

AMERICAN SPEECH SOUNDS AND RHYTHM

Elementary

by
HAZEL P. BROWN

**SPEECHPHONE DIVISION
FOLKWAY RECORDS**
New York, New York

SPEECHPHONE STUDY GUIDE

SPEECHPHONE STUDY GUIDE



Speechphone

RECORD DIVISION

Description of the Speechphone Method

The Speechphone Method is designed primarily to improve the conversational speech of the student. It is based upon the principle that one should record his voice, in the space allowed, as he repeats after the recorder. He then listens, compares his pattern with that of the recording, and records again, making the necessary corrections. The most important function of the method is to present a correct form of pronunciation, rhythm, and intonation of good American speech. The courses, Elementary, Intermediate, and Advanced, were published in 1950, and are in the third revision, seventh printing. In 1959, a fourth unit, the Spoken Word List was added.

The Method has been constructed along accurately scientific lines. Each sound has been treated separately and presented in all three positions, initial, medial, and final, or in as many positions as the sound exists. It is first described and illustrated in a short definition, and then recorded in pairs of words, phrases, single words, and sentences. The phrases, which incorporate the sound in smooth rhythmic patterns, act as tongue exercises as well as rhythmic drills. In the sentences, which are such as might be used in everyday conversation, the sound is repeated at least three times. Nonsense syllables and tongue twisters have been excluded. There is just sufficient space after each word, phrase, and sentence so the listener, with practice, may acquire the rhythm of the recorder as he repeats.

Each course consists of a book, covering the forty-eight sounds of American English, which is recorded on three long-playing, twelve inch records produced by Columbia Recording Studios. The courses do not attempt to set up a model type of speech to be used by all speakers, but rather to offer an acceptable pattern for those who wish to hear sounds spoken in one of a number of correct ways. * Since no two people speak exactly alike, and since many words have two or more pronunciations, the Speechphone recorded patterns are those which appear first in the leading college dictionaries, and the American phonetic dictionary. Each word has been checked in all four sources. ** The vocabulary words have been checked and graded in accordance with the Thorndike and Lorge, Teacher's Word Book.

The treatment of rhythm, which makes the flow of words simple and natural, is the original feature of the Method, and is the basis upon which the courses are constructed. Proper and natural rhythm depend upon the correct use of the strong and weak forms of the articles, auxiliary verbs, pronouns, prepositions and conjunctions. These stressed and unstressed forms are listed in the appendix of each book.

* Teachers, using the text, should feel free to acquaint the student with acceptable variants of pronunciations and rhythmic patterns.

** See preface of texts for sources of authorities used.

The Elementary Course is planned for the foreign-born student who can read and understand simple English* but who is unable to make himself understood because of incorrect stress and faulty rhythmic patterns. While there are many courses designed to teach English to the foreign-born student, Speechphone is the only graded, recorded course scientifically planned for speech improvement in this country or abroad. This course gives the foreign-born student the rhythm and intonation of the language, and after a few weeks of listening and repeating, he will find that his pronunciation, rhythm, and intonation have improved to a point where he can make himself easily understood. As he continues to use the records, he gradually masters the intonation and rhythm of American English.

The beginning foreign-born student should learn the rhythm and intonation of the language the minute he begins to speak it. It is not necessary that he know the vocabulary but he does, of course, acquire word meanings as he proceeds. An important feature of the Speechphone Method is that the rhythm and intonation of the language is combined with the pronunciation, and the student who learns single words in the beginning is at a great disadvantage because he is not getting the melody of the language and it is much more difficult to acquire it later. The rhythm and intonation should come first, and then the phrases and sentences can be broken down into separate words for drill on pronunciation and enunciation.

The Intermediate and Advanced Courses, which are planned for the American student and for the advanced foreign-born student, differ from the Elementary only in that the vocabulary and sound combinations increase in difficulty. In the Elementary Course there are no combinations of contrasting sounds. In the Intermediate and Advanced Courses, contrasting combinations have been used only when the contrast serves to reinforce the sound being presented.

The Speechphone Spoken Word List, which is the fourth in the series, consists of a list of 3000 words which are frequently mispronounced or are likely to be confusing because of various spellings and pronunciations, or for other reasons. The spellings and pronunciations are those which are given first in the three leading college dictionaries and the American phonetic dictionary. The original feature of the word list is that the division of the words has been changed from the traditional syllabication used in the dictionaries to that of the syllabication of the word as it is spoken. In other words, the syllabication is such that the eye sees what the ear hears. Dictionary publishers realize the inconsistencies of their word divisions but for many reasons are unable to do anything about it.** The word list will be a boon to the busy executive, teacher or student, because the pronunciation can be located so quickly, and since only the preferred form, carefully checked in the leading authorities is given, no time is wasted in trying to decide which pronunciation to use. Although the primary purpose of this list is to give an up-to-date pronunciation of the 3000 words, a brief meaning is also given; one which is as basic as space would permit. Many people who have used the other courses requested just such a course as this.

* The courses have also been used as a means of aiding students in learning to read.

** See Webster's New World Dictionary - World Pub. Co. - Page IX - B - Syllabication

In using these courses, the student should determine which sounds give him the greatest difficulty, either with the aid of a teacher or through a professional analysis. If it is impractical to arrange for an analysis, the student should begin at the beginning of the book and take the lessons in the order in which they are given. Many classroom teachers follow this order as the lessons have been planned to meet the needs of the average student. Work on one lesson at a time until it can be repeated with ease in the space allowed for repeating. Work on only one new sound at a time. The ideal way to proceed is to allot two fifteen minute periods a day. It is necessary, in some cases, to work on one sound for six or seven days before proceeding to the next. Two suggestive procedures are as follows:

1. Listen to the lesson, reading the page silently. (3 minutes) *
2. Listen again, repeating the words, phrases, and sentences aloud after the record. (3 minutes) **
3. Repeat step one. (3 minutes)
4. Listen a fourth time, repeating and working for greater smoothness. (3 min.)
(Total time: approximately 12 minutes)

If a tape recorder is available, use the following procedure:

1. Listen to complete lesson, reading the page silently. (3 minutes) ***
2. Listen again, repeating after the record and recording on the tape. (3 min.)
3. Listen to the tape recording, with pencil in hand, marking the places which are faulty. (3 min.)
4. Listen a fourth time, recording and making the necessary changes. (3 min.)
5. Now listen and notice the improvement. (3 minutes)
(Total time: approximately 15 minutes)

You will notice that each lesson takes approximately 3 minutes, and therefore with the above procedures, one will work approximately 12 or 15 minutes at a time which is long enough. The process may be repeated once at the same sitting but it is preferable to repeat it later.

If the student follows the above steps, reviewing previous lessons as he goes along with the advanced lessons, he should overcome his worst difficulties in a few weeks time. If he proceeds continuously and conscientiously, he should acquire the rhythm and intonation of the pattern in a relatively short time depending upon how many faults he has. If he started with either the Elementary Course or the Intermediate, he will now be ready for the next course. If he has been working with only the Advanced Course, he may wish to go back and repeat the process.

Such authorities as Dorothy Mulgrave, Professor of Speech at New York University; Evelyn Konigsberg, formerly assistant Supervisor of Speech, New York City Board of Education, and Claude M. Wise, world wide authority on speech and phonetics, formerly Chairman of Speech Department of Louisiana State University, acted as consultants in the preparation of the 1959 revision of these courses.

* IT MAY BE NECESSARY FOR A BEGINNING FOREIGN-BORN PERSON TO LISTEN THREE OR FOUR TIMES BEFORE HE ATTEMPTS TO REPEAT.

** THE LISTENER SHOULD NOT BE DISTURBED IF HE CANNOT REPEAT THE PATTERN THE FIRST OR SECOND TIME HE TRIES. IT TAKES PRACTICE.

*** IF THE LESSON HAS BEEN TAUGHT IN THE SPEECH CLASS, STEP 1 MAY BE OMITTED.

**AMERICAN
SPEECH SOUNDS and RHYTHM**

ELEMENTARY

Third Edition

by
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FOLKWAY RECORDS
New York, New York

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Speechphone Studio

Copyright, 1959

Speechphone Institute

New York City

First Printing November 1950

Second Printing May 1951

REVISED EDITION

First Printing April 1954

Second Printing September 1957

THIRD EDITION

First Printing July 1959

Second Printing May 1974

SECOND REVISED EDITION

First Printing January 1980

Printed in the United States of America



TO

MAX SHEROVER

LATE PRESIDENT of LINGUAPHONE INSTITUTE

FOREWORD

A language is characterized, not only by its basic sounds, but by its basic rhythms. French is different from Chinese, not only because French words are different from Chinese words, but because French is spoken with sounds and cadences quite different from those of spoken Chinese.

The common error of students of a language is to concentrate on one word at a time. A person who makes this error in learning to speak English is certain to lack, in his speech, the easy flow of words that is characteristic of our language. The value of Miss Brown's contribution lies in the original feature of her treatment of rhythm, *which will make this easy flow of words simple and natural.*

These books, concentrating on pronunciation and rhythm, written over a period of years, seem to answer a long felt need. The lessons are graded for use in classes of beginning, intermediate, and advanced levels of foreign-born students. The advanced book is designed for Americans, but may also be used for the very advanced foreign-born student.

Much remains to be done in the field of teaching English as a foreign language, and all of us in the field of adult education share in the responsibility for improving the methods by which we may help to make the foreign-born adult more effective in his use of the English language.

JOHN CARR DUFF, Ph. D.

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PREFACE

The Speechphone Courses are graded for elementary, intermediate, and advanced students. In the elementary book, all contrasting sounds have been eliminated, as it was felt that the elementary student should concentrate on one sound at a time. In the intermediate and advanced books, contrasting sounds have been used only when the contrast serves, by way of review, to reinforce the sound being presented. In each lesson, the sound is listed in all three positions: initial, medial, and final, or in as many positions as the sound appears.

The sounds are not presented in the usual order (vowels: front, back, etc.) because the sequence used seems to be the one needed by most groups. While this arrangement may not fit the needs of every group, the fact that the lessons are not laid out in the usual order should encourage teachers to choose units which fit the needs of their particular students.

Every effort has been made to present material that is sensible and of a conversational nature, and at the same time to repeat the sound at least three times in every sentence. Nonsense syllables and tongue twisters have been excluded, and the sentences are such as might be used in everyday conversation. A complete lesson, in classes for foreign-born adults, could be built around the speech lesson: pronunciation, rhythm, vocabulary, grammar, composition, and even subjects for oral discussion.

A thorough understanding, and the correct use of stressed and unstressed forms is essential to smoothness and proper phrasing of all speech. The introduction of a new language is made more difficult, and very often impossible for students, because, in the first stages, pronunciation is stressed at the expense of rhythm.* The approach worked out in these courses, as a result of teaching both American and foreign-born students, has led to the treatment of articles, auxiliary verbs, pronouns, prepositions, and connectives, as unstressed syllables of the words which precede or follow them, except in the rare cases where these forms are stressed. An original feature of every lesson, and the basis of the method, is the group of phrases containing the various unstressed or weak forms of the different parts of speech in both initial and medial positions. These phrases serve both as rhythmic and tongue exercises.

WORD FREQUENCY: The words of these courses have been checked and graded in accordance with THE TEACHER'S WORD BOOK of 30,000 WORDS, by Thorndike and Lorge. The check was made against the General Count, the Lorge Magazine Count, and the Thorndike-Lorge Semantic Count. Word repetition in the various books has been reduced to a minimum, so that the student who proceeds from one course to the next will be increasing his vocabulary at the same time that he is improving his rhythm, pronunciation, and intonation.

H.P.B.

SOURCES of PRONUNCIATION: Consensus of pronunciations given first by:

WEBSTER'S NEW WORLD DICTIONARY - World Pub. Co. - AMERICAN COLLEGE DICTIONARY - Harper Edition
WEBSTER'S NEW COLLEGIATE DICTIONARY and A PRONOUNCING DICTIONARY of AMERICAN ENGLISH
G. & C. Merriam Company

* See page VII - RHYTHM

I wish to thank Simon Sage Rabison, Director of the Professional Academy of Speech, Waterbury, Connecticut, for his invaluable assistance in proofreading, and for his helpful suggestions.

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Dictionary Marking	Phonetic Symbol	Key Word	Page	Dictionary Marking	Phonetic Symbol	Key Word	Page
th	(θ)	thin	1	s	(s)	seal	25
th	(ð)	then	2	z	(z)	zeal	26
t	(t)	time	3	sh	(ʃ)	share	27
d	(d)	dime	4	zh	(ʒ)	azure	28
f	(f)	fail	5	ch	(tʃ)	chair	29
v	(v)	veil	6	j	(dʒ)	judge	30
w	(w)	watt	7	ou	(aʊ)	out	31
hw	(ʌ)	what	8	ō	(oʊ)	old	32
ē	(i:)	beat	9	ū	(ju:)	unit	33
ī	(ɪ)	bit	10	ī	(aɪ)	ice	34
ě	(e)	bet	11	ô	(ɔ:)	all	35
ā	(eɪ)	ate	12	oi	(ɔɪ)	oil	36
ä	(a:)	arm	13	p	(p)	pail	37
ǣ	(æ)	at	14	b	(b)	bale	38
á	(ə)	about	15	m	(m)	mine	39
ǔ	(ʌ)	up	16	n	(n)	nine	40
k	(k)	keep	17	ê	(ɪə)	pier	41
g	(g)	go	18	â	(ɛə)	pear	42
ng	(ŋ)	song	19	oor	(ʊə)	poor	43
l	(l)	lead	20	ôr	(ɔə)	pour	44
r	(r)	red	21	h	(h)	hat	45
û	(ɜ:)	urn	22	y	(j)	yet	46
ōo	(u:)	food	23	á	(a)	ask	47
oo	(ʊ)	foot	24	ǒ	(ɒ)	on	48

SPEECHPHONE METHOD

Record Albums

Elementary - Intermediate - Advanced
to accompany

American Speech Sounds and Rhythm

by

Hazel P. Brown, M.A.

Each album contains three long playing, unbreakable records. The forty-eight lessons of the Elementary, Intermediate, and Advanced Courses are recorded verbatim, and cover all the sounds of the English Language used in American conversational speech.

The Speechphone Method is based upon the idea that the student should hear the rhythm and the intonation of the language at the same time that he hears the sounds. As he repeats after the speaker, he must practice until he can fit his words into the space allowed. Attentive listening and frequent repetition will give him the exact intonation and rhythm of the speaker. The records are so grooved that there is a space between the lessons, and the best results will be attained if the student will work on one lesson at a time.

The Speechphone Method, which can be used in the privacy and relaxed atmosphere of the home, the school library, or the study hall, is planned for:

FOREIGN-BORN STUDENTS

who wish to acquire, not only the correct pronunciation, but the rhythm and intonation of the language at the same time. This can be accomplished through ear training and frequent repetition.

(Elementary - Intermediate - Advanced Courses)

AMERICAN STUDENTS

1. who wish to attain greater clarity, smoothness of speech and rounder, fuller tones;
2. who lack self-confidence in speaking and in oral reading, because they are not sure of their pronunciation.

(Intermediate - Advanced Courses)

PROFESSIONAL PEOPLE-(Executives - Doctors - Lawyers - Clergymen - Public Speakers - Stage, Radio, and Television Personnel)

1. who wish to improve their speech for business or social reasons;
2. who do not wish to be misjudged or misunderstood because of incorrect pronunciations of frequently mispronounced words.

(Intermediate - Advanced Courses)

TEACHERS

1. who are interested in their own pronunciation, both socially and professionally;
2. who wish to check the pronunciation of their students;
3. who are preparing for speech examinations.

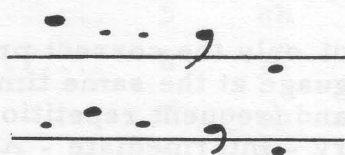
(Advanced Course)

INTONATION

Intonation, as defined by Webster, is the rise and fall in pitch of the voice in speech. Professor Hermann Klinghardt, who developed a system of marking by dots to show intonation patterns, states in his book, *French Intonation Exercises*, "..... a correct intonation seems to be even more important than a correct pronunciation, for the acquirement of a spoken foreign tongue." The two, however, are so closely linked that it is necessary to learn them simultaneously.

In his marking system, Klinghardt uses the heavy dot for the stressed syllable and the light dot for the unstressed syllable; the heavy comma for the down-glide, and the heavy comma inverted, for the up-glide. A horizontal line, known as the measuring line, is used to indicate the normal pitch of the voice.

Although the most characteristic element of any language is its intonation or melody, the importance of acquiring the correct intonation of a foreign language is generally underestimated. Every language has its own characteristic intonation pattern, and the stress in any phrase or breath group may change, depending upon the meaning you wish to convey, for example, if you were asking someone where he was going, in a casual way, you would say,



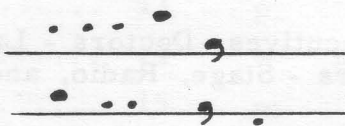
Where' are you going?

But if you were exclaiming in surprise, you might say,

Where are' you going?

The following rules, however, are generally true and will be helpful to those who are learning English. *

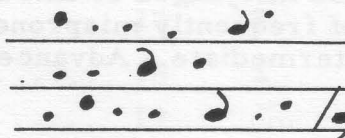
1. A complete thought ends with a down-glide. A question beginning with an interrogative word ends with a down-glide.



She is a good girl.

What is the answer?

2. An incomplete thought ends in an up-glide. A question which can be answered by yes or no ends in an up-glide.



Speaking of an accent

Are you serious?

Are you an American? Yes.

* The first stressed syllable in any group is always the highest in pitch.

RHYTHM

Stressed and unstressed forms of words, and syllables of words, play a very important part in the rhythm of speech. In the appendix of this book, you will find a list of the most common weak forms of the various parts of speech. Here we shall concentrate on the weak forms of the articles *a*, *an*, and *the*; the conjunction *and*; the verb *was*; and the prepositions, *at* and *for*, as they appear in the phrases of the lessons which follow.

For example, the sentence, *She was the one*, would not be spoken as isolated words, *she/was/the/one*, but rather, as a word of four syllables, *she' was the one'*. The group would have the same rhythmic pattern as the word, *re' in tro duce'*. There would be weak stress on the first word *she*, and strong stress on the last word *one*, just as there is weak stress on the first syllable *re* and strong stress on the last syllable *duce*, in the word *reintroduce*.

In the phrases below, the articles *a* and *an* become the unstressed syllables of the words which follow them. For example, in the phrase, *a hall hat rack*, the words *a* and *hall* would be pronounced *ahall*, just as you would pronounce *about*.

ahall hat rack

an ar' my action

ahalm answer

an art' student

ahall candle

an ar' dent actor

In the following phrases, the article *the* merges with the words which precede and follow it.

has *thă* ticket

thi army officer

close *thă* door

thi archery tournament

thă market place

thank *thi* author

Use the unstressed (weak) forms as indicated by the following spellings.*

thi offense *wăz* trifling

head *'nd* arm

she *wăz* *thă* winner

health *'n* wealth

thi effect *wăz* different

coffee *'n* wafers

came *fă* *thă* book

at *thă* party

fă carrying power

at *thă* gate

searching *fă* knowledge

at eight o'clock

* The spelling of the unstressed or weak forms, as given above, are as they are represented in Webster's Guide to Pronunciation, with the following exceptions:

ă is represented by *ă*; *thě* by *thă*; *wŭz* by *wăz*; *fŕ* by *fă*.

RECORD I

LESSON I

Consonant th (θ)

The unvoiced *th* sound, as in *thin*, *nothing*, *bath*, is produced by placing the tip of the tongue lightly against the lower edge of the upper front teeth, and blowing out an unvoiced breath.

think - thank	something - nothing	bath - path
throw - through	healthy - wealthy	mouth - month
thin - thick	anything - everything	north - south

Listen to the rhythm in the following phrases. Notice the three different ways of saying the word *and*.

health is wealth	'helθ ɪz 'welθ	something for nothing	'sʌmθɪŋ fə 'nʌθɪŋ
thick and thin	'θɪk ən 'θɪn	through and through	'θru: ɪ 'θru:
north and south	'nɔ:θ ən 'saʊθ	anything and everything	'eniθɪŋ ɪd 'evriθɪŋ

thank	arithmetic	bath
thing	birthday	both
thief	healthy	cloth
through	faithful	death
thin	truthful	faith
thick	bathtub	path
thread	nothing	north
think	something	mouth

1. You can't get something for nothing; everything has a price.
2. Why does a healthy child put his thumb in his mouth?
3. She had thread and cloth, but no thimble.
4. Did you thank your sister for both birthday gifts?
5. Theodore hurt his mouth when he fell on the path.

1. ju 'kant 'get 'sʌmθɪŋ fə 'nʌθɪŋ; 'evriθɪŋ 'hæz ə 'praɪs.
2. 'maɪ dəz ə 'helθɪ 'tʃaɪld put ɪz 'θʌm ɪn ɪz 'maʊθ?
3. ʃi hæd 'θred ən 'klo:θ, bət 'nəʊ 'θɪmbl.
4. dɪd ju 'θæŋk juə 'sɪstə fə 'bəʊθ 'bɜ:θdeɪ 'ɡɪfts?
5. 'θiə, dɔ: 'hɜ:t ɪz 'maʊθ men ɪ 'fel ɒn ðə 'paθ.

RECORD I

LESSON 2

Consonant ~~th~~ (ð)

The voiced *th* sound, as in *this*, *mother*, *with*, is produced by placing the tip of the tongue lightly against the lower edge of the upper front teeth and blowing out a voiced sound.

this - that	either - neither	soothe - smooth
these - those	mother - brother	teethe - breathe
them - their	weather - feather	clothe - loathe

Listen to the following phrases. Notice the *s* and *z* sounds when they are followed by the voiced *th*.

it was there	'it wəz 'ðeə	has the ticket	'hæz ðə 'tɪkɪt
is the other one	'ɪz ðɪ 'ʌðə 'wʌn	press the coat	'pres ðə 'kəʊt
dress the child	'dres ðə 'tʃaɪld	close the door	'kləʊz ðə 'dɔː

this	other	with
that	mother	breathe
these	father	clothe
those	brother	bathe
they	weather	soothe
them	feather	smooth
than	either	teethe
there	neither	loathe

1. These pictures are much better than the others.
2. Can you do your other shopping this afternoon?
3. His father and mother were looking for his brother.
4. Did you smooth the child's hair with the brush?
5. It is difficult to soothe a child when he is teething.

1. 'ði:z 'pɪktʃəz ə 'mʌtʃ 'betə ðən ðɪ 'ʌðəz.
2. 'kæn ju 'du jʊr 'ʌðə 'ʃɒpɪŋ ðɪs ,aftə'nu:n?
3. hɪz 'fa:ðər ən 'mʌðə wə 'lʊkɪŋ fər ɪz 'brʌðə.
4. dɪd ju 'smu:ð ðə 'tʃaɪldz 'hæə wɪð ðə 'brʌʃ?
5. ɪt ɪz 'dɪfəkəlt tə 'su:ð ə 'tʃaɪld mən ɪ ɪz 'ti:ðɪŋ.

RECORD I

LESSON 3

Consonant t (t)

The *t* sound, as in *time*, *little*, *bit*, is represented by *t* and double *t*. It is produced by placing the tip of the tongue against the upper gum ridge and releasing it, as an unvoiced sound is emitted.

time - tame
tale - tell
try - true

battle - cattle
better - letter
matter - fatter

hit - hut
bit - but
kit - cut

In the following phrases, notice the difference in the *t* sound when it is followed by a consonant; by a vowel.

a soft hat ə 'sɒft 'hæt
the gate post ðə 'geɪt 'pəʊst
the tall tale ðə 'tɔ:l 'teɪl

write a note 'raɪt ə 'nəʊt
a little matter ə 'lɪtl 'mætə
twenty-two times 'twenti 'tu: 'taɪmz

table
take
talk
tell
time
true
tune
twelve

battle
cattle
better
matter
little
eating
writing
printing

at
hat
cat
late
wait
soft
write
gate

1. They played table tennis until late in the afternoon.
2. What is the matter with the tiny baby?
3. Get your hat and coat and wait for me at the gate.
4. Did he write a letter to his sister yesterday or today?
5. The child was eating his breakfast when he choked on the pit.

1. ðeɪ 'pleɪd 'teɪbl 'tenɪs ən'tɪl 'leɪt ɪn ðɪ 'aftə'nu:n.
2. 'wɒt ɪz ðə 'mætə wɪð ðə 'taɪni 'beɪbi?
3. 'get juə 'hæt ən 'kəʊt ən 'weɪt fə mi æt ðə 'geɪt.
4. dɪd ɪ 'raɪt ə 'letə tu ɪz 'sɪstə 'jestə,deɪ ə tə'deɪ?
5. ðə 'tʃaɪld wəz 'i:tn ɪz 'brekfəst mən ɪ 'tʃəʊkt ɒn ðə 'pɪt.

RECORD I

LESSON 4

Consonant d (d)

The *d* sound, as in *doll*, *candle*, *bad*, is represented by *d* and double *d*. It is produced by placing the tip of the tongue against the upper gum ridge and releasing it as a voiced sound is uttered.

dame - dime	padding - pudding	add - mad
deal - dull	ridden - hidden	had - sad
duck - deck	bidding - budding	lad - bad

In the following phrases, use the weak forms of the articles, *a*, *an*, and *the*.

a friend in need	ə 'frend in 'ni:d	the muddy road	ðə 'mʌdi 'roud
the doctor's dut	ðə 'dɒktəz 'dju:ti	a dark day	ə 'da:k 'dei
a dime a dozen	ə 'daɪm ə 'dʌzn	the hidden garden	ðə 'hɪdn 'ga:dn

dark	bundle	bad
day	candle	bed
date	ladder	bride
desk	ready	called
door	reduce	kind
dirt	under	need
dust	saddle	head
duty	window	find

1. He did his duty and rode away.
2. Did the thief carry the bundle down the ladder?
3. Dorothy had a date with the dentist on Monday.
4. Do they have pudding for dinner every Sunday?
5. It was a dark day, but the bride wore a white dress.

1. hi'dɪd ɪz 'dju:ti ən 'roud ə'weɪ.
2. dɪd ðə 'θi:f 'kæri ðə 'bʌndl 'daʊn ðə 'lædə?
3. 'dɒrəθi hæd ə 'deɪt wɪð ðə 'dentɪst ɒn 'mʌndi.
4. du ðeɪ hæv 'puɪdn fə 'dɪnər 'evri 'sʌndi?
5. ɪt wəz ə 'da:k 'dei, bʌt ðə 'braɪd 'wɔ:r ə 'maɪt 'dres.

RECORD I

LESSON 5

Consonant f (f)

The *f* sound, as in *flame*, *left*, *cuff*, is produced by placing the edge of the upper teeth upon the lower lip and blowing the air out.

face - first
force - fourth
fall - fail

differ - different
often - soften
offer - suffer

life - wife
leaf - beef
calf - half

In the following phrases watch the rhythm. Use the weak form of the conjunction and.

face the future 'feɪs ðə 'fjuːtʃə coffee and wafers 'kɒːfɪ ən 'weɪfəz
before and after bi'fɔːr and 'aftə knife and fork 'naɪf ən 'fɔːk
laugh it off 'laɪf ɪt 'ɔːf half and half 'haɪf ən 'haɪf

fan
fat
fear
feel
fine
far
fall
fast

after
before
careful
coffee
sofa
offer
laughter
effort

half
leaf
loaf
wolf
calf
laugh
knife
safe

1. She ordered a loaf of bread and some fresh fruit.
2. Did the clown make funny faces for the children?
3. It was not safe for the child to have the knife.
4. Did Philip take his medicine before and after meals?
5. The knife and fork fell on the floor.

1. ʃi 'ɔːdəd ə 'ləʊf əv 'bred ən səm 'fref 'fruːt.
2. dɪd ðə 'klaʊn 'meɪk 'fʌni 'feɪsɪz fə ðə 'tʃɪldrən?
3. ɪt wəz 'nɒt 'seɪf fə ðə 'tʃaɪld tə 'hæv ðə 'naɪf.
4. dɪd 'fɪlɪp 'teɪk ɪz 'medəsn bi'fɔːr and 'aftə 'miːlz?
5. ðə 'naɪf ən 'fɔːk 'fel ɒn ðə 'flɔː.

RECORD I

LESSON 6

Consonant v (v)

The *v* sound, as in *van*, *cover*, *of*, is produced by placing the edge of the upper teeth upon the lower lip and emitting a voiced sound.

veil - vile
vein - vine
vote - vow

driver - driving
diver - diving
weaver - weaving

love - glove
leave - weave
live - five

Watch the rhythm in the following phrases.

save and have	'seɪv ən 'hæv	a vast valley	ə 'væst 'væli
carve the veal	'kɑ:v ðə 'vi:l	a village weaver	ə 'vɪlɪdʒ 'wi:və
serve the gravy	'sɜ:v ðə 'greɪvi	a heavy stove	ə 'hevi 'stəʊv

vacation
value
vein
voice
visit
vote
very
vine

cover
ever
envelope
every
never
seven
savage
weaver

dive
move
weave
live
five
love
have
leave

1. She visited the village in the valley.
2. Why did the visitor carve the veal?
3. The weaver wove very fine gloves and veils.
4. Did the students vote to have their vacation in November?
5. The driver of the moving van covered the furniture.

1. ʃɪ 'vɪzɪtɪd ðə 'vɪlɪdʒ ɪn ðə 'væli.

2. 'maɪ dɪd ðə 'vɪzətə 'kɑ:v ðə 'vi:l?

3. ðə 'wi:və 'wəʊv 'veri 'faɪn 'glʌvz ən 'veɪlz.

4. dɪd ðə 'stju:dənts 'vəʊt tə 'hæv ðeə veɪ'keɪʃən ɪn no'vembə?

5. ðə 'draɪvə əv ðə 'mu:vɪŋ 'væn 'kʌvəd ðə 'fɜ:nɪʃə.

RECORD I

LESSON 7

Consonant w (w)

The *w* sound, as in *we* and *twice*, is a voiced consonant. It is produced by rounding the lips, raising the back of the tongue, and uttering a voiced sound.

west - waste
wise - wait
went - want

backward - forward
inward - outward
unwind - rewind

In the following phrases watch the pronunciation of the article *the*, when it precedes a vowel; a consonant.

the wild waves ðə 'waɪld 'weɪvz the wicked woman ðə 'wɪkɪd 'wʊmən
the well wisher ðə 'wel 'wɪʃə the unworthy writer ðɪ ʌn'wɜ:ðɪ 'raɪtə
the unwise will ðɪ ʌn'waɪz 'wɪl the wise watchman ðə 'waɪz 'wɒtʃmən

wait
walk
warn
wave
were
went
work
with

away
forward
sandwich
someone
backward
reward
unwise
wigwam

1. She was waiting and watching for her son.
2. Did you see the swallow in the willow tree?
3. The widow wore black for many weeks.
4. Did the bride wear white at the wedding?
5. William washed and wiped the glassware.

1. ʃɪ wəz 'weɪtɪŋ ən 'wɒtʃɪŋ fə hɜ 'sʌn.
2. dɪd ju 'si: ðə 'swɒlə ɪn ðə 'wɪlə 'tri:?
3. ðə 'wɪdə 'wɜ: 'blæk fə 'meni 'wi.kz.
4. dɪd ðə 'braɪd weə 'maɪt ət ðə 'wedɪŋ?
5. 'wɪljəm 'wɒʃt ən 'waɪpt ðə 'glæsweə.

RECORD I

LESSON 8

Consonant wh (ʍ)

The *wh* sound, as in *which* and *what*, is the voiceless cognate of the *w* sound. It is produced by rounding the lips, raising the back of the tongue and blowing out an unvoiced sound.

where - when
which - why
whether - whisper

anywhere - everywhere
somewhere - somewhat
meanwhile - nowhere

Repeat the following phrases noting the difference between the voiced *w* sound and the voiceless *wh*.

why worry 'maɪ 'wʌrɪ
which way 'wɪtʃ 'weɪ
whittle wood 'wɪtl̩ 'wʊd

what a whale 'wʌt ə 'weɪl
whine and whimper 'waɪn ən 'wɪmpə
where and when 'weər ən 'men

whale
which
white
whip
when
where
while
why

nowhere
meanwhile
somewhat
millwheel
anywhere
bobwhite
horsewhip
elsewhere

1. Wherever they went and whatever they did seemed to be wrong.
2. Did he catch a whitefish when he was fishing on the wharf?
3. He tried to imitate the whistle of the whippoorwill.
4. Did the horse whinny when his master whistled?
5. Whenever the dog is tied up, he whimpers and whines.

1. 'weər'evə ðeɪ 'went ən wʌt'evə ðeɪ 'dɪd 'si:md tə bi 'rɔ:ŋ.
2. dɪd ði 'kætʃ ə 'waɪt,fɪʃ 'men ði wəz 'fɪʃɪŋ ɒn ðə 'wɔ:f?
3. hi 'traɪd tu 'ɪmə'teɪt ðə 'wɪsl̩ əv ðə 'wɪpəwɪl.
4. dɪd ðə 'hɔ:s 'mɪni 'men ɪz 'mɑ:stə 'wɪsl̩d?
5. 'men'evə ðə 'dɔ:g ɪz 'taɪd 'ʌp, hi 'wɪmpəz ən 'waɪnz.

RECORD II

LESSON 9

Vowel ē (i:)

The long *e* sound as in *eat, need, tree*, is formed by raising the edges of tongue, except the tip, almost to the hard palate, spreading the lips and uttering a voiced sound.

eat - each
ease - easy
eastern- evening

heat - seat
beat - feet
meet - sheet

me - key
we - tree
tea - sea

In the following phrases, notice the pronunciation of the final *e* in the word *the* when it is followed by a consonant; by a vowel.

the peach tree ðə 'pi:tʃ 'tri:
the free ticket ðə 'fri: 'tɪkɪt
the green peas ðə 'ɡri:n 'pi:z

the eastern city ðɪ 'i:stən 'sɪtɪ
the easy way ðɪ 'i:zɪ 'weɪ
the eager student ðɪ 'i:gə 'stju:dənt

each
eager
east
easy
either
even
equal
eagle

feet
keep
leave
need
please
sleep
kneel
sweep

be
free
knee
tree
three
see
we
she

1. Keep your feet off the seat.
2. How many weeks did they agree to spend in Freeport?
3. The breeze was cold enough to freeze the leaves on the trees.
4. Did Steve hurt his knee on the tree?
5. They had meat, green peas, and beets for lunch.

1. 'ki:p juə 'fi:t 'ɔ:f ðə 'si:t.
2. hʌv menɪ 'wi:kz dɪd ðeɪ ə'ɡri: tə 'spend ɪn 'fri:pɔ:t?
3. ðə 'bri:z wəz 'kəʊld ɪ'nʌf tə 'fri:z ðə 'li:vz ɒn ðə 'tri:z.
4. dɪd 'sti:v 'hɜ:t ɪz 'ni: ɒn ðə 'tri:?
5. ðeɪ həd 'mi:t, 'ɡri:n 'pi:z, ən 'bi:ts fə 'lʌntʃ.

RECORD II

LESSON 10

Vowel ǝ (i)

The short *i* sound, as in *it*, *him*, *city*, is produced by raising the edges of the tongue toward the hard palate as in the long *e* sound, only not quite so high.

if - ill	did- bid	city - pity
in - inch	hid- kid	busy - dizzy
it - itch	lid- rid	pretty - kitty

Notice the pronunciation of the article *the*, when it precedes a vowel; a consonant.

the ink stand	ðɪ 'ɪŋk 'stænd	the busy city	ðə 'bɪzɪ 'sɪtɪ
the index file	ðɪ 'ɪndeks 'faɪl	the pretty lady	ðə 'prɪtɪ 'leɪdɪ
the inside door	ðɪ 'ɪn,səɪd 'dɔː	the frisky kitten	ðə 'frɪskɪ 'kɪtən

if	bill	pretty
ill	been	city
ink	give	guilty
inch	milk	happy
into	him	busy
inside	six	sixty
infant	will	pity
invite	quick	funny

1. They served milk and crispy crackers to the children.
2. Did Kit spill the ink on the silk quilt?
3. The little kitty was quick to drink her milk.
4. How many inches do they need inside the window sill?
5. It was pitiful to see the infant so ill.

1. ðeɪ 'sɜ:vəd 'mɪlk ən 'krɪspɪ 'krækəz tə ðə 'tʃɪldrən.
2. dɪd 'kɪt 'spɪl ðɪ 'ɪŋk ɒn ðə 'sɪlk 'kwɪlt?
3. ðə 'lɪtl̩ 'kɪtɪ wəz 'kwɪk tə 'drɪŋk ə 'mɪlk.
4. haʊ mæni 'ɪntʃɪz du ðeɪ 'ni:d ɪn'saɪd ðə 'wɪndo 'sɪl?
5. ɪt wəz 'pɪtɪfəl tə 'si: ðɪ 'ɪnfənt 'soʊ 'ɪl.

RECORD II

LESSON 11

Vowel ẽ (e)

The short *e* sound, as in *end* and *bed*, is produced by raising the edges of the tongue as for the short *i* sound, only slightly lower. The lower jaw is also slightly lowered in going from long *ē* to short *ī* to short *ẽ*.

end - edge
elm - else
enter - entrance

neck - deck
head - dead
belt - felt

In the following phrases, distinguish carefully between the long *ē*, and the short *ī*, and the short *ẽ*.

help the sick 'help ǫə 'sɪk
mend the net 'mend ǫə 'net
bend the stick 'bend ǫə 'stɪk

lend a hand 'lend ə 'hænd
send a bit 'send ə 'bɪt
attend a meeting ə'tend ə 'miːtɪŋ

end
empty
egg
enter
edge
every
engine
excellent

letter
heavy
enemy
pencil
better
central
when
twenty

1. Henry attends a meeting every Wednesday.
2. Did the enemy move the heavy engines to a central position?
3. The fisherman asked the woman to help mend the net.
4. Did Ella write the letter to her friend in pencil?
5. Many of the guests left the meeting at ten twenty.

1. 'henrɪ ə'tendz ə 'miːtɪŋ 'evrɪ 'wenzdɪ.
2. dɪd ðɪ 'enəmi 'mu:v ðə 'hevrɪ 'endʒɪnz tu ə 'sentrəl pə'zɪʃən?
3. ðə 'fɪʃəmən 'askt ðə 'wʊmən tə 'help 'mend ðə 'net.
4. dɪd 'elə 'raɪt ðə 'letə tu ə 'frend ɪn 'pensəl?
5. 'meni əv ðə 'gests 'left ðə 'miːtɪŋ ət 'ten 'twentɪ.

RECORD II

Diphthong ā(eɪ)

The long *a* sound, as in *ate*, *cake*, *repay*, is produced by raising the front tongue and bringing the sides in contact with the upper teeth.

able - angel
ail - age
aid - ate

bake - take
tale - fail
rail - sale

play - pray
spray - stay
bay - bray

Repeat the following phrases smoothly.

in the rain in ðə 'rein
stay and play 'steɪ ən 'pleɪ
a great day ə 'greɪt 'deɪ

bake a cake 'beɪk e 'keɪk
in the shade in ðə 'ʃeɪd
play the game 'pleɪ ðə 'geɪm

able
aid
age
ail
ate
ape
angel
apricot

bake
cage
came
date
fame
pain
wave
mate

play
pray
spray
stay
say
clay
stray
neigh

1. They had apricots and angel cake for supper.
2. Did they wave to their playmates on the train?
3. They sailed eight miles along the bay.
4. Did they go to the Great Lakes in April or in May?
5. The mail plane was delayed because of the rain.

1. ðeɪ hæd 'eɪprɪkɒts ænd 'eɪndʒəl 'keɪk fə 'sʌpə.
2. dɪd ðeɪ 'weɪv tə ðə 'pleɪmeɪts ɒn ðə 'treɪn?
3. ðeɪ 'seɪld 'eɪt 'maɪlz ə'lɔ:ŋ ðə 'beɪ.
4. dɪd ðeɪ 'ɡoʊ tə ðə 'greɪt 'leɪks ɪn 'eɪprəl ər ɪn 'meɪ?
5. ðə 'meɪl 'pleɪn wəz dɪ'leɪd bɪ'kɔ:z əv ðə 'reɪn.

RECORD II

LESSON 13

Vowel ä (a:)

The ä sound, as in *arm, father, jar*, is produced by lowering the jaw and keeping the tongue flat with the tip resting behind the lower front teeth.

arm - army
art - artist
arch - archer

calm - palm
part - party
mark - market

are - bar
car - far
jar - tar

In the following phrases, distinguish carefully between the final *e* in the word *the* when it is followed by a vowel; by a consonant.

the army officer	ði 'a:mi 'ɔ:fəsə	the market place	ðə 'ma:kit 'pleɪs
the Arctic Ocean	ði 'a:ktɪk 'ouʃən	the large garden	ðə 'la:dʒ 'ga:dn
the parked car	ðə 'pa:kt 'ka:	the calm artist	ðə 'ka:m 'a:tɪst

are
arc
arch
arm
army
art
artist
archer

guard
heart
lark
mark
park
father
varnish
market

ah
jar
mar
bar
far
car
are
tar

1. The architect drew an arc and the mason built the arch.
2. Did the farmer drive the car to the barn?
3. She sang like a lark because her heart was light.
4. Did he try to remove the tar from the car with varnish?
5. The guard marched to and fro in the court yard.

1. ði 'a:kətekt 'dru: ən 'a:k ən ðə 'meɪsən 'bɪlt ði 'a:tʃ.
2. dɪd ðə 'fɑ:mə 'draɪv ðə 'ka: tə ðə 'bɑ:n?
3. ʃi 'sæŋ laɪk ə 'la:k bɪ'kɔ:z ɜ 'hɑ:t wəz 'laɪt.
4. dɪd i 'traɪ tə rɪ'mu:v ðə 'ta: frəm ðə 'ka: wɪð 'vɑ:nɪʃ?
5. ðə 'ga:d 'ma:tʃt 'tu: ən 'frɒv ɪn ðə 'kɔ:t 'ja:d.

RECORD II

LESSON 14

Vowel ǎ (æ)

The ǎ sound, as in *at* and *man*, is produced by raising the front tongue slightly but keeping the tip behind the lower front teeth. The soft palate is always raised for this sound.

am - add
as - at
ankle - apple

sad - had
pad - pat
ran - tan

In the following phrases, distinguish carefully between the final *e* in the word *the* when it is followed by a vowel; by a consonant.

the black cat	ðə 'blæk 'kæt	wrap the package	'ræp ðə 'pækɪdʒ
the angry cabman	ði 'æŋɡrɪ 'kæbmæn	sample the apples	'sæmpl̩ ði 'æpl̩z
the fat cattle	ðə 'fæt 'kætl̩	match the jacket	'mætʃ ðə 'dʒækɪt

add
at
ankle
apple
action
alley
accident
ancestor

baggage
mansion
sample
package
cabbage
savage
habit
shadow

1. The accident in the mansion caused trouble in the family.
2. Did he burn his ankle or his hand with the match?
3. He left his jacket in the back yard on the apple cart.
4. Did the accident happen on the avenue or in the alley?
5. The cat was watching the rabbit eating the cabbage.

1. ði 'æksɪdənt ɪn ðə 'mænsən 'kɔ:zd 'trʌbl̩ ɪn ðə 'fæməli.
2. dɪd ði 'bɜ:n ɪz 'æŋkl̩ ər ɪz 'hænd wɪð ðə 'mætʃ?
3. hi 'left ɪz 'dʒækɪt ɪn ðə 'bæk 'ja:d ɒn ði 'æpl̩ 'kɑ:t.
4. dɪd ði 'æksɪdənt 'hæpən ɒn ði 'ævənju ər ɪn ði 'æli?
5. ðə 'kæt wəz 'wɒtʃɪŋ ðə 'ræbɪt 'i:tɪŋ ðə 'kæbɪdʒ.

Vowel *ä* (ə)

The neutral vowel, which is the first sound in *above*, and the final sound in *soda*, is made with the lips and tongue in a relaxed position, and is found only in unstressed syllables and in diphthongs.

about - above
asleep - awake
amount - account

giant - client
accident - alphabet
parasol - parachute

mother - father
brother - sister
sofa - soda

Repeat the following phrases, blending the weak forms smoothly.

about the circus ə'baʊt ðə 'sɜ:kəs a cold dinner ə 'kəʊld 'dɪnə
around the corner ə'raʊnd ðə 'kɔ:nə the other members ðɪ 'ʌðə 'membəz
above the sofa ə'bʌv ðə 'sɒfə dinner and supper 'dɪnər ən 'sʌpə

alone
around
ago
among
alarm
agree
away
afraid

buffalo
balloon
relative
parade
finally
giant
canary
cadet

soda
extra
zebra
china
never
other
camera
sofa

1. She went around the corner to get another vanilla soda.
2. Was he afraid to go away and leave his relative alone?
3. The children saw the giant in the parade at the circus.
4. Did he finally agree to let the other members vote?
5. She was amazed and annoyed when the company arrived.

1. ʃɪ 'went ə'raʊnd ðə 'kɔ:nə tə 'get ə'nʌðə və'nɪlə 'sɒdə.
2. wəz ɪ ə'freɪd tə 'ɡoʊ ə'weɪ ən 'li:v ɪz 'relatɪv ə'ləʊn?
3. ðə 'tʃɪldrən 'sɔ: ðə 'dʒaɪənt ɪn ðə pə'reɪd ət ðə 'sɜ:kəs.
4. dɪd ɪ 'faɪnəli ə'ɡri: tə 'let ðɪ 'ʌðə 'membəz 'vəʊt?
5. ʃɪ wəz ə'meɪzd ænd ə'nɔɪd men ðə 'kʌmpəni ə'raɪvd.

RECORD II

LESSON 16

Vowel ü (Λ)

The short u sound, as in *up* and *bundle*, is produced by raising the middle of the tongue toward the hard palate and uttering a short voiced sound.

utter - under
usher - uncle
untie - unwrap

mother - brother
thunder - wonder
funny - muddy

Repeat the following phrases, blending the weak form of the article *a* into the words which follow it.

public support 'pʌblɪk sə'pɔ:t
double trouble 'dʌbl 'trʌbl
rough country 'rʌf 'kʌntri

a dozen bundles ə 'dʌzn 'bʌndlz
a muddy puddle ə 'mʌdi 'pʌdl
a funny umbrella ə 'fʌni ʌm'brelə

ugly
umbrella
under
uncle
us
oven
upstairs
until

hut
tongue
dozen
cousin
thunder
wonder
mutter
young

1. Uncle Dudley is upstairs cutting Tom's hair.
2. Did she drop her umbrella in the muddy puddle?
3. Their mother and their uncle told them not to run in the hot sun.
4. Were the children having fun playing with the bunny?
5. She hid the broken cup under the other dishes.

1. 'ʌŋkl 'dʌdli ɪz ʌp'steɪz 'kʌtɪŋ 'tɒmz 'heə.
2. dɪd ʃi 'drɒp ə ʌm'brelə ɪn ðə 'mʌdi 'pʌdl?
3. ðeə 'mʌðər ən ðeə 'ʌŋkl 'təʊld ðəm 'nɒt tə 'rʌn ɪn ðə 'hɒt 'sʌn.
4. wə ðə 'tʃɪldrən hævɪŋ 'fʌn 'pleɪɪŋ wɪð ðə 'bʌni?
5. ʃi 'hɪd ðə 'brʊkən 'kʌp 'ʌndə ði 'ʌðə 'dɪʃɪz.

RECORD III

LESSON 17

Consonant k (k)

The *k* sound, as in *kite*, *making*, *like*, is produced by pressing the back of the tongue against the soft palate and uttering an unvoiced sound as the tongue is released.

cork - cord
car - cut
cake - cane

basket - biscuit
weekly - quickly
walking - talking

book - look
walk - talk
make - take

Repeat the following phrases smoothly.

bake the cake	'beɪk ðə 'keɪk	a copper kettle	ə 'kɒpə 'ketl
catch the bouquet	'kætʃ ðə bu'keɪ	a cunning kitten	ə 'kʌnɪŋ 'kɪtn
cut the corners	'kʌt ðə 'kɔ:nəz	a cup of cocoa	ə 'kʌp əv 'kəʊkə

can
call
cake
cut
key
kind
kick
kitten

making
basket
working
biscuit
picture
walking
because
cocoa

back
book
wake
look
make
walk
take
work

1. Carol's mother baked a cake for the picnic.
2. Did he keep all his old coins in a copper kettle?
3. Kathryn had bacon, biscuits, and cocoa for breakfast.
4. What did they do with the cake, candy and cookies?
5. The kitten looked comfortable curled up in her cozy basket.

1. 'kærəlz 'mʌðə 'beɪkt ə 'keɪk fə ðə 'pɪknɪk.
2. dɪd ði 'ki:p 'ɔ:l ɪz 'əʊld 'kɔɪnz ɪn ə 'kɒpə 'ketl?
3. 'kæθrɪn 'hæd 'beɪkən, 'bɪskɪts, ən 'kəʊkə fə 'brekfəst.
4. 'wɒt dɪd ðeɪ 'du: wɪð ðə 'keɪk, 'kændɪ, ən 'kʊkɪz?
5. ðə 'kɪtn 'lʊkt 'kʌmfətəblɪ 'kɜ:ld 'ʌp ɪn ə 'kəʊzi 'bæskɪt.

RECORD III

LESSON 18

Consonant g (g)

The *g* sound, as in *get*, *begin*, *beg*, is produced by pressing the back of the tongue against the soft palate and emitting a voiced sound as the tongue is released.

game - gate
girl - gale
goat - gone

organ - bugle
begin - began
forget - forgot

bag - rag
big - dig
egg - leg

Repeat the following phrases smoothly, using the weak forms of the articles *a* and *the*.

dig the gold	'dɪg ðə 'ɡould	the angry gander	ði 'æŋɡrɪ 'ɡændə
begin again	bɪ'ɡɪn ə'ɡen	a hungry dog	ə 'hʌŋɡrɪ 'dɔ:g
gather the eggs	'ɡæðə ðɪ 'egz	the giggling girls	ðə 'ɡɪɡlɪŋ 'gɜ:lz

girl
glad
give
gate
gone
grass
garden
grain

begin
bugle
forget
sugar
organ
cigar
again
giggle

big
dig
dog
leg
pig
rag
fog
beg

1. The girls gave the glad tidings to the group.
2. Did they keep the grass cut around the garden gate?
3. She forgot about her rag doll when she saw the big dog.
4. Did he go to town to sell his eggs or to get his groceries?
5. She repeated the story to the giggling girls again and again.

1. ðə 'gɜ:lz 'geɪv ðə 'glæd 'taɪdɪŋz tə ðə 'ɡru:p.
2. dɪd ðeɪ 'ki:p ðə 'ɡræs 'kʌt ə'raʊnd ðə 'ɡɑ:dən 'geɪt?
3. ʃɪ fə'ɡɒt ə'baut hɜ 'ræg 'dɒl men ʃɪ 'sɔ: ðə 'bɪɡ 'dɔ:g.
4. dɪd ɪ 'ɡoʊ tə 'taʊn tə 'sel ɪz 'egz ɔ tə 'get ɪz 'ɡroʊsərɪz?
5. ʃɪ rɪ'pi:tɪd ðə 'sto:ri tə ðə 'ɡɪɡlɪŋ 'gɜ:lz ə'ɡen ænd ə'ɡen.

RECORD III

LESSON 19

Consonant ng (ŋ)

The *ng* sound, as in *sing* and *ringer*, is produced by raising the back of the tongue to the soft palate and emitting a voiced sound through the nose.

sing - singer
hang - hanger
ring - ringer

bring - bringing
fling - flinging
bang - banging

In repeating the following phrases, be sure that there is no click at the end of the *ng* sound.

running in 'rʌnɪŋ 'ɪn
growing up 'grəʊɪŋ 'ʌp
coming on 'kʌmɪŋ 'ɒn

going swimming
singing a song
working early

'ɡoɪŋ 'swɪmɪŋ
'sɪŋɪŋ ə 'sɔ:ŋ
'wɜ:kɪŋ 'ɜ:lɪ

bring
cling
sting
young
long
rang
song
king

singer
bringer
springer
flinger
wringer
hanger
banger
slinger

eating
drinking
running
walking
singing
dancing
sleeping
talking

1. They went walking in the morning and riding in the evening.
2. Were the students studying or playing when the fire broke out?
3. She studied dancing and painting when she was traveling.
4. Are you going swimming this afternoon or this evening?
5. The singers are planning to visit in Reading.

1. ðeɪ wɛnt 'wɜ:kɪŋ ɪn ðə 'mɔ:nɪŋ ən 'raɪdɪŋ ɪn ðɪ 'i:vɪŋɪŋ.
2. wə ðə 'stju:dənts 'stʌdɪɪŋ ɔ 'pleɪɪŋ mən ðə 'faɪə 'brəʊk 'aʊt?
3. ʃɪ 'stʌdɪd 'dænsɪŋ ən 'peɪntɪŋ 'mən ʃɪ wəz 'trævɪŋɪŋ.
4. ɑ ju 'ɡoɪŋ 'swɪmɪŋ ðɪs ,aftə'nu:n ɔ ðɪs 'i:vɪŋɪŋ?
5. ðə 'sɪŋəz ɑ 'plænɪŋ tə 'vɪzɪt ɪn 'redɪŋɪŋ.

RECORD III

LESSON 20

Consonant l (1)

The *l* sound, as in *low*, *salad*, *ill*, is produced by pressing the tip of the tongue against the upper gum ridge, and widening the front tongue as the air passes over the sides.

lip - lap
let - late
led - lad

fellow - follow
hello - hollow
pillow - willow

fall - fell
shawl - shell
ball - bell

Repeat the following phrases smoothly.

seal the envelope 'si:l ðɪ 'envə,lɒp the sailing vessel ðə 'seɪlɪŋ 'vesl
mail the letter 'meɪl ðə 'letə the jolly miller ðə 'dʒɒli 'mɪlə
light the lantern 'laɪt ðə 'læntən the hollow ball ðə 'hɒlə 'bɔ:l

land
last
lap
let
left
like
light
lose

jello
salad
lily
alive
yellow
follow
early
milk

all
ball
call
fall
girl
pull
sell
soil

1. Yale lost the football game last April.
2. Did Helen mail your letter last night?
3. Light the candle and place it on the table.
4. Did they fill the pail at the well or at the lake?
5. They left on the late train last night.

1. 'jeɪl 'lɒst ðə 'fʊt,bɔ:l 'geɪm 'læst 'eɪprəl.
2. dɪd 'helən 'meɪl jʊə 'letə 'læst 'naɪt?
3. 'laɪt ðə 'kændl ən 'pleɪs ɪt ɒn ðə 'teɪbl̩.
4. dɪd ðeɪ 'fɪl ðə 'peɪl ət ðə 'wel ər ət ðə 'leɪk?
5. ðeɪ 'left ɒn ðə 'leɪt 'treɪn 'læst 'naɪt.

RECORD III

LESSON 21

Consonant r (r)

The *r* sound, as in *read*, *very*, *narrow*, is produced by raising the front tongue toward the upper gum ridge and curling the tip back.

ran - run
ride - rode
rag - rug

merry - berry
very - hurry
story - glory

Read the following phrases smoothly.

right and wrong	'raɪt ən 'rɔ:ŋ	the narrow bridge	ðə 'næro 'brɪdʒ
round the room	'raʊnd ðə 'ru:m	the ripe cherries	ðə 'raɪp 'tʃerɪz
read and write	'ri:d ən 'raɪt	the storm raged	ðə 'sto:m 'reɪdʒd

read
ring
rich
rain
red
ran
rat
rug

story
very
hungry
weary
marry
carry
cherry
berry

1. The children were running across the narrow bridge.
2. Were the girls quarreling during the rehearsal?
3. Robert ran down the stairs and through the drawing room.
4. Were the children reading the rhymes that they had written?
5. The men were hungry and weary after their long trip.

1. ðə 'tʃɪldrən wə 'rʌnɪŋ ə'krɒs ðə 'næro 'brɪdʒ.
2. wə ðə 'gɜ:lz 'kwɒrəlɪŋ 'dʒʊrɪŋ ðə rɪ'hɜ:səl?
3. 'rɒbət 'ræn 'daʊn ðə 'steɪz ən θru: ðə 'dru:ɪŋ 'ru:m.
4. wə ðə 'tʃɪldrən 'ri:dn ðə 'raɪmz ðæt ðeɪ həd 'rɪtn?
5. ðə 'men wə 'hʌŋɡrɪ ən 'wɪrɪ 'aftə ðeə 'lɔ:ŋ 'trɪp.

RECORD III

LESSON 22

Vowel û (3:)

The û sound, as in *urn*, *bird*, and *her*, is produced by placing the tip of the tongue behind the lower front teeth and raising the middle of the tongue to a half high position. Do not curl the tip of the tongue backward.

earn - earth
earl - early
urge - urgent

chirp - churn
girl - whirl
third - word

her - fur
sir - were
purr - stir

Repeat the following phrases smoothly.

the third word	ðə 'θɜ:d 'wɜ:d	whirl the girl	'mɜ:l ðə 'gɜ:l
the early bird	ði 'ɜ:li 'bɜ:d	turn the churn	'tɜ:n ðə 'tʃɜ:n
the first worm	ðə 'fɜ:st 'wɜ:m	learn the verse	'lɜ:n ðə 'vɜ:s

earn
earth
err
early
urn
earnest
urchin
urge

learn
burn
work
curtain
turn
third
churn
nerve

fur
sir
stir
were
purr
occur
refer
blur

1. They learned the words of the first and third verses.
2. Did the urchin catch worms and feed them to the birds?
3. He has been turning the churn since early this morning.
4. Did she resign from the firm after serving thirty years?
5. She turned the curtains to hide the dirt.

1. ðeɪ 'lɜ:nd ðə 'wɜ:dz əv ðə 'fɜ:st ən 'θɜ:d 'vɜ:sɪz.
2. dɪd ði 'ɜ:tʃɪn 'kætʃ 'wɜ:mz ən 'fi:d ðəm tə ðə 'bɜ:dz?
3. hi hæz bɪn 'tɜ:nɪŋ ðə 'tʃɜ:n 'sɪnz 'ɜ:li ðɪs 'mɔ:nɪŋ.
4. dɪd ʃi rɪ'zəɪn frəm ðə 'fɜ:m 'aftə 'sɜ:vɪŋ 'θɜ:ti 'jɪəz?
5. ʃi 'tɜ:nd ðə 'kɜ:tənz tə 'haɪd ðə 'dɜ:t.

Vowel \bar{o} (u:)

The long \bar{o} sound, as in *ooze*, *cool*, *who*, is produced by raising the back of the tongue toward the soft palate and rounding the lips into a small circular form.

ooze - oozed
oozy - oodles
oolong - umiak

lose - choose
cool - spool
goose - loose

true - blue
grew - drew
who - woo

Repeat the following phrases smoothly.

a school shoe	ə 'sku:l 'ʃu:	the loose spool	ðə 'lu:s 'spu:l
a soup spoon	ə 'su:p 'spu:n	the blue pool	ðə 'blu: 'pu:l
a cool food	ə 'ku:l 'fu:d	the school rule	ðə 'sku:l 'ru:l

ooze
oolong
oozes
oodles
oozed
umiak
oozy
ooziness

cool
goose
tool
spool
loose
school
root
roost

chew
do
glue
blue
true
too
who
grew

1. We always eat cool foods at noon during the warm weather.
2. Was he gloomy because his school work wasn't going smoothly?
3. The baby chewed on a spool when he was cutting his tooth.
4. Did Ruth move the stool into the other room?
5. The pig was rooting among the plants which grew near the pool.

1. wi 'ɔ:lwɪz 'i:t 'ku:l 'fu:dz ət 'nu:n 'dʒʊrɪŋ ðə 'wɔ:m 'weðə.
2. wəz ðə 'glu:mi bi'kɔ:z ɪz 'sku:l 'wɜ:k wəznt 'ɡoɪŋ 'smu:ðli?
3. ðə 'beɪbi 'tʃu:d ɒn ðə 'spu:l men ðə wəz 'kʌtɪŋ ɪz 'tu:θ.
4. dɪd 'ru:θ 'mu:v ðə 'stu:l ɪntə ðɪ 'ʌðə 'ru:m?
5. ðə 'pɪɡ wəz 'ru:tɪŋ ə'mʌŋ ðə 'plænts mɪtʃ 'ɡru: nɪə ðə 'pu:l.

RECORD III

LESSON 24

Vowel ʊ (ʊ)

The short ʊ sound,* as in *book, wolf, full*, is produced in much the same way as the long ʊ, but the tongue is slightly lower and more relaxed, and the lips are slightly less rounded.

book - cook
hook - look
nook - took

wool - full
brook - shook
good - would

Repeat the following phrases smoothly.

a cook book	ə 'kʊk 'bʊk	full of sugar	'fʊl əv 'ʃʊgə
a bushel full	ə 'bʊʃəl 'fʊl	pull the wool	'pʊl ðə 'wʊl
a good look	ə 'gʊd 'lʊk	push and pull	'pʊʃ ən 'pʊl

book
cook
good
put
shook
foot
pull
took

woman
woolen
wooden
cushion
pudding
bushel
butcher
pulley

1. The cook took the pudding out of the oven just in time.
2. Did they push the key in or pull it out?
3. She took a bushel of apples home to the cook.
4. Was the cookie jar full of sugar?
5. The woman would not pick up the wood.

1. ðə 'kʊk 'tʊk ðə 'puɢɪŋ 'aʊt əv ði 'ʌvən 'dʒʌst ɪn 'taɪm.
2. dɪd ðeɪ 'pʊʃ ðə 'ki: 'ɪn ɔ 'pʊl ɪt 'aʊt?
3. ʃi 'tʊk ə 'bʊʃəl əv 'æplz 'həʊm tə ðə 'kʊk.
4. wəz ðə 'kʊki 'dʒɑ: 'fʊl əv 'ʃʊgə?
5. ðə 'wʊmən wʊd 'nɒt 'pɪk 'ʌp ðə 'wʊd.

* With the exception of the words *umlaut* and *oomph*, this sound occurs only in the medial position.

Consonant s (s)

The s sound, as in *saw, message, nice*, is a breathed or unvoiced consonant. It is formed by pressing the sides of the tongue lightly against the upper teeth so as to form a narrow groove. The breath is then emitted through a slight opening of the teeth.

saw - seen	passage - message	pass - gas
sing - sang	missing - kissing	face - place
sink - sank	racing - facing	nice - rice

In the following phrases, the s is a soft, breathed sound, in all three positions.

sink or swim	'sɪŋk ə 'swɪm	singing a song	'sɪŋɪŋ ə 'sɔ:ŋ
stand or sit	'stænd ə 'sɪt	sign the message	'saɪn ðə 'mesɪdʒ
silk or satin	'sɪlk ə 'sætɪn	pass the salt	'pæs ðə 'sɔ:lt

seat	passing	pass
silk	lesson	cross
sing	whistle	dress
soft	castle	face
summer	pressing	loose
supper	missing	house
sunny	wasting	class
something	muscle	nice

1. She did not waste time looking for the missing dress.
2. Will you pass the salt and salad to Sylvia?
3. She sat in the sun until six o'clock.
4. Did they have celery soup and salmon salad for supper?
5. She was listening to the story about sunny Spain.

1. ʃɪ dɪd 'nɒt 'weɪst 'taɪm 'lʊkɪŋ fə ðə 'mɪsɪŋ 'dres.
2. wɪl ju 'pæs ðə 'sɔ:lt ən 'sæləd tə 'sɪlvɪə?
3. ʃɪ 'sæt ɪn ðə 'sʌn ən'tɪl 'sɪks ə'klɒk.
4. dɪd ðeɪ 'hæv 'seləri 'su:p ən 'sæmən 'sæləd fə 'sʌpə?
5. ʃɪ wəz 'lɪsənɪŋ tə ðə 'sto:ri ə'baʊt 'sʌni 'speɪn.

RECORD IV

LESSON 26

Consonant z (z)

The *z* sound, as in *zeal*, *hazy*, *buzz*, is a voiced consonant. It is produced by pressing the sides of the tongue against the sides of the upper teeth so as to form a narrow groove. A voiced sound is then emitted through a slight opening of the teeth.

zeal - zinc
zero - zebra
zoo - zone

lazy - easy
dozen - cousin
crazy - daisy

rise - prize
plays - days
eyes - tries

In the following phrases, the *s* spelling is pronounced as *z*.

close the doors 'kloʊz ðə 'dɔːz freeze the dessert 'friːz ðə dɪ'zɜːt
visit the zoo 'vɪzɪt ðə 'zuː praise an author 'preɪz ən 'ɔːθə
raise the prices 'reɪz ðə 'praɪsɪz choose the music 'tʃuːz ðə 'mjuːzɪk

zeal
zebra
zero
zinc
zone
zoo
zoology
zipper

easy
dozen
frozen
lazy
teasing
music
daisy
cousin

is
has
use
lose
size
breeze
prize
quiz

1. Squeeze the oranges and freeze the dessert for supper.
2. Were the children teasing the animals in the zoo?
3. His friends were surprised at his crazy actions.
4. Did you close the doors and lock the windows?
5. Washington's soldiers crossed the Delaware in freezing weather.

1. 'skwiːz ðɪ 'ɔːrɪndʒɪz ən 'friːz ðə dɪ'zɜːt fə 'sʌpə.
2. wə ðə 'tʃɪldrən 'tiːzɪŋ ðɪ 'ænəmlz ɪn ðə 'zuː?
3. hɪz 'frendz wə sə'praɪzd ət ɪz 'kreɪzi 'ækʃənz.
4. dɪd ju 'kloʊz ðə 'dɔːz ən 'lɒk ðə 'wɪndəz?
5. 'wɒʃɪŋtənz 'souldʒəz 'krɒsɪt ðə 'delə,weɪ ɪn 'friːzɪŋ 'weðə.

Consonant sh (ʃ)

The *sh* sound, as in *sharp*, *cushion*, *bush*, is produced by bringing the teeth close together and raising the sides of the tongue toward the hard palate, and uttering an unvoiced sound.

shake - shave
shape - shade
shall - shawl

fashion - ration
issue - tissue
ocean - motion

cash - dash
hash - flash
mash - sash

Repeat the following phrases smoothly.

shine your shoes	'ʃaɪn jʊə 'ʃu:z	shut the shop	'ʃʌt ðə 'ʃɒp
shop for fish	'ʃɒp fə 'fɪʃ	short of cash	'ʃɔ:t əv 'kæʃ
wash the dish	'wɒʃ ðə 'dɪʃ	shape the bush	'ʃeɪp ðə 'bʊʃ

shade
shadow
shall
shop
shape
shame
shoe
shine

addition
bushel
ashamed
ocean
seashore
bashful
machine
national

bush
dish
finish
push
wish
fish
dash
crush

1. She shut the windows and pulled down the shades during the shower.
2. Did they have fish and radishes for supper?
3. You should brush your hair before washing it.
4. Did the Nash car crash into the shop on the corner?
5. She did her shopping on the shady streets.

1. ʃɪ 'ʃʌt ðə 'wɪndəz ən 'pʊld daʊn ðə 'ʃeɪdz 'dʒʊərɪŋ ðə 'ʃaʊə.
2. dɪd ðeɪ 'hæv 'fɪʃ ən 'rædɪʃɪz fə 'sʌpə?
3. ju ʃəd 'brʌʃ jʊə 'heə bɪ'fɔ: 'wɒʃɪŋ ɪt.
4. dɪd ðə 'næʃ 'ka: 'kræʃ 'ɪntə ðə 'ʃɒp ɒn ðə 'kɔ:nə?
5. ʃɪ dɪd hə 'ʃɒpɪŋ ɒn ðə 'ʃeɪdɪ 'stri:tɪs.

RECORD IV

Consonant zh (3)

LESSON 28

The *zh* sound, as in *azure* and *garage*, is produced by bringing the teeth close together, raising the sides of the tongue toward the hard palate, and uttering a voiced sound.

division - decision
measure - treasure
pleasure - leisure

beige - rouge
garage - corsage
mirage - potage

Repeat the following phrases until you can say them smoothly.

the azure sky	ðɪ 'æʒə 'skaɪ	a visual pleasure	ə 'vɪʒuəl 'pleʒə
the beige coat	ðə 'beɪʒ 'kəʊt	a small measure	ə 'smɔ:l 'meʒə
the dark rouge	ðə 'dɑ:k 'ru:ʒ	a rare occasion	ə 'reər ə'keɪʒən

usual
pleasure
explosion
decision
measure
vision
division
treasure

rouge
beige
garage
corsage
mirage
camouflage
prestige
potage

1. He made a wise decision in spite of the confusion.
2. Did she wear her corsage on her beige coat?
3. He measured the garage with unusual precision.
4. Did she use rouge only on rare occasions?
5. She spent her leisure time on visual pleasures.

1. hi 'meɪd ə 'waɪz dɪ'sɪʒən ɪn 'spaɪt əv ðə kən'fju:ʒən.
2. dɪd ʃɪ 'weə hɜ kɔ'sa:ʒ ɒn hə 'beɪʒ 'kəʊt?
3. hi 'meʒəd ðə gə'ra:ʒ wɪð ən'ju:ʒuəl prɪ'sɪʒən.
4. dɪd ʃɪ 'ju:z 'ru:ʒ 'əʊnli ɒn 'reər ə'keɪʒənz?
5. ʃɪ 'spent hə 'li:ʒə 'taɪm ɒn 'vɪʒuəl 'pleʒəz.

Consonant ch (tʃ)

The *ch* sound, as in *child*, *bachelor*, *much*, is produced by bringing the teeth close together, pressing the tip and sides of the tongue against the upper gum ridge, and uttering an unvoiced sound as the tongue is released.

chick - chill
cheek - cheat
chess - check

teacher - preacher
riches - ditches
lunches - bunches

hatch - catch
each - reach
bunch - lunch

Repeat the following phrases until you can say them smoothly.

a beach lunch	ə 'bi:tʃ 'lʌntʃ	catch the cheater	'kætʃ ðə 'tʃi:tə
a rich bachelor	ə 'ritʃ 'bætʃələ	choose a chicken	'tʃu:z ə 'tʃi:kən
a cherry orchard	ə 'tʃeri 'ɔ:tʃəd	change the chair	'tʃeɪndʒ ðə 'tʃeə

chair
chain
chalk
chance
child
chew
cherry
check

buthcer
kitchen
matches
teacher
merchant
bachelor
richest
wretched

each
lunch
march
match
beach
watch
speech
catch

1. The richest people are often the most wretched.
2. Why did they chase the chickens from the orchard?
3. She had no chance to check her speech before she gave it.
4. Did the child catch cold at the beach?
5. They had chicken and cheese sandwiches for lunch.

1. ðə 'ritʃɪst 'pi:pl̩ ər 'ɔ:fən ðə 'mʌst 'retʃɪd.
2. 'maɪ dɪd ðeɪ 'tʃeɪs ðə 'tʃi:kənz frəm ði 'ɔ:tʃəd?
3. ʃi hæd 'nʌv 'tʃæns tə 'tʃek ə 'spi:tʃ brɪ'fɔ: ʃi 'geɪv ɪt.
4. dɪd ðə 'tʃaɪld 'kætʃ 'kəʊld æt ðə 'bi:tʃ?
5. ðeɪ 'hæd 'tʃi:kən ən 'tʃi:z 'sændwɪtʃɪz fə 'lʌntʃ.

RECORD IV

LESSON 30

Consonant j (dʒ)

The *j* sound, as in *jump*, *magic*, *page*, is produced by bringing the teeth close together, pressing the tip and sides of the tongue against the upper gum ridge, and then uttering a voiced sound as the tongue is released.

jest - just
jam - germ
jug - jig

wages - pages
edges - hedges
deject - reject

cage - page
ledge - lodge
bridge - badge

Repeat the following phrases using the weak forms of the articles for smoothness and proper rhythm.

the large cage ðə 'la:dʒ 'keɪdʒ
a stage joke ə 'steɪdʒ 'dʒoʊk
a legion badge ə 'li:dʒən 'bædʒ

the huge engine ðə 'hju:dʒ 'endʒɪn
cage the pigeon 'keɪdʒ ðə 'pɪdʒən
judge and jury 'dʒʌdʒ ən 'dʒʊri

jam
jump
juice
joke
jury
join
jacket
jelly

pigeon
agent
wages
soldier
manager
region
subject
engine

age
bridge
change
page
carriage
orange
stage
damage

1. The manager said that he would raise the wages of the agent.
2. Did you leave your jacket on the ledge or in the carriage?
3. They put the pigeon in a large cage.
4. Were the pages of the language book gilt edged?
5. They changed the badges of the legion in January.

1. ðə 'mænədʒə 'sed ðæt ɪ wəd 'reɪz ðə 'weɪdʒɪz əv ðɪ 'eɪdʒənt.
2. dɪd ju 'li:v juə 'dʒækɪt ɒn ðə 'ledʒ.ər ɪn ðə 'kæɪdʒ?
3. ðeɪ 'pʊt ðə 'pɪdʒən ɪn ə 'la:dʒ 'keɪdʒ.
4. wə ðə 'peɪdʒɪz əv ðə 'læŋɡwɪdʒ 'bʊk 'ɡɪlt 'edʒd?
5. ðeɪ 'tʃeɪndʒd ðə 'bædʒɪz əv ðə 'li:dʒən ɪn 'dʒænju,erɪ.

Diphthong ou (aʊ)

The *ou* sound, as in *out*, *gown*, *how*, is produced by starting with the organs in the position for the *ɔ* sound, as in *half*, and shifting quickly into the position of the short *ʊ*, as in *foot*.

owl - ounce
out - our
outfit - outline

doubt - doubter
scout - scouter
pout - pouter

bow - cow
how - now
sow - row

In the following phrases, distinguish between the final *e* in the word *the*, when it is followed by a vowel; by a consonant.

the outer bower	ðɪ 'aʊtə 'baʊə	the pouting scout	ðə 'paʊtɪŋ 'skaʊt
the hour of dawn	ðɪ 'aʊər əv 'dɔ:n	the growling lion	ðə 'graʊlɪŋ 'laɪən
the outside door	ðɪ 'aʊt saɪd 'dɔə	the howling dog	ðə 'haʊlɪŋ 'dɔ:g

out
our
ounce
outfit
owl
outside
outer
outline

loud
brown
down
gown
found
round
mouth
mouse

allow
bow
cow
now
how
vow
scow
plow

1. She made wrinkles in her brow by scowling.
2. How many ounces are there in a pound?
3. The farmer plowed the ground around the house.
4. Did she shout loudly when she saw the mouse?
5. He found out that she had taken a vow.

1. ʃɪ 'meɪd 'rɪŋklz ɪn ɜ 'braʊ baɪ 'skaʊlɪŋ.
2. haʊ 'meni 'aʊnsɪz ə ðeər ɪn ə 'paʊnd?
3. ðə 'fɑ:mə 'plaʊd ðə 'graʊnd ə'raʊnd ðə 'haʊs.
4. dɪd ʃɪ 'ʃaʊt 'laʊdlɪ mən ʃɪ 'sɔ: ðə 'maʊs?
5. hi 'faʊnd 'aʊt ðæt ʃɪ həd 'teɪkən ə 'vaʊ.

RECORD IV

LESSON 32

Diphthong \bar{o} (ou)

The *o* sound, as in *old*, *note*, *low*, is produced by raising the mid tongue slightly, and rounding the lips. It moves quickly from pure *o*, as in *obey*, to short \bar{o} , as in *book*.

oh - old
oak - oat
own - only

soul - soap
known - note
boat - both

go - slow
show - snow
low - flow

Repeat the following phrases smoothly.

throw the snow	'θrou ðə 'snou	the old crow	ði 'ould 'krou
stole the gold	'stoul ðə 'gould	the slow pony	ðə 'slou 'pouni
sow the oats	'sou ði 'outs	the foaming ocean	ðə 'foumiŋ 'ouʃən

oak
oat
only
open
over
old
ocean
oboe

boat
both
home
soap
cold
wrote
loaf
note

go
sow
toe
low
row
flow
throw
know

1. The children were throwing snow at the old boat.
2. Did he have cold milk on his bowl of oatmeal?
3. The cold winds were blowing in from the ocean.
4. How many low notes could he play on his oboe?
5. The crows ate all the oats that were out in the open.

1. ðə 'tʃɪldrən wə 'θroʊɪŋ 'snou at ði 'ould 'bout.*
2. dɪd i hæv 'kould 'mɪlk ɒn ɪz 'bɒl əv 'aʊt, mi:l?
3. ðə 'kould 'wɪndz wə 'blɔɪŋ 'ɪn frəm ði 'ouʃən.*
4. 'haʊ 'meni 'ləʊ 'nəʊts kəd i 'pleɪ ɒn ɪz 'əʊbo?
5. ðə 'krouz 'eɪt 'ɔ:l ði 'aʊts ðæt wəz 'aʊt ɪn ði 'əʊpən.

* In words, such as *throwing* and *blowing*, where the *o* sound in the stressed syllable is followed by an unstressed syllable, the pure vowel is preferable.

Diphthong ū (ju:) *

The long *u* sound, as in *use*, *music*, *due*, is produced by raising the edges of the mid tongue toward the hard palate for the first element of the diphthong and then lowering it for the second element *oo*, as in *moon*.

use - unit
you - youth
union - unite

beauty - duty
huge - cube
suit - cute

due - sue
view - hue
new - few

Repeat the following phrases smoothly.

use the units	'ju:z ðə 'ju:nɪts	the huge cube	ðə 'hju:dʒ 'kju:b
refuse the suit	'ri'fju:z ðə 'sju:t	the news bureau	ðə 'nju:z 'bjuro
a new union	ə 'nju: 'ju:njən	a futile duty	ə 'fju:tl̩ 'dju:tɪ

use
unit
union
unite
uniform
you
universal
youth

beauty
refuse
huge
duty
suitable
student
numerous
reduce

dew
rescue
few
menu
new
stew
view
knew

1. It was stupid to reduce in such a manner.
2. Were their opportunities reduced by the union?
3. The students assumed that the program was futile.
4. Did the duke feel that his duties were unique?
5. Unions have numerous uses and duties.

1. it wəz 'stju:pɪd tə rɪ'dju:s ɪn 'sʌtʃ ə 'meɪnə.
2. wə ðeə 'ppə'tju:nɪtɪz rɪ'dju:st baɪ ðə 'ju:njən?
3. ðə 'stju:dənts ə'sju:md ðæt ðə 'prəʊgrəm wəz 'fju:tl̩.
4. dɪd ðə 'dju:k 'fɪ:l ðæt ɪz 'dju:tɪz wə ju'nɪk?
5. 'ju:njənz hæv 'nju:mərəs 'ju:sɪz ən 'dju:tɪz.

*Authorities differ on the labeling of this sound. Merriam Webster and Kenyon and Knott list it as a diphthong, symbolizing it as both *iu* and *ju*.

RECORD V

LESSON 34

Diphthong ī (ai)

The ī sound, as in *ice*, *type*, *dry*, is produced by shifting the organs quickly from the position of the *i* sound, as in *half*, to the position of the *ɪ* sound, as in *it*.

eye - idea
ivy - idle
isle - island

sight - right
might - kite
light - night

by - cry
fly - high
my - sigh

Repeat the following phrases smoothly.

a high tide	ə 'haɪ 'taɪd	the right idea	ðə 'raɪt aɪ'dɪə
a night ride	ə 'naɪt 'raɪd	the trial flight	ðə 'traɪl 'flaɪt
a bright guide	ə 'braɪt 'gaɪd	the five pilots	ðə 'faɪv 'paɪləts

eye
ice
idea
idle
iron
ivy
isle
island

bind
crime
dive
mine
time
line
right
sight

by
cry
dry
fly
high
my
sigh
tie

1. I'll try to write that letter tonight.
2. Did he dive in beyond the white line?
3. Time and tide wait for no man.
4. Did she sigh as she watched her son fly higher and higher?
5. I'm sure it was the right time to buy.

1. aɪl 'traɪ tə 'raɪt ðæt 'letə tə'naɪt.
2. dɪd hi 'daɪv 'ɪn bɪ'jʌnd ðə 'maɪt 'laɪn?
3. 'taɪm ən 'taɪd 'weɪt fə 'nʌv 'mæn.
4. dɪd ʃɪ 'saɪ əz ʃɪ 'wɒtʃt ə 'sʌn 'flaɪ 'haɪər ən 'haɪər?
5. aɪm 'ʃʊr ɪt wəz ðə 'raɪt 'taɪm tə 'baɪ.

RECORD V

LESSON 35

Vowel ô (o:)

The ô sound, as in *all*, *talk*, *saw*, is produced by dropping the jaw, projecting the lips forward in a rounded position, and raising the back of the tongue slightly.

awe - awful
all - almost
also - always

ball - fall
call - hall
tall - wall

saw - paw
law - jaw
draw - claw

Repeat the following phrases smoothly.

tall or short 'tɔ:l ə 'ʃɔ:t
fall or autumn 'fɔ:l ə 'ɔ:təm
talk or walk 'tɔ:k ə 'wɔ:k

caught the ball 'kɔ:t ðə 'bɔ:l
saw the flaw 'sɔ: ðə 'flɔ:
taught the hawk 'tɔ:t ðə 'hɔ:k

all
almost
always
awful
also
auto
already
ought

ball
wall
cause
fall
taught
warm
hawk
walk

paw
claw
saw
raw
jaw
squaw
draw
law

1. He caught the ball before it went over the wall.
2. Is it too warm to walk to the store this morning?
3. She taught her daughter to draw as soon as she could walk.
4. Was he an author before he became a lawyer?
5. The audience applauded the organist and his daughter.

1. hi 'kɔ:t ðə 'bɔ:l bi'fɔ:r it went 'oʊvə ðə 'wɔ:l.
2. ɪz ɪt 'tu: 'wɔ:m tə 'wɔ:k tə ðə 'stɔ: ðɪs 'mɔ:nɪŋ?
3. ʃi 'tɔ:t ə 'dɔ:tə tə 'drɔ: əz 'su:n əz ʃi kəd 'wɔ:k.
4. wəz i ən 'ɔ:θə bi'fɔ:r i bi'keɪm ə 'lɔ:jə?
5. ðɪ 'ɔ:diəns ə'plɔ:did ðɪ 'ɔ:gənɪst ænd ɪz 'dɔ:tə.

RECORD V

LESSON 36

Diphthong oi (ɔɪ)

The *oi* sound, as in *oil*, *soil*, *toy*, is produced by rounding the lips as for the *ô* sound in *all*, and quickly shifting to the position of the *ɪ* sound, as in *it*.

oil - oily
oyster - ointment
oilcloth - oilskin

coin - loin
noise - poise
toiler - boiler

boy - joy
employ - destroy
annoy - enjoy

Repeat the following phrases smoothly.

boil the oysters	'bɔɪl ɔɪ 'ɔɪstəz	the noisy boys	ðə 'nɔɪzɪ 'bɔɪz
enjoy the toys	ɪn'dʒɔɪ ðə 'tɔɪz	the soiled toys	ðə 'sɔɪld 'tɔɪz
oil the coils	'ɔɪl ðə 'kɔɪlz	join the envoy	'dʒɔɪn ɔɪ 'envɔɪ

oil
oyster
oily
ointment
oilcloth
oilskin
oiliness
oilstone

coin
joint
loyal
boiler
joyous
join
toiler
appoint

boy
joy
toy
employ
destroy
enjoy
annoy
envoy

1. His employer was annoyed when he voiced his opinion.

2. Do you like your oysters boiled or broiled?

3. The coins made a noise as they dropped into the boiler.

4. Did the boy destroy his toys willfully?

5. The envoy joined his secretary and toiled with him.

1. hɪz ɪm'plɔɪə wəz ə'nɔɪd mən ɪ 'vɔɪst ɪz ə'pɪnjən.

2. du ju 'laɪk jʊr 'ɔɪstəz 'bɔɪld ə 'brɔɪld?

3. ðə 'kɔɪnz'meɪd ə 'nɔɪz əz ðeɪ 'drɒpt ɪntə ðə 'bɔɪlə.

4. dɪd ðə 'bɔɪ dɪs'trɔɪ ɪz 'tɔɪz 'wɪlfəlɪ?

5. ɔɪ 'envɔɪ 'dʒɔɪnd ɪz 'sekrəteri ən 'tɔɪld wɪð ɪm.

Consonant p (p)

The *p* sound, as in *pay*, *supper*, *reap*, is produced by pressing the lips together, and then blowing them apart with an unvoiced sound.

pad - pat
pen - pet
pin - pit

simple - sample
maple - dimple
supper - temper

sleep - slip
deep - dip
reap - rip

In the following phrases, notice the difference between the sound of *p* when it is followed by a vowel; by a consonant.

peel the apple	'pi:l ði 'æpl	pack the peaches	'peæk ðə 'pi:tʃɪz
play the piano	'pleɪ ðə pi'æno	plan the party	'plæn ðə 'pɑ:ti
pay the peddler	'peɪ ðə 'pedlə	pick the pears	'pɪk ðə 'peəz

pair
pain
pat
part
play
pool
pen
pond

apple
apricot
sample
maple
temper
simple
supper
dimple

ape
map
deep
drop
hope
jump
rip
soap

1. The maple leaves dropped into the pool.
2. Did they have potatoes and peas for supper?
3. Pauline lost her temper at the party.
4. Did the poet write a simple poem about peace?
5. The president planned his pleasure trip carefully.

1. ðə 'meɪpl 'li:vz 'drɒpt 'ɪntə ðə 'pu:l.
2. dɪd ðeɪ 'hæv pə'tetɔz ən 'pi:z fə 'sʌpə?
3. pə'li:n 'ləst ə 'tempər ət ðə 'pɑ:ti.
4. dɪd ðə 'pɔɪt 'raɪt ə 'sɪmpl 'pɔɪm ə'baut 'pi:s?
5. ðə 'prezədənt 'plænd ɪz 'pleʒə 'trɪp 'keəfəli.

RECORD V

LESSON 38

Consonant b (b)

The *b* sound, as in *buy*, *rabbit*, *cab*, is produced by pressing the lips together and then blowing them apart with a voiced sound.

bad - bud	fable - table	rub - tub
buy - beg	barber - harbor	rob - mob
bed - bid	labor - neighbor	rib - bib

Watch the rhythm in the following sentences.

bounce the ball	'baʊns ðə 'bɔ:l	the broken box	ðə 'brʊkən 'bɒks
butter the bread	'bʌtə ðə 'bred	the rubber tube	ðə 'rʌbə 'tju:b
bind the book	'baɪnd ðə 'bʊk	the marble tub	ðə 'mɑ:bl 'tʌb

be	double	crib
been	elbow	mob
bear	lumber	stab
barn	liberty	rob
began	cabin	scrub
basket	member	knob
before	hobby	robe
because	robber	sob

1. She put the beans and the cabbage in the basket.
2. Do you believe everybody should have a hobby?
3. Every member of the basketball team doubled his efforts.
4. Did they capture the robber in the bank building?
5. She bruised her elbow on the curb when she fell.

1. ʃi 'put ðə 'bi:nz ən ðə 'kæbɪdʒ ɪn ðə 'bæskɪt.
2. du ju bɪ'li:v 'evrɪ,bɒdɪ ʃʊd 'hæv ə 'hɒbi?
3. 'evrɪ 'membə əv ðə 'bæskɪt,bɔ:l 'ti:m 'dʌblɪz 'efəts.
4. dɪd ðeɪ 'kæptʃə ðə 'rɒbə ɪn ðə 'bæŋk 'bɪldɪŋ?
5. ʃi 'bru:zd ə 'elbo ɒn ðə 'kɜ:b men ʃi 'fel.

Consonant m (m)

The consonant *m*, as in *man*, *hammer*, *hum*, is produced by pressing the lips together and emitting a voiced sound through the nasal passages.

make - mail
made - mate
mud - must

rumor - hammer
timber - lumber
humble - tumble

roam - comb
same - name
some - thumb

Repeat the following phrases smoothly.

move the map	'mu:v ðə 'mæp	the same comb	ðə 'seɪm 'kəʊm
mix the cement	'mɪks ðə sə'ment	the middle man	ðə 'mɪdl 'mi:n
more and more	'mɔ:r ən 'mɔə	the main camp	ðə 'meɪn 'kæmp

make
mad
made
me
mine
match
mouse
map

among
empty
farmer
damage
remark
woman
lumber
grumble

come
dream
fame
home
lame
seem
them
name

1. He studied the road map before he made the mountain trip.
2. Does the middle man make all the money in modern business?
3. The humming bird made its home in the elm tree.
4. Which was more expensive, the ham or the mutton?
5. He could not remember his name or his home address.

1. hi 'stadið ðə 'rəʊd 'mæp bɪ'fɔ: hi 'meɪd ðə 'maʊntən 'trɪp.
2. dʌz ðə 'mɪdl 'mi:n 'meɪk 'ɔ:l ðə 'mʌni in 'mɒdən 'bɪznɪs?
3. ðə 'hʌmɪŋ 'bɜ:d 'meɪd ɪts 'həʊm in ðɪ 'elm 'tri:.
4. wɪtʃ wəz 'mɔ:r 'ɪks'pensɪv, ðə 'hæm ɔ ðə 'mʌtən?
5. hi kʊd 'nɒt rɪ'membə 'ɪz 'neɪm ər 'ɪz 'həʊm ə'dres.

RECORD V

LESSON 40

Consonant n (n)

The consonant *n*, as in *not*, *sunny*, *inn*, is produced by pressing the tip of the tongue against the upper gum ridge and emitting a voiced sound through the nasal passages.

nail - name
night - knife
neck - net

dinner - winner
morning - awning
canning - fanning

can - ran
fun - sun
hen - ten

Repeat the following phrases smoothly.

the canned nuts	ðə 'kænd 'nʌts	a winning number	ə 'wɪnɪŋ 'nʌmbə
the iron fence	ði 'aɪən 'fens	an animal act	ən 'ænəməl 'ækt
the next night	ðə 'nekst 'naɪt	a rainy morning	ə 'reɪnɪ 'mɔ:ɪnɪŋ

name
neat
net
night
now
number
nose
knock

dinner
funny
morning
raining
window
under
animal
many

chicken
curtain
garden
heaven
kitten
train
lemon
dozen

1. The noisy children were a great annoyance in the evening.
2. Why were the animals allowed to run in the garden?
3. The rain was coming in the open window.
4. How many dozen lemons did she buy for the punch?
5. She waited upon her aunt, morning, noon, and night.

1. ðə 'nɔɪzɪ 'tʃɪldrən wə ɜ 'greɪt ə'nɔɪəns ɪn ðɪ 'i:vɪnɪŋ.
2. 'maɪ wə ðɪ 'ænəməlz ə'laʊd tə 'rʌn ɪn ðə 'gɑ:dən?
3. ðə 'reɪn wəz 'kʌmɪŋ ɪn ðɪ 'oʊpən 'wɪndə.
4. haʊ'menɪ 'dʌzn 'lemənz dɪd ʃɪ 'baɪ fə ðə 'pʌntʃ?
5. ʃɪ 'weɪtɪd ə'pʊn ər 'aʊnt, 'mɔ:ɪnɪŋ, 'nu:n, ən 'naɪt.

RECORD VI

LESSON 41

Diphthong ê (iə)

The diphthong ê, as in *ear, weird, mere*, is made up of the ĭ sound, as in *it*, followed by the neutral vowel. This sound usually occurs in words which have the letter *r* in the spelling.

ear - earring
eardrum - eardrop
earache - earmuff

feared - neared
clearly - nearly
cheerless - fearless

pier - deer
hear - clear
rear - cheer

Repeat the following phrases smoothly.

the clear fear ðə 'kliə 'fiə
the near pier ðə 'niə 'piə
the rear gear ðə 'riə 'giə

cheer the peer
near the rear
hear the cheer

'tʃiə ðə 'piə
'niə ðə 'riə
'hiə ðə 'tʃiə

ear
eardrum
earring
earful
earmuff
earphone
earache
eardrop

clearly
merely
cheerless
nearly
reared
cheerful
dearly
fearless

dear
fear
gear
hear
pier
mere
near
steer

1. She lost her earrings near the pier.
2. Was the rear gear broken or merely dirty?
3. The weary soldiers could not hear the cheers.
4. Did their fears disappear when the "all clear" was sounded?
5. They could hear weird noises in the clear air.

1. ʃi 'lɔːst ə 'iəriŋz 'niə ðə 'piə.
2. wəz ðə 'riə 'giə 'brʊkən ɔ 'miəli 'dɜːti?
3. ðə 'wiəri 'souldʒəz kʊd 'nɒt 'hiə ðə 'tʃiəz.
4. did ðeə 'fiəz ,disə'piə mən ði " 'ɔ:l 'kliə " wəz 'saundɪd?
5. ðeɪ kəd 'hiə 'wiəd 'nɔɪzɪz ɪn ðə 'kliə 'eə.

RECORD VI

LESSON 42

Diphthong â (ɛə)

The â sound, as in *air*, *rarely*, *prayer*, is formed by raising the edges of the back and mid tongue toward the hard palate and then lowering it slightly. This sound usually occurs in words which have the letter r in the spelling.

air	-	airman	dared	-	glared	wear	-	where
airship	-	heirloom	spared	-	shared	e'er	-	ne'er
heir	-	heiress	fairly	-	barely	spare	-	stair

Repeat the following phrases smoothly.

waer and tear	'wɛər ən 'tɛə	a glaring flare	ə 'gləriŋ 'fleə
fair and square	'fɛər ən 'skwɛə	a daring mare	ə 'dɛəriŋ 'meə
share the pears	'ʃɛə ðə 'piəz	a wearing spare	ə 'wɛəriŋ 'speə

air	scared	bare
airship	careful	care
airport	shared	dare
airplane	barely	fair
airman	glared	stair
heir	fairly	hair
heiress	spared	mare
heirloom	squarely	pair

1. She was upstairs waving her hair with great care.
2. What is Claire going to wear to the country fair?
3. A careful driver always keeps his car in repair.
4. Was the heir preparing for his air trip?
5. The carpet on the stairs was worn threadbare.

1. ʃi wəz ʌp'steəz 'weɪvɪŋ ə 'heə wɪð 'ɡreɪt 'keə.
2. 'wɒt ɪz 'kleə 'ɡoɪŋ tə 'weə tə ðə 'kʌntri 'feə?
3. ə 'keəfəl 'draɪvər 'ɔ:lwɪz 'ki:ps ɪz 'kaɪr ɪn rɪ'piə.
4. wəz ði 'ɛə prɪ'perɪŋ fər ɪz 'ɛə 'trɪp?
5. ðə 'kɑ:pɪt ɒn ðə 'steəz wəz 'wɔ:n 'θred,bɛə.

Diphthong ɔ̄r (ʊə)

The diphthong ɔ̄r, as in *poor* and *sure*, is made up of the ɔ̄ sound, as in *foot*, followed by the neutral vowel. In the words *cure*, *pure*, *demure*, *procure*, and *secure*, the diphthong is preceded by the y sound.

poor - moor
tour - sure
your - yours

insure - assure
conjure - allure
procure - demure

Repeat the following phrases, noting the difference in the pronunciation of the ɔ̄r and the ūr' sounds.

a sure cure ə 'ʃʊə 'kjʊə
an alluring tour ən ə 'lʊrɪŋ 'tʊə
the poor tourist ðə 'pʊə 'tʊrɪst

a rural detour ə 'rʊərəl 'dɪ.tʊə
insure the poor ɪn'ʃʊə ðə 'pʊə
tour the moor 'tʊə ðə 'mʊə

boor
moor
tour
your
sure
lure
cure
pure

assure
conjure
insure
allure
reassure
secure
procure
demure

1. The tour over the moors was reassuring.
2. Did the poor man lose his insurance?
3. They were not sure about the rural detour.
4. Were the tourists sure they were being served poor food?
5. The boat was at the mooring when they returned from their tour.

1. ðə 'tʊr ɔ̄ʊvə ðə 'mʊəz wəz ,rɪə'ʃʊrɪŋ.
2. dɪd ðə 'pʊə 'mæn 'lu:z ɪz ɪn'ʃʊərəns?
3. ðeɪ wə 'nɒt 'ʃʊr ə'baʊt ðə 'rʊərəl 'dɪ.tʊə.
4. wə ðə 'tʊrɪsts 'ʃʊə ðeɪ wə bɪŋ 'sɜ:vɪd 'pʊə 'fu:d?
5. ðə 'bəʊt wəz ət ðə 'mʊrɪŋ mæn ðeɪ rɪ'tɜ:nd frəm ðəə 'tʊə.

RECORD VI

LESSON 44

Diphthong ôr (oə)

The diphthong ôr, as in *oar* and *more*, is made up of the ô sound, as in *all*, followed by the neutral vowel. Words which may be pronounced with the diphthong, may also be pronounced with the pure vowel ô, especially in connected speech.

oar - door
four - more
pour - soar

seashore - restore
ignore - before
report - resort

Repeat the following phrases smoothly.

the worn floor ðə 'wɔ:n 'flɔə restore the oar rɪ'stɔ: ðɪ 'ɔə
the short report ðə 'ʃɔ:t rɪ'pɔ:t ignore the bore ɪg'nɔ: ðə 'bɔə
the restored door ðə rɪ'stɔ:d 'dɔə more and more 'mɔ:r ən 'mɔə

oar
bore
door
four
wore
swore
more
pour

restore
seashore
before
ignore
report
resort
import
export

1. She ignored his report on store conditions.
2. Did they add four more floors during the war?
3. She tore her dress on the door before she had worn it.
4. Do they close the store before four o'clock on Sundays?
5. She was such a bore that her friends ignored her more and more.

1. ʃɪ ɪg'nɔ:d ɪz rɪ'pɔ:t ɒn 'stɔ: kən'dɪʃənz.
2. dɪd ðeɪ 'æd 'fɔ: 'mɔ: 'flɔəz 'dʒurɪŋ ðə 'wɔ:?
3. ʃɪ 'tɔ: hæ 'dres ɒn ðə 'dɔə brɪ'fɔ: ʃɪ hæd 'wɔ:n ɪt.
4. du ðeɪ 'klaʊz ðə 'stɔə brɪ'fɔ: 'fɔ:r ə'klɒk ɒn 'sʌndɪz?
5. ʃɪ wəz 'sʌtʃ ə 'bɔ: ðæt ɜ 'frendz ɪg'nɔ:d ɜ 'mɔ:r ən 'mɔə.

RECORD VI

LESSON 45

Consnoant h (h)

The *h* sound, as in *hat* and *inhale*, is produced by opening the mouth and emitting a breath of air.

hand - head
hate - hail
heat - heel

ahead - behind
inhale - exhale
unhook - unhappy

Repeat the following phrases, paying particular attention to the *h* sound in the middle of words.

hale and hearty	'heɪl ən 'hɑːtɪ	behind the house	bɪ'haɪnd ðə 'haʊs
head of hair	'hed əv 'heə	hook and unhook	'hʊk ənd ən'hʊk
hold the handle	'hould ðə 'hændl	happy and unhappy	'hæpi ənd ən'hæpi

hand
head
hat
hold
high
heart
hear
have

perhaps
inhabit
boyhood
behave
rehearse
inherit
prohibit
childhood

1. Helen had to go home to get her hat.
2. Do they have to rehearse in the neighborhood playhouse?
3. She could hear the bees humming behind the hive.
4. How can you use the words anyhow and somehow in sentences?
5. The boyhood of Lincoln was one of hardship and poverty.

1. 'helən 'hæd tə 'gou 'həʊm tə 'get ə 'hæt.
2. du ðeɪ 'hæf tə rɪ'hɜːs ɪn ðə 'neɪbə,hud 'pleɪ,haʊs?
3. ʃi kəd 'hɪə ðə 'biːz 'hʌmɪŋ bɪ'haɪnd ðə 'haɪv.
4. 'haʊ kən ju 'juːz ðə 'wɜːdz 'eni,haʊ ən 'sʌm,haʊ ɪn 'sentənsɪz?
5. ðə 'bɔɪhud əv 'lɪŋkən wəz wən əv 'hɑːdʃɪp ən 'pʊvəti.

RECORD VI

LESSON 46

Consonant y (j)

The y sound, as in *yes* and *genius*, is produced by raising the middle of the tongue toward the hard palate and uttering a voiced sound.

yard - yarn
yes - yet
yell - yelp

onion - bullion
stallion - million
canyon - union

Repeat the following phrases smoothly.

year after year	'jɪər 'æftə 'jɪə	a yearly yield	ə 'jɪəlɪ 'jɪ:ld
yelling and yelping	'jɛlɪŋ ən 'jɛlpɪŋ	a young yachtsman	ə 'jʌŋ 'jɒtsmən
yielding to youth	'jɪ:ldɪŋ tə 'ju:θ	a yellow yawl	ə 'jelo 'jɔ:l

yes
yet
you
yard
year
young
your
yellow

canyon
genial
onion
million
genius
value
familiar
union

1. The young man knew the value of the yacht.
2. Did your brothers attend Yale University?
3. Bouillon cubes yield strength-giving values.
4. Did you buy your year's supply of yarn by the yard?
5. The Union was fined two million dollars last year.

1. ðə 'jʌŋ 'mæn 'nju: ðə 'vælju əv ðə 'jɒt.
2. dɪd juə 'brʌðəz ə'tend 'jeɪl ,junə'vɜ:səti?
3. 'bʊljən 'kju:bz 'jɪ:ld 'strenkθ 'gɪvɪŋ 'vælju:z.
4. dɪd ju 'baɪ jə 'jɪəz sə'plai əv 'jɑ:n baɪ ðə 'jɑ:d?
5. ðə 'ju:njən wəz 'faɪnd 'tu: 'mɪljən 'dɒləz 'læst 'jɪə.

Vowel à (a)

The à sound, as in *ask*, *half*, *laugh*, is halfway between the ä sound, as in *calm*, and the ă sound, as in *at*. To produce this sound, the middle of the tongue is slightly raised from the low ä position, and the lips and teeth are not opened so widely.

ask - asking
answer - answered
after - afterward

mask - task
clasp - flask
half - laugh

Repeat the following phrases smoothly.

pass the glass	'pas ðə 'glas	the last class	ðə 'last 'klas
ask the answer	'ask ði 'ansə	half past four	'haf 'past 'fɔə
plant the grass	'plant ðə 'gras	the grass basket	ðə 'gras 'baskɪt

ask
after
aunt
answer
path
calf
class
glance

advantage
laugh
advance
past
cast
branch
vast
task

1. It was half past four when the class left.
2. Why did he plant the grass in the path?
3. It was his task to drive the calf along the path.
4. Did her aunt take her to France last summer?
5. He who laughs last, laughs best.

1. it wəz 'haf 'past 'fɔ: mən ðə 'klas 'left.
2. 'maɪ dɪd ði 'plant ðə 'gras ɪn ðə 'paθ?
3. it wəz 'hɪz 'task tə 'draɪv ðə 'kaf ə'lɔ:ŋ ðə 'paθ.
4. dɪd ə 'aunt 'teɪk ɜ tə 'frans 'last 'sʌmə?
5. 'hi hu 'laʊs 'last, 'laʊs 'best.

RECORD VI

LESSON 48

Vowel ɒ (v)

The short o sound, as in *odd* and *not*, is a low back vowel. The tongue lies low with the back slightly raised and the and the lips are slightly rounded when producing this sound.

on - odd
olive - object
oxen - omelet

box - rocks
bond - fond
nod - cod

Repeat the following phrases smoothly.

the frog pond ɒə 'frɒg 'pɒnd
the long block ɒə 'lɔ:ŋ 'blɒk
the odd box ɒɪ 'ɒd 'bɒks

lock the office 'lɒk ɒɪ 'ɔ:fɪs
drop the rock 'drɒp ɒə 'rɒk
stop the clock 'stɒp ɒə 'klɒk

on
odd
olive
operation
object
occupation
oxen
omelet

poppy
bonnet
dollar
hominy
jolly
copper
polish
robber

1. The robber stole a thousand dollars and many odd objects.
2. Did they offer him a job at the main office?
3. They had orange juice, hominy, and codfish for breakfast.
4. Did they use copper polish on the college clock?
5. The boys had the frog locked in the box.

1. ɒə 'rɒbə 'stəʊl ə 'θaʊzənd 'dɒləz ən 'meni 'ɒd 'ɒpɔ:ɪkts.
2. dɪd ðeɪ 'ɔ:fə ɪm ə 'dʒɒb ət ɒə 'meɪn 'ɔ:fɪs?
3. ðeɪ həd 'ɔ:rɪndʒ 'dʒu:s, 'hɒmɪni, ən 'kɒd,fɪʃ fə 'brekfəst.
4. dɪd ðeɪ 'ju:z 'kɒpə 'pɒlɪʃ ɒn ɒə 'kɒlɪdʒ 'klɒk?
5. ɒə 'bɔɪz həd ɒə 'frɒg 'lɒkt ɪn ɒə 'bɒks.

APPENDIX

STRESSED FORM(strong)				UNSTRESSED FORM (weak)		
Spell- ing	Dictionary Marking	Phonetic Symbol	Key word in Context	Dictionary Marking	Phonetic Symbol	Key word in context
a	ā	eɪ	- Used for emphasis or in hesitation.	ă *	ə	A tall candle.
an	ān	æn	- Used for emphasis or in hesitation.	an *	ən	An army action
am	ām	æm	- Yes, I am.	am *	əm	I am going.
and	ānd	ænd	- And that is what I meant.	'm and *	m ənd	I'm going. You and I (Preceding vowels) You and Gertrude (Preceding consonants)
				an *	ən	Mary and I High and dry
are	ār	a:(r	- No, they are not.	ā(r) *	ə(ɹ)	They are going.
as	āz	æz	- As to that, I can't say.	āz *	əz	He's as tall as his father.
at	āt	æt	- What was he laughing at?	āt *	ət	Look at the sun.
be	bē	bɪ:	- Where will you be?	bɪ	bɪ	I shall be there.
but	būt	bʌt	- But, I am worried.	bāt *	bət	Anything but that.
by	bī	bai	- What do you go by?	bā *	bə	By the way. (Preceding consonants)
can	kān	kæn	- I think I can.	kān *	kən	I can see her.
could	kōod	kʊd	- I would if I could.	k'n kād *	kɪ kəd	I can go. He could go if he wished.
do	dōo	du	- What shall I do?	dōo	dʊ	How do I go? (Preceding vowels)
				dā *	də	How do they go? (Preceding consonants)
does	dūz	dʌz	- Yes , he does.	dāz *	dəz	How does he do it?
for	fō	fɔ:(r	- What is this for?	fā *	fə	She called for the book.
from	frōm	fɹɒm	- Where did she come from?	frām *	fɹəm	She came from Cuba.
had	hād	hæd	- They gave what they had.	hād *	həd	They had to leave.
				ād *	əd	The boy had gone
				'd	d	He'd gone.

APPENDIX

STRESSED FORM (strong)				UNSTRESSED FORM (weak)		
Spell- ing	Dictionary Marking	Phonetic Symbol	Key word in context	Dictionary Marking	Phonetic Symbol	Key word in context
has	hǎz	hæz	- Where has he gone?	hǎz*	həz	He has gone to his room.
				ǎz*	əz	The meeting has begun.
				'z	z	John's been here. (after voiced sounds)
				's	s	Jack's been here. (after unvoiced sounds)
have	hǎv	hæv	- I do not have it.	hǎv*	həv	They have gone.
				ǎv*	əv	He could have gone.
				'v	v	I've finished.
he	hē	hi:	- He is going.	hĩ	hi	She said he was going.
				ē	i	They said he does.
				ĩ	i	She says he does.
her	hûr	hɜ:(r	- I did see her.	hû, hǎ*	hɜ hə	Her story was true.
				ǎ(r)*, û	ə ɜ	We met her there.
him	hĩm	him	- They told her, but not him.	ĩm	im	We met him there.
his	hĩz	hiz	- It is not his.	ĩz	iz	All his money was taken.
into	ĩntō	ĩntu:	- The house was broken into.	ĩntō	ĩntu	They went into a store. (before vowels)
				ĩntǎ*	ĩntə	He went into the house. (before consonants)
is	ĩz	iz	- Yes, he is.	'z	z	John's here. (after voiced sounds)
				's	s	Jack's not here. (after unvoiced sounds)
me	mē	mi:	- He said to give it to me.	mē	mi	You may come with me.
				mĩ	mi	Will you accompany me.
must	mũst	mast	- But we must.	mǎst*	məst	You must be careful.
my	mĩ	mai	- This is my coat.	mĩ	mai	Don't mention my name. (shorter than stressed form)
nor	nôr	nɔ:(r	- Nor do I.	nô(nǎ)*	nɔ nə	Neither this nor that.
of	öv	ɒv	- What of it!	ǎv*	əv	The end of the story
or	ôr	ɔ:(r	- Or, maybe it is true.	ô(ǎ)*	ɔ ə	Five or six times
shall	shǎl	ʃæl	- I believe I shall.	shǎl*(sh'l)	ʃəl	We shall go tomorrow.
				'l	l	We'll go tomorrow.
she	shē	ʃi:	- She wouldn't say.	shē (shĩ)	ʃi ʃi	He said she had left.
should	shōod	ʃud	- Why should I?	shǎd*(sh'd)	ʃəd ʃd	I should like to go.

* See footnote - Page IX

APPENDIX

STRESSED FORM(strong)				UNSTRESSED FORM(weak)			
Spell- ing	Dictionary Marking	Phonetic Symbol	Key word in context	Dictionary Marking	Phonetic Symbol	Key word in context	
some	sŭm	sAM	- Some, but not all	sám*	səm	Have some candy.	
such	sŭch	sAtʃ	- It was such a nice day.	sách*	sətʃ	Why do you use such words?	
than	thăn	ðæn	- It is better than the other.	thán*	ðən	More than ever	
that	thăt	ðæt	- Do this that way.	thăt*	ðæt	He said that he could.	
the	thē	ði:	- That is the solution. (emphatic rarely used)	thĩ	ði(ði	The only child (before vowels)	
				thá*	ðə	The book is on the table. (before consonants)	
their	thâr	ðeə(r	- That is their affair.	thâ(r	ðə(ɹ	Their business failed.	
them	thēm	ðem	- Tell them what you think.	thám*	ðəm	Speak to them about it.	
there	thâr	ðeə(r	- There she sat.	thâ(r, thá(r*	ðe(r, ðə(r	There were ten in all.	
till	tĩl	tɪl	- He waited till she came.	tĩl(t'l)	tɪl(tɪ	Wait till tomorrow.	
to	tōo	tu:	- To and fro	tōo	tʊ	Nothing to eat. (before vowels)	
				tá*	tə	Nothing to wear (before consonants)	
us	ŭs	ʌs	- Did you speak to us?	ás*	əs	They advised us to sell.	
was	wōz	wɒz	- He said it was.	's	s	Let's wait and see.	
				wáz*	wəz	He was there.	
we	wē	wɪ:	- We simply couldn't go.	wē(wĩ)	wɪ, wɪ	See what we can do.	
were	wûr	wɜ:	- There they were.	wá(r*(wû)	wə(r, wɜ	The children were gone.	
what	hwōt	hwɒt	- What did he say?	hwát*	hwət	They knew what they wanted.	
where	hwâr	hwɛə(r	- Where were you?	hwâ(r	hwɛ(r	Did she say where she went?	
will	wĩl	wɪl	- Yes, he will.	'l	l	I'll go.	
would	wōod	wʊd	- Yes, he would.	wád*	wəd	He would go.	
				ád*	əd	It'd be different.	
				'd	d	He'd go if he could.	
you	yōo	ju:	- It is up to you.	yōo	jʊ	Go if you wish.	
your	yōor	jʊə(r	- Is this your book?	yōo(r, yá(r*jʊ(r,	jə(r	Did you get your book?	

* See footnote - Page IX

NOTES to INSTRUCTOR or STUDENT

The PURPOSE of the SPEECHPHONE METHOD

The texts, *American Speech Sounds and Rhythm*, are lessons, written and recorded verbatim, for the express purpose of improving one's conversational speech. They are not meant to replace a speech textbook which treats all phases of voice and speech, but rather to supplement such a text. Practically all speech books covering theory and practice have drills on the various sounds, rhythm, intonation, breathing, relaxation, etc. The Speechphone books stress pronunciation, sounds, rhythm, and intonation. The lessons are recorded with accurate timing so that the student may hear and repeat the exact pronunciation, as represented by the phonetic transcription which accompanies all phrases and sentences on each sound. In classes the books may be used to supplement the speech text and the records to act as the teacher's assistant, giving individual help where needed. The student may go into the school library and listen to the correct pattern as many times as he wishes. If he is using the records at home or in a private room where he does not have to use ear phones, he may repeat aloud after the recorder. If a tape recorder is available, he may check his pronunciation with that of the recorder.

VARIOUS TYPES of SPEECH

The recordings do not attempt to set up a model type of speech to be followed by all speakers, but rather to offer an acceptable pattern for those who wish to hear sounds spoken in one of a number of correct ways. Since recording complete books makes it necessary to use one's natural speech, the transcription conforms to the speaker's pattern. In cases where the pattern does not conform to the consensus of the first pronunciations of the four authorities used, a note has been added. Just as there is more than one pronunciation of many words in the regular school dictionary, so there are a number of acceptable sound pronunciations as used in various parts of the United States, the main divisions being Eastern, Southern, and Western. There are also other types within these general areas, as well as an overlapping of the areas themselves. The pronunciations are those which appear first in the majority of the sources listed below, and the pattern is that of E (Eastern Speech), as listed in the *Pronouncing Dictionary of American English*, by Kenyon and Knott.

Teachers using the text, with or without records, should feel free to acquaint the student with other pronunciations and rhythmic patterns. It will be noted that the weak forms of the same word may have a number of variations in the same lesson, depending upon the position in the sentence and upon the meaning to be conveyed.

The SPEECHPHONE MARKING SYSTEM

In the Speechphone Series, both the diacritical marks and phonetic symbols have been simplified so that even beginning students can understand and use them. Each of the forty-eight phonetic symbols, necessary to conversational American Speech, is presented with the corresponding diacritically marked equivalent⁽¹⁾ as listed in the dictionary. The only phonetic modifiers used are those necessary to indicate the correct rhythm.⁽²⁾ The diphthongs *ōr*, as in *poor*, and *ōr*, as in *more*, and the glide *hw*, as in *what*, which are considered as combinations in the dictionaries (not listed as symbols in key), are included in Speechphone and are treated as separate lessons.

VARIATIONS IN REPRESENTATIONS of SYMBOLS:

NWD (New World)	ACD (American College)	NCD (New Collegiate)	K & K (Phonetic)	Speechphone
ə	ə	ä or ǣ	ə	ä
ŋ	ng	ng	ŋ	ng
ê	not listed in key ⁽³⁾	ē	ɪə	ê
ä or a	ä or ǣ	ä	a	ä

1) See Table of Contents

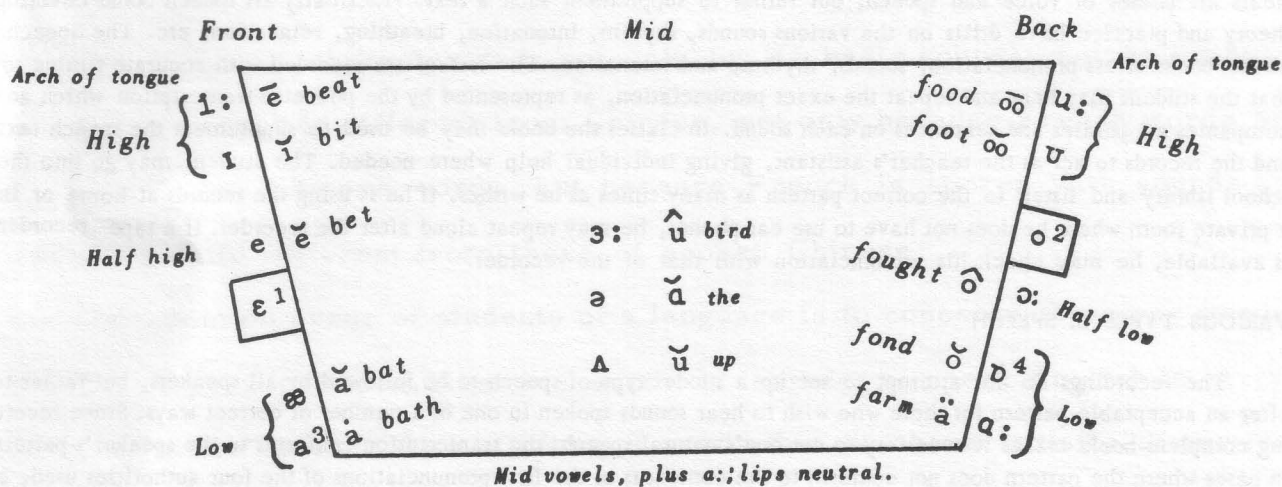
2) Marks of length: Full length, two dots: before voiced consonants; half length, one dot before unvoiced consonants. Accent marks, primary¹ and secondary.

Syllabic symbol under consonants *m*, *n*, and *l*, to indicate weakening which occurs only in unstressed syllables.

3) Represented by *ir* in text.

SOUND CHARTS

CHART of ENGLISH VOWELS



Front vowels; lips slightly spread.

Back vowels, except a:; lips rounded.

DIPHTHONGS

say seɪ(eɪ) sigh saɪ(aɪ) soy soɪ(ɔɪ) sue sju:(ju:)⁵
 bow boʊ(oʊ) bow baʊ(aʊ)
 mere miə(ɪə) mare mɛə(ɛə) moor muə(ʊə) more mɔə(ɔə)

1) The ɛ symbol, of K&K, is the equivalent of the e or ɛ̃ of NWD, ACD, and NCD. Some authorities use this symbol only as the first element of the diphthong â (ɛə); others, however, use it when they wish to indicate a slightly more lax sound than e, as in the *ary* (ɛrɪ) ending for the words, *secretary*, *necessary*, and *January*.

2) The pure o, as in *obey*, is used in unstressed syllables, and as the first element of the diphthong ō (oʊ).

3) The intermediate, or one dot a is fast disappearing from American speech, and the New World and American College Dictionaries have omitted it entirely, giving a choice of ä or ä̃. For the sake of those speakers who wish to retain this sound, it is given the same space as the other forty seven sounds of this book. The only words which are transcribed with this sound in the other lessons, are the following: *ask*, *aunt*, *calf*, *can't*, *half*, *laugh*, *after*, *answer*, *path*, and *master*, the first six of which are given as first pronunciations by K&K (Eastern). The last four are listed as + pronunciations, which ".....is invariably to be read 'also'." (K&K - note § 80)

4) With the exception of page 48 (Intermediate) and page 16 (Advanced) where the short o is discussed, the following words have been recorded as represented by the first pronunciation of NWD, ACD, NCD, (ô), and K&K, (ɔ):

across, *along*, *belong*, *catalogue*, *chocolate*, *cloth*, *coffee*, *cough*, *dog*, *gone*,
horrid, *long*, *lost*, *oblong*, *off*, *offer*, *office*, *officer*, *often*, *orange*, *soft*,
torrid, *water*, *wrong*.

Exception-Page 5, Advanced Book - *officer* is recorded with second pronunciation, (õ-ɔ)

5) See note, page 33, Elementary and Intermediate; page 11, Advanced.

SOUND CHARTS

CHART of ENGLISH CONSONANTS

	Labial (lips)		Labio-Dental (lip-teeth)		Lingua-Dental (tongue-teeth)		Alveolar (tongue-gum)		Velar (soft palate)		Glottal (larynx)
	Voice-less	Voiced	Voice-less	Voiced	Voice-less	Voiced	Voice-less	Voiced	Voice-less	Voiced	Voiceless
Stop-Plosives	p	b					t	d	k	g	
(Continuants)	Nasal	m						n		ŋ	
	Lateral							l			
	Fricative		f	v	θ	ð	s-ʃ	z-ʒ-r			h
Glides	ɱ	w						j			
Affricatives	Combination (two consonants)						tʃ	dʒ			

Of the twenty-five phonetic consonant symbols represented in the chart above, sixteen are the same as the letters of our American alphabet and there are nine pairs of cognates (voiced and voiceless counterparts). Some authorities list ten, which would include the voiced *h*.

A stop-plosive consonant is one in which the air from the lungs is stopped momentarily in the mouth, and then quickly expelled by releasing the organs that had formed the closure. The first action is the stop, the second is the release which is called the plosive. When the unvoiced plosives, *p*, *t*, and *k*, and their voiced cognates, *b*, *d*, and *g*, are followed by another consonant, the plosive part is omitted. In all other positions, it is included.

A continuant is a sound which may be prolonged without any change in the quality. In this book, only fourteen of the fifteen consonant continuants are listed as the voiced *h* is not used in the text.

The nasal continuants, *m*, *n*, and *ng* (ŋ), which are the only nasal sounds in English, are those in which the air is emitted through the nose.

The continuant *l*, which is the only lateral sound in English, is one in which the air passes over the sides of the tongue because the tip is pressed against the upper gum ridge.

The fricative continuants are so called because, in producing them, the air has to be forced through a very narrow passageway, thus causing friction.

An affricative is a sound beginning with a stop and ending with a fricative. The affricatives considered here are *ch* (tʃ) and *j* (dʒ), the two which are used in this text.

The glides *wh* (ɱ), *w*, and *y* (j), are so called because they glide smoothly into the following sound. They, therefore, never come at the end of a syllable.

DEFINITIONS*

PHONETICS: Phonetics is the scientific study and analysis of the sounds of a language, and their representation by written symbols.

DIACRITICAL MARK: a mark added to a letter to show pronunciation, etc. Examples: ä, ā, â, é. NWD

DIACRITICAL MARK, POINT, or SIGN: a mark, point, or sign added or attached to a letter or character to distinguish it from another similar form, to give it a particular phonetic value, to indicate stress, etc.

VOWEL: A vowel is a voiced sound in the articulation of which the outgoing breath is uninterrupted. ACD

Vowel Length: A vowel may be long, half long, or short.

The long vowels are: ä - a:; ē - i:; ō - u:; û - 3:; ô - ɔ:.

These vowels have full length (two dots) before a voiced consonant and half length (one dot) before an unvoiced consonant.

DIPHTHONG: A diphthong is a combination of two pure vowels in the same syllable, pronounced in such close proximity that they are heard as a single sound.

CONSONANT: A consonant is a sound in the articulation of which there is a full or partial stopping, and then a releasing of the breath stream. Examples: b, d, f, etc.

1) A voiced consonant is one in which there is a vibration of the vocal cords.

2) An unvoiced consonant is one in which there is no vibration of the vocal cords.

COGNATE: Cognate means related in origin. Cognate sounds are pairs of sounds which are produced in the same manner, except that one is voiced and the other is unvoiced.

The cognates in English are: p - b; t - d; k - g; f - v; s - z; sh - zh; ch - j; th - ʈ; hw - w.

ASPIRATE: An aspirate is "a puff of unvoiced air before or after another sound, represented in many languages by h," ACD

Examples: p^h, t^h, k^h; unaspirated p, t, k.

SYLLABIC: designating a consonant that in itself forms a syllable with no appreciable vowel sound, as the l in *little* (lit'l). NWD

The syllabic sounds l, m, n, are indicated diacritically by an apostrophe, and phonetically by a small vertical line under the letter. Examples as they appear in the various sources:

	NWD	ACD	NCD	K & K
vessel	ves'1	vēs'əl	vēs'1	'vɛsl
chasm	kaz'm	kāz'əm	kāz'm	'kæzəm, 'kæzm
student	stōō'd'nt	stū'dənt	stū'dənt	'stjudnt

INTONATION: See page VIII

RHYTHM: See page IX

* Only such definitions as are necessary references for Speechphone text are given here.