 5A, p. 107
1. not
2. bad
3. great
4. cat

Exercise 6A, p. 108
1. right up
2. got over
3. it easy
4. met her
5. put it away
6. let it

Exercise 7A, p. 109
1. unlinked
2. linked
3. unlinked
4. linked
5. linked
6. unlinked
7. unlinked
8. unlinked

Communicative Practice B, p. 110
1. the right side
2. pull over
3. take a break
4. set them on low
5. take a taxi
6. fill it up
7. turn on your signal
8. put it away

Pronunciation Log, p. 111
Letter = Let her
Oliver = All of her
Dewey = Do we
CHAPTER 12
Consonant Clusters

Exercise 1A, p. 112
1. terrible flight
2. pay here
3. estate laws
4. a pie
5. sock market
6. split up

Exercise 2A, p. 113
1. where they were
2. he's sick
3. find her
4. fat food
5. new card
6. love it

Exercise 3A, p. 114
1. grass, glass
2. brow, blow
3. slit, spit
4. slay, spay, stay
5. black
6. spend
7. trip
8. slack, snack, stack

Exercise 4A, p. 114
1. No -below
2. Yes-plants
3. No- support
4. Yes-break
5. No-feeway
6. No- sell
7. Yes- black, plane
8. No- bed

Exercise 6A, p. 116
1. No - car on
2. Yes - based on
3. No - fine him
4. No - were at
5. No - back up
6. Yes - weird again
PART VI: Vowel and Consonant Sounds

VOWEL SOUNDS 1
Vowel Overview

Exercise 2A, p. 121
1. spread
   rounded
2. high
   low
3. front
   back

Exercise 3B, p. 122
Vowel 1: he, feet, meat, repeat
Vowel 2: hit, if, pick, quick
Vowel 3: may, Asia, face, pain, famous
Vowel 4: let, head, well, spend
Vowel 5: mad, ask, cash, plastic

Exercise 4B, p. 123
Vowel 6: girl, turn, learn, thirsty
   better, effort, yesterday
Vowel 7: cut, up, funny, ugly
   about, concern, private
Vowel 8: concert, father, college

Exercise 5B, p. 123
Vowel 9: too, food, rude, flew, juice, suit
Vowel 10: took, foot, should, put, woods
Vowel 11: no, low, hope, loan, joke
Vowel 12: law, cause, awful

Exercise 6A, p. 124
Vowel 13: tie, like, by, lied
Vowel 14: out, loud, now, couch
Vowel 15: toy, voice, destroy

VOWEL SOUNDS 2
/ɪ/ feet - /ɪ/ fit

Exercise 2B, p. 127
1. D
2. D
3. S
4. D
5. S
6. S
7. D
8. D

Exercise 3A, p. 128
1. B
2. A
3. A
4. B
5. B
6. A

Exercise 8A, p. 130
Words with /ɪə/: pizza, eats, year, people, meat, cheese
Words with /ɪ/: interesting, statistics, thin, squid, billion
VOWEL SOUNDS 3

/ə/ / pain - /ɛ/ / pen

Exercise 2B, p. 132

1. D
2. D
3. D
4. S
5. S
6. D
7. D
8. S

Exercise 3A, p. 133

1. B
2. A
3. A
4. B
5. A
6. B

Exercise 8A, p. 135

Words with /ey/: raise, today, nationwide, daycare, education, ages, school-age, place, Words with /ɛ/: spent, expensive

Communicative Practice, p. 136

/ɛ/ as in pen: ethical, sense of humor, wealthy, respectful, intelligent, generous, sensitive, independent /ey/ as in pain: stable, patient, faithful, entertaining

VOWEL SOUNDS 4

/ʌ/ / luck - /ɑ/ / lock

Exercise 2B, p. 137

1. D
2. D
3. S
4. S
5. D
6. S
7. S
8. D

Exercise 3A, pp. 137-138

1. B
2. A
3. B
4. B
5. A
6. A

Exercise 8A, pp. 139-140

Words with /ʌ/: one, doubled, other, come, much Words with /ɑ/: population, documents
VOWEL SOUNDS 5
/oʊ/ note - /ɑ/ not

Exercise 2B, p. 142
1. D
2. S
3. D
4. D
5. S
6. S
7. D
8. S

Exercise 3A, p. 142
1. B
2. A
3. B
4. A

Exercise 7A, p. 144
Words with /oʊ/: social, ago, both, focus, whole, devote
Words with /ɑ/: psychology, sociology, psychologists, sociologists, topics, problems, contrast, concept

CONSONANT OVERVIEW 6
Consonant Overview

Exercise 3B, p. 149
1. boss
2. mitt
3. leap
4. present
5. sense
6. death rates
7. last plate
8. raid funds
9. both trips
10. a noise

Exercise 6A, p. 151
2 – nasal cavity
1 – nose
4 – upper teeth
9 – lower teeth
3 – upper lip
8 – lower lip
5 – tooth ridge
10 – tip of tongue
11 – front of the tongue
12 – back of the tongue
6 – hard palate
7 – soft palate
13 – vocal folds

Exercise 7A, p. 151
1. the lips
2. the upper teeth
3. the tooth ridge
4. the hard palate
5. the soft palate
CONSONANT SOUNDS 7
/θ/ thin - /s/ sin; /θ/ thin - /t/ tin

Exercise 2B, p. 152
1. D
2. D
3. S
4. D
5. S
6. D
7. D
8. S

CONSONANT SOUNDS 8
/f/ fair - /p/ pair

Exercise 2B, p. 157
1. D
2. S
3. S
4. D
5. D
6. D
7. S
8. S

Exercise 3A, p. 154
1. A
2. A
3. A
4. B

Exercise 3A, p. 158
1. B
2. A
3. B
4. A

Exercise 8A, p. 156
thirty, third, thirteen, thousands, faith

Exercise 8A, p. 157

Communicative Practice, p. 156
The following words and numbers should be underlined: methods, 20 (twentieth), Thursday, 8:30, 4:30, 23, 2:30 353, Thurmond

Exercise 8, p. 160
Founded, phrases, reflect, prefer, 1995, selfie
CONSONANT SOUNDS 9
/ʃ/ sheet - /s/ seat

Exercise 2B, p. 162
1. D
2. S
3. S
4. D
5. S
6. D
7. D
8. S

Exercise 3A, p. 163
1. B
2. B
3. A
4. A

Exercise 8A, pp. 164-165
shy, shyness, conscious, situations,
shaking, blushing, influential, politicians

CONSONANT SOUNDS 10
/r/ right - /l/ light

Exercise 2B, p. 166
1. S
2. S
3. D
4. S
5. D
6. D
7. D
8. D

Exercise 3A, p.166
1. A
2. B
3. B
4. A

Exercise 8A, p. 169
report, group, races, pressure, rises,
throat, dry, react, release, adrenalin
CONSONANT SOUNDS 11
/v/ very - /w/ wary; /v/ very - /b/ berry

Exercise 2B, p. 171
1. D
2. D
3. S
4. S
5. D
6. D
7. S
8. D

Exercise 3A, p. 172
1. B
2. B
3. A
4. B

Exercise 8A, p. 174
Valentine’s, give, receive, love, believe,
festival, Valentine, lived, wives, believed