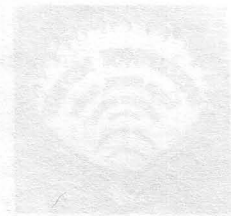


AMERICAN SPEECH SOUNDS AND RHYTHM

Intermediate

by
HAZEL P. BROWN

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



SPEECHPHONE STUDY GUIDE

The Speechphone Method is designed to help students improve their conversational skills. It is based on the principle that the student should be able to understand and be understood in the space allowed, as he repeats after the recorder. His own voice compares his pattern with that of the recording, and records again, making the necessary corrections. The most important function of the method is to provide a rhythmic form of pronunciation, which is essential for the student to be able to speak. The course is divided into three parts: the first part is devoted to the study of the English language, the second part to the study of the English language, and the third part to the study of the English language. The course is designed to help students improve their conversational skills. It is based on the principle that the student should be able to understand and be understood in the space allowed, as he repeats after the recorder. His own voice compares his pattern with that of the recording, and records again, making the necessary corrections. The most important function of the method is to provide a rhythmic form of pronunciation, which is essential for the student to be able to speak. The course is divided into three parts: the first part is devoted to the study of the English language, the second part to the study of the English language, and the third part to the study of the English language.

See picture of text for sources of authorities used.

able variants of pronunciation and rhythmic patterns.

*Teachers, using the text, should feel free to adapt the student with accept.

not necessarily 3 - XI grade - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.0, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 12.0, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 13.0, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 14.0, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 15.0, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, 16.0, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 17.0, 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.7, 17.8, 17.9, 18.0, 18.1, 18.2, 18.3, 18.4, 18.5, 18.6, 18.7, 18.8, 18.9, 19.0, 19.1, 19.2, 19.3, 19.4, 19.5, 19.6, 19.7, 19.8, 19.9, 20.0, 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9, 21.0, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7, 21.8, 21.9, 22.0, 22.1, 22.2, 22.3, 22.4, 22.5, 22.6, 22.7, 22.8, 22.9, 23.0, 23.1, 23.2, 23.3, 23.4, 23.5, 23.6, 23.7, 23.8, 23.9, 24.0, 24.1, 24.2, 24.3, 24.4, 24.5, 24.6, 24.7, 24.8, 24.9, 25.0, 25.1, 25.2, 25.3, 25.4, 25.5, 25.6, 25.7, 25.8, 25.9, 26.0, 26.1, 26.2, 26.3, 26.4, 26.5, 26.6, 26.7, 26.8, 26.9, 27.0, 27.1, 27.2, 27.3, 27.4, 27.5, 27.6, 27.7, 27.8, 27.9, 28.0, 28.1, 28.2, 28.3, 28.4, 28.5, 28.6, 28.7, 28.8, 28.9, 29.0, 29.1, 29.2, 29.3, 29.4, 29.5, 29.6, 29.7, 29.8, 29.9, 30.0, 30.1, 30.2, 30.3, 30.4, 30.5, 30.6, 30.7, 30.8, 30.9, 31.0, 31.1, 31.2, 31.3, 31.4, 31.5, 31.6, 31.7, 31.8, 31.9, 32.0, 32.1, 32.2, 32.3, 32.4, 32.5, 32.6, 32.7, 32.8, 32.9, 33.0, 33.1, 33.2, 33.3, 33.4, 33.5, 33.6, 33.7, 33.8, 33.9, 34.0, 34.1, 34.2, 34.3, 34.4, 34.5, 34.6, 34.7, 34.8, 34.9, 35.0, 35.1, 35.2, 35.3, 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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

INTERMEDIATE

Third Edition

by
HAZEL P. BROWN, M. A.
Speech Specialist

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SPEECHPHONE DIVISION
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New York, New York

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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.

Chairman, Department of Adult Education
School of Education, New York University

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
ē	(e)	bet	11	ô	(o:)	all	35
ā	(eɪ)	ate	12	oi	(ɔɪ)	oil	36
ä	(a:)	arm	13	p	(p)	pail	37
ä	(æ)	at	14	b	(b)	bale	38
á	(ə)	about	15	m	(m)	mine	39
ü	(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	à	(a)	ask	47
ōo	(ʊ)	foot	24	õ	(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.

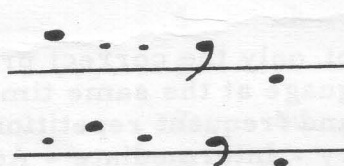
(Advanced Course)

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,



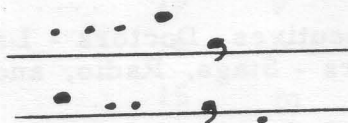
Where' are you going?

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

Where aré you going?

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

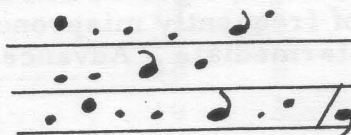
1. A complete thought ends with a down-glide. A question beginning with an interrogative word ends with a down-glide.



She is a goód girl.

What' is the an'swer?

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



Speakíng of an accént

Are you se'rious?

Are you' an Améri'can? 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

ahall calm answer

an art' student

ahall tall candle

an ar' dent actor

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

has *thă* ticket

thĭ army officer

close *thă* door

thĭ archery tournament

thă market place

thank *thĭ* author

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

thĭ offense *wăz* trifling

head *'nd* arm

she *wăz* *thă* winner

health *'n* wealth

thĭ effect *wăz* different

coffee *'n* wafers

came *fă* *thă* book

ăt *thă* party

fă carrying power

ăt *thă* gate

searching *fă* knowledge

ăt 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 *ä*; *thĕ* by *thă*; *wŭz* by *wăz*; *fr* by *fă*.

RECORD I

LESSON 1

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 sound.

thing - throng
throat - throne
thumb - thump

healthy - healthful
southward - northward
breathless - worthless

moth - month
breath - death
both - booth

Repeat the following phrases, watching the *s* and *z* sounds, when they are followed by the unvoiced *th* sound.

a worthless thimble ə 'wɜːθlɪs 'θɪmbəl always thoughtful 'ɔːlwɪz 'θɔːtʃəl
a dense thicket ə 'dens 'θɪkɪt wise theories 'waɪz 'θiəriːz
a breathless throng ə 'breθlɪs 'θrɔːŋ squeeze through 'skwiːz 'θruː

thumb
thirsty
thorn
thought
thief
third
throne
threw

anything
earthquake
author
everything
worthless
toothbrush
breathless
southward

earth
forth
growth
health
breath
teeth
month
worth

1. The thief ran through the thicket but was caught on the path.
2. Do you think he took the oath of office last month?
3. The author's death was a shock to his wealthy relative.
4. In what theater and in what month did Booth shoot Lincoln?
5. The theatrical producer lost his wealth and then his health.

1. ðə 'θiːf 'ræn θru ðə 'θɪkɪt bət wəz 'kɔːt ɒn ðə 'pæθ.
2. du ju 'θɪŋk ɪ 'tʊk ði 'oʊθ əv 'ɔːfɪs 'læst 'mʌnθ?
3. ði 'ɔːθəz 'deθ wəz ə 'ʃɒk tu ɪz 'welθi 'relatɪv.
4. ɪn 'miːt 'θiətə ɒd ɪn 'miːt 'mʌnθ dɪd 'buːθ 'ʃuːt 'lɪŋkən?
5. ðə θɪ'ætrɪkl prə'djuːsə 'lɔːst ɪz 'welθ ən 'ðen ɪz 'helθ.

RECORD I

Consonant ~~th~~ (ð)

LESSON 2

The voiced *th* sound, as in *then*, *neither*, *seethe*, 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.

they - their
then - than
though - thou

feather - leather
with -er - weather
bathing - clothing

lathe - bathe
lithe - scythe
seethe - breathe

Repeat the following phrases, watching the *s* and *z* sounds, when they are followed by the voiced *th* sound.

press the flowers 'pres ðə 'flaʊəz use the other one 'ju:z ði 'ʌðə wən
was that theirs wəz 'ðæt 'ðeəz chase the chicken 'tʃeɪs ðə 'tʃɪkɪn
close the window 'kloʊz ðə 'wɪndə is that the scythe ɪz 'ðæt ðə 'saɪð

the
then
thee
their
this
they
there
them

northern
southern
either
neither
other
brother
father
mother

smooth
teethe
wreath
write
clothe
bathe
breathe
loathe

1. The children were there but their parents were not.
2. Did they realize that they were lost as they went farther?
3. She bathed and clothed the baby before his mother returned.
4. Why do they bother to use a scythe on that withered grass?
5. The Civil War was a fight between the Northerners and the Southerners.

1. ðə 'tʃɪldrən wə 'ðeə bət ðeə 'peərənts wə 'nɒt.
2. dɪd ðeɪ 'rɪə,laɪz ðæt ðeɪ wə 'lɒst əz ðeɪ 'went 'fɑ:ðə?
3. ʃɪ 'beɪðd ən 'kloʊðd ðə 'beɪbɪ bɪ'fɔ: hɪz 'mʌðə rɪ'tʃ:nd.
4. 'maɪ du ðeɪ 'bʊðə tə 'ju:z ə 'saɪð ɒn 'ðæt 'wɪðəd 'græs?
5. ðə 'sɪvəl 'wɔ: wəz ə 'faɪt bɪ'twɪ:n ðə 'nɔ:ðənəz ən ðə 'saʊðənəz.

RECORD I

LESSON 3

Consonant t (t)

The *t* sound,¹ as in *tin*, *water*, *boat*,² 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 quickly as an unvoiced sound is emitted.

tin - thin
true - through
tank - thank

painter - panther
hateful - faithful
water - author

boat - both
tent - tenth
oat - oath

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

a soft answer	ə 'sɒ·ft 'ansə	set the table	'set ðə 'teɪbl̩
a tall teapot	ə 'tɔ:l 'ti:pɒt	tell the teacher	'tel ðə 'ti:tʃə
a futile task	ə 'fju·tl̩ 'tæsk	typed the names	'taɪpt ðə 'neɪmz

tale
tone
touch
trouble
truck
tender
tame
temper

attack
attend
contract
determine
printing
detect
satisfy
fighting

beat
eat
gate
hit
mat
note
put
quiet

1. The enemy attacked at dawn and won the battle.
2. Will you take the note to the printing office this afternoon?
3. The tailor took his time in fitting the coat.
4. Why don't you write a note to the teacher about the matter?
5. They printed the contract and typed the names at the bottom.

1. ðɪ 'enəmi ə'tækt ət 'dɔ:n ənd 'wʌn ðə 'bætl̩.
2. wɪl ju 'teɪk ðə 'nəʊt tə ðə 'prɪntɪŋ 'ɔ:fɪs ðɪs ,aftə'nu:n?
3. ðə 'teɪlə 'tʊk ɪz 'taɪm ɪn 'fɪtɪŋ ðə 'kəʊt.
4. maɪ 'daʊnt ju 'raɪt ə 'nəʊt tə ðə 'ti:tʃər ə'baʊt ðə 'mætə?
5. ðeɪ 'prɪntɪd ðə 'kɒntrækt ən 'taɪpt ðə 'neɪmz ət ðə 'bɒtəm.

¹The *t* sound is aspirated when it precedes a vowel or a pause, and unaspirated before a consonant.

²Representative Spellings: *t*(table), *tt*(battle), *th*(Thomas), *ed*(talked), *pt*(ptomaine).

RECORD I

LESSON 4

Consonant d (d)

The *d* sound, as in *day*, *candle*, *bed*,¹ 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 quickly as a voiced sound is emitted.

down - town
dry - try
drunk - trunk

budding - butting
riding - writing
meddle - metal

bad - bat
cad - cat
fad - fat

Watch the rhythm in the following phrases.

the rider's saddle ðə 'raɪdəz 'sædl a wandering herd ə 'wɒndərɪŋ 'hɜ:d
the doomed lad ðə 'du:md 'læd around the bend ə 'raʊnd ðə 'bend
the audible sound ðɪ 'ɔ:dəbl 'saʊnd the sudden tide ðə 'sʌdn 'taɪd

daisy
deep
dine
dive
dome
dream
drink
dry

building
children
produce
rider
hidden
garden
louder
sudden

raised
moved
robbed
begged
failed
loved
seized
called

1. The dome of the building was blown down during the storm.
2. Did David divide the candy among the children?
3. He fell into a deep sleep and dreamed about his buddy.
4. Did they decide to go before dark?
5. The gold was seized and hidden in the garden.

1. ðə 'dɒm əv ðə 'bɪldɪŋ wəz 'bləʊn 'daʊn 'dʒʊrɪŋ ðə 'stɔ:m.
2. dɪd 'deɪvɪd dɪ'vaɪd ðə 'kændɪ ə'mʌŋ ðə 'tʃɪldrən?
3. hi 'fel 'ɪntu ə 'di:p 'sli:p ən 'dri:md ə'baut ɪz 'bʌdi.
4. dɪd ðeɪ dɪ'saɪd tə ɡəʊ bɪ'fɔ: 'dɑ:k?
5. ðə 'ɡəʊld wəz 'si:zd ən 'hɪdn ɪn ðə 'ɡɑ:dən.

¹ Representative Spellings: *d*(day), *ad*(saddle), *ed*(called).

RECORD I

LESSON 5

Consonant f (f)

The *f* sound, as in *flame*, *left*, *cuff*.¹ is produced by placing the edge of the upper teeth upon the lower lip and blowing the air out.

fate - faith
fit - fifth
fort - forth

raffle - baffle
warfare - welfare
after - rafter

life - loaf
beef - leaf
half - calf

Watch the rhythm in the following phrases.

fair and foul 'fɛər ən 'faʊl
after the raffle 'aftə ðə 'ræfl
a full life ə 'fʊl 'laɪf'

the thief was safe ðə 'θiːf wəz 'seɪf
the fifth floor ðə 'fɪfθ 'flɔː
the eighth offense ðɪ 'eɪtθ ə'fens

fun
find
fill
father
favor
feed
fuss
faith

affect
reflect
enforce
fifty
loafer
different
suffer
effort

tough
rough
cough
deaf
cuff
beef
life
grief

1. Her grief and suffering were reflected in her face.
2. Did they carry the furniture to the fourth or fifth floor?
3. The swimmer was forced to follow the life raft in the rough surf.
4. Did the welfare agency supply free food?
5. She left her fan and her handkerchief on the sofa.

1. hɜ 'griːf ən 'sʌfərɪŋ wə rɪ'flektɪd ɪn ɜ 'feɪs.
2. dɪd ðeɪ 'kæri ðə 'fɜːnɪtʃə tə ðə 'fɔːθ ɔ 'fɪfθ 'flɔː?
3. ðə 'swɪmə wəz 'fɔːst tə 'fɒlə ðə 'laɪf 'ræft ɪn ðə 'raʃ 'sɜːf.
4. dɪd ðə 'wel,fɛər 'eɪdʒənsɪ sə'plaɪ 'friː 'fuːd?
5. ʃɪ 'left ɜ 'fæn ænd ɜ 'hæŋkətʃɪf ɒn ðə 'soʊfə.

¹ Representative Spellings: *f*(fun), *ff*(suffer), *gh*(laugh), *ph*(phrase), *pph*(sapphire).

RECORD I

LESSON 6

Consonant v (v)

The *v* sound, as in *van*, *review*, *of*,¹ is the voiced cognate of the *f* sound. It is produced by placing the edge of the upper teeth lightly against the lower lip, and emitting a voiced sound.

vale - vile
vain - vice
verse - vase

quiver - river
advise - advice
moving - roving

cave - gave
pave - rave
save - have

Repeat the following phrases smoothly.

a vague vision	ə 'veɪg 'vɪʒən	visit the village	'vɪzɪt ðə 'vɪlɪdʒ
a vivid view	ə 'vɪvɪd 'vju:	leave the glove	'li:v ðə 'glʌv
a driving glove	ə 'draɪvɪŋ 'glʌv	move the vase	'mu:v ðə 'veɪs

vain
vase
vote
vibrate
vocal
vow
vulgar
vivid

advise
advice
devious
envious
previous
governor
prevent
revive

rave
grieve
groove
drive
shove
believe
above
absolve

1. The admiral reviewed his navy divisions every week in November.
2. Did she leave her gloves on the veranda?
3. Paul Revere rode from village to village giving the alarm.
4. Did she put the seven five dollar bills in the envelope?
5. She lived in New Haven but worked in Bronxville.

1. ðɪ 'ædmərəl rɪ'vju:d hɪz 'neɪvɪ dɪ'vɪʒənz 'evrɪ 'wi:k ɪn no'vembə.
2. dɪd ʃɪ 'li:v ə 'glʌvz ɒn ðə və'reɪndə?
3. 'pɔ:l rɪ'vɪə 'rəʊd frəm 'vɪlɪdʒ tə 'vɪlɪdʒ 'gɪvɪŋ ðɪ ə'la:m.
4. dɪd ʃɪ 'put ðə 'sevn 'faɪv 'dɒlə 'bɪlz ɪn ðɪ 'envə'ləʊp?
5. ʃɪ 'lɪvd ɪn 'nju: 'heɪvən bət 'wɜ:kt ɪn 'brɒŋksvɪl.

¹ Representative Spellings: *f*(of), *ph*(Stephen), *v*(van).

RECORD I

LESSON 7

Consonant w (w)

The *w* sound, as in *we*, *twice*, *once*¹, is a voiced glide consonant. It is produced by rounding the lips, raising the back of the tongue, and emitting a voiced sound.

weed - ward
wick - work
witch - watch

unworthy - seaworthy
reward - reword
unwise - unwilling

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

swallow the water 'swɒlə ðə 'wɔ:tə the unworthy ward ðɪ ʌn'wɜ:ðɪ 'wɔ:d
watch the window 'wɒtʃ ðə 'wɪndə the unwise words ðɪ ʌn'waɪz 'wɜ:dz
walk to the west 'wɔ:k tə ðə 'west the window washer ðə 'wɪndə 'wɒʃə

wake
warm
weep
wet
wire
wink
wolf
one

awake
beware
twenty
between
unworthy
everyone
unwilling
persuade

1. Everyone on the plane was aware of the danger.
2. Was the hospital ward crowded with women?
3. The pigs swallowed the water and wallowed in the mud.
4. Was everyone willing to welcome the wanderer?
5. He washed and wiped the glassware in twenty minutes.

1. 'evri, wʌn ɒn ðə 'pleɪn wəz ə'weər əv ðə 'deɪndʒə.
2. wəz ðə 'hɒspɪtl 'wɔ:d 'kraʊdɪd wɪð 'wɪmɪn?
3. ðə 'pɪgz 'swɒləʊd ðə 'wɔ:tə ən 'wɒləʊd ɪn ðə 'mʌd.
4. wəz 'evriwʌn 'wɪlɪŋ tə 'welkəm ðə 'wʌndərə?
5. hi 'wɒʃt ən 'waɪpt ðə 'glæs, weər ɪn 'twenti 'mɪnɪts.

¹ Representative Spellings: o(one), u(persuade), w(web).

RECORD I

Consonant hw (M)

LESSON 8

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

way - whey
wear - where
witch - which

weather - whether
wile - while
wine - whine

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

what window 'wɒt 'wɪndə
why weep 'maɪ 'wi:p
which work 'mɪʃ 'wɜ:k

the white whistle
wheel the water
the wide wharf

ðə 'maɪt 'mɪʃl
'mi:l ðə 'wɔ:tə
ðə 'waɪd 'wɔ:f

wharf
wheat
wheel
whine
whistle
whisper
whisker
whether

elsewhere
meanwhile
nowhere
horsewhip
anywhere
somewhat
everywhere
bobwhite

1. They were nowhere to be seen and meanwhile she grew tired.
2. Where and when did they catch the whale and what did they do with it?
3. The seven dwarfs whistled while they worked.
4. Which way was she going when she heard the whistle blow?
5. Which, why, when, and where, are question words.

1. ðeɪ wə 'nəʊweə tə bi 'si:n ən 'mi:n,maɪl ʃɪ 'gru: 'taɪəd.
2. 'weə ən 'men dɪd ðeɪ 'kætʃ ðə 'meɪl ænd 'wɒt dɪd ðeɪ 'du wið it?
3. ðə 'sevn 'dwɔ:fz 'mɪʃld maɪl ðeɪ 'wɜ:kt.
4. 'mɪʃ 'weɪ wəz ʃɪ 'goɪŋ men ʃɪ 'hɜ:d ðə 'mɪʃl 'bləʊ?
5. 'mɪʃ, 'maɪ, 'men, ən 'weə, ə 'kwɛstʃən 'wɜ:dz.

Vowel ē (i:)

The long *e* sound, as in *eve*, *machine*, *degree*,¹ is formed by raising the edges of the tongue, except the tip, almost to the hard palate, spreading the lips and uttering a voiced sound.

ease - easel
eve - eel
even - equal

leave - relieve
seal - unseal
feat - defeat

fee - free
flee - glee
agree - degree

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

reach the tree 'ri:tʃ ðə 'tri:
keep the key 'ki:p ðə 'ki:
yield the easel 'ji:ld ði 'i:zl

release the eagle rɪ'li:s ði 'i:gl
meet the police 'mi:t ðə pə'li:s
eating the peach 'i:tiŋ ðə 'pi:tʃ

evening
easel
either
eastern
eel
eaten
evil
equal

greed
least
deed
police
yield
reach
receive
believe

tea
glee
agree
flee
sea
degree
ski
fee

1. He was reaching for the peaches when he fell out of the tree.
2. Why didn't they at least try to reach an agreement?
3. Either he or she was deceiving the attorney.
4. What had he been eating during the evening?
5. He would not guarantee to let her keep the key.

1. hi wəz 'ri:tʃɪŋ fə ðə 'pi:tʃɪz men hi fel 'aʊt əv ðə 'tri:.
2. 'maɪ dɪdnt ðeɪ ət 'li:st 'traɪ tə 'ri:tʃ ən ə'grɪ:mənt?
3. 'i:ðə 'hi: ɔ 'ʃi wəz dɪ'si:vɪŋ ðɪ ə'tɜ:nɪ.
4. 'ʌt həd hi bɪn 'i:tiŋ 'dʒʊrɪŋ ðɪ 'i:vɪŋ?
5. hi wəd 'nɒt ,gærən'ti: tə let ə 'ki:p ðə 'ki:.

¹ Representative Spellings: ae(Caesar), e(evil), ea(ease), ee(eel), ei(receive), eo(people), ey(key), i(machine), ie(relieve), oe(phoenix), uay(quay), ue(Portuguese), ui(suite).

RECORD II

LESSON 10

Vowel ɪ (I)

The short *i* sound, as in *it, kill, happy*¹, is produced by raising the edges of the tongue toward the hard palate, as in the long *e* sound. The changes from long *e* to short *i*, are a slight lowering of the tongue, less spread of the lips, and a relaxation of the jaw, cheek, and tongue muscles.

ink - sink
inch - cinch
ill - spill

fill - hill
bill - kill
pill - mill

hilly - silly
alley - rally
rusty - dusty

Watch the pronunciation of the article *the*, when it is followed by a vowel; by a consonant.

the simple riddle	ðə 'simpl 'ridl	the inside sill	ði 'in,saɪd 'sɪl
the frisky kitten	ðə 'frɪskɪ 'kɪtn	an ill wind	ən 'ɪl 'wɪnd
the witty gypsy	ðə 'wɪtɪ 'dʒɪpsɪ	the inner city	ði 'ɪnə 'sɪtɪ

itch
ignore
image
imitate
immediate
improve
industry
intense

simple
nickel
rich
pick
ring
guilty
sister
mitten

gypsy
hilly
rusty
frisky
tricky
witty
lively
risky

1. The witty gypsy told of an interesting incident.
2. Did he try to improve his speech by imitating good speakers?
3. She has been sitting there knitting on that quilt for an hour.
4. Do you think her sister was innocent or guilty?
5. She wore the pink slippers with the glistening silver buckles.

1. ðə 'wɪtɪ 'dʒɪpsɪ 'təʊld əv ən 'ɪntərɪstɪŋ 'ɪnsədənt.
2. dɪd hi 'traɪ tuɪm'pru:v ɪz 'spi:tʃ baɪ 'ɪmə'teɪtɪŋ 'ɡʊd 'spi:kəz?
3. ʃi hæz bɪn 'sɪtɪŋ ðeə 'nɪtɪŋ ɒn 'ðæt 'kwɪlt fər ən 'aʊə.
4. du ju 'θɪŋk hə 'sɪstə wəz 'ɪnəsənt ɔ 'ɡɪltɪ?
5. ʃi 'wɔ: ðə 'pɪŋk 'slɪpəz wɪð ðə 'ɡlɪsɪŋ 'sɪlvə 'bʌklz.

¹ Representative Spellings: a(plumage), ai(portrait), e(pretty), ee(been), ei(forfeit), i(ill), ie(sieve), o(women), u(busy), ui(build), y(myth).

RECORD II

LESSON 11

Vowel ě (e)

The short *e* sound, as in *end* and *bed*¹, is produced by raising the edges of the tongue as for the short *i*, only slightly lower. In going from ě to ĭ to ě, the tongue and lower jaw are lowered slightly, and the tension decreases slightly.

read - rid - red
 bead - bid - bed
 deed - did - dead

bean - bin - ben
 feel - fill - fell
 peak - pick - peck

In the following phrases, distinguish carefully between the vowel sounds; ě, ĭ, and ě.

help the needy	'help ěə 'ni:di	a peak of pickles	ə 'pek əv 'pɪklz
rent the building	'rent ěə 'bɪldɪŋ	a kit of needles	ə 'kɪt əv 'ni:dlz
send the letter	'send ěə 'letə	a set of dishes	ə 'set əv 'dɪʃɪz

effort
 echo
 educate
 extra
 energy
 aesthetic
 entry
 editor

many
 heifer
 friend
 heavy
 bury
 leopard
 guess
 says

1. The editor wrote an excellent editorial on education.
2. What method did the members employ for new entries?
3. He said she sent a letter of welcome to her friends and relatives.
4. Why didn't she spend the extra seven cents for the fresh eggs?
5. Henry was intelligent and clever and also very energetic.

1. ěi 'editə 'rout ən 'eksələnt ,edə'tɔ:riəl ɒn ,edʒu'keɪʃən.
2. 'mɒt 'meθəd dɪd ěə 'membəz ɪm'plɔɪ fə 'nju 'entrɪz?
3. hi 'sed ʃi 'sent ə 'letər əv 'welkəm tu ɜ 'frendz ən 'relatɪvz.
4. maɪ 'dɪdnt ʃi 'spend ěi 'ekstrə 'sevən 'sents fə ěə 'freʃ 'egz?
5. 'henri wəz ɪn'telədʒənt ən 'klevər and 'ɔlsə 'veri ,enə'dʒetɪk.

¹ Representative Spellings: a(many), ae(aesthetic), ai(said), ay(says), e(set), ea(head), ei(heifer), eo(leopard), ie(friend), u(bury), ue(guess).

RECORD II

LESSON 12

Diphthong \bar{a} (ei)

The long \bar{a} sound, as in *ate, cake, repay*,¹ is produced by raising the front tongue, and bringing the sides in contact with the upper teeth, as in the short e sound, and then moving it slightly forward toward the position of the short i .

ache - acorn
ace - ape
aim - ale

bait - bale
gain - gale
lake - take

repay - relay
highway - display
away - obey

Repeat the following phrases smoothly.

take the train 'teik ðə 'trein
a later date ə 'leɪtə 'deɪt
failed to pay 'feɪld tə 'peɪ

save the race 'seɪv ðə 'reɪs
a daisy chain ə 'deɪzi 'tʃeɪn
taste the cake 'teɪst ðə 'keɪk

acorn
aging
ale
aim
agent
alien
ace
ache

bait
great
gauge
weight
reign
pane
gaol
veil

repay
highway
display
relay
crochet
delay
obey
astray

1. The eight boys from Dayton won the relay race.
2. Did they have steak, baked potato, and kale for supper?
3. May's mother let all the children taste the cake.
4. Did the rain come in because the window pane was broken?
5. He failed to report the same day, and thereby lost his license.

1. ðɪ 'eɪt 'bɔɪz frəm 'deɪtn 'wʌn ðə 'riːleɪ ,reɪs.
2. dɪd ðeɪ 'hæv 'steɪk, 'beɪkt pə'teɪtə, ən 'keɪl fə 'sʌpə?
3. 'meɪz 'mʌðə let 'ɔ:l ðə 'tʃɪldrən 'teɪst ðə 'keɪk.
4. dɪd ðə 'reɪn 'kʌm 'ɪn bɪ'kɔːz ðə 'wɪndə,peɪn wəz 'brʊkən?
5. hi 'feɪld tə rɪ'pɔːt ðə 'seɪm 'deɪ, ən ðeə'baɪ 'lɔːst ɪz 'laɪsəns.

¹ Representative Spellings: a(late), ai(bait), ao(gaol), au(gauge), ay(dismay), ea(great), ei(veil), eig(reign), eigh(weigh), et(crochet), ey(disobey), ue(croquet).

RECORD II

LESSON 13

Vowel ä (a:)

The ä sound, as in *arm*, *father*, *cigar*¹, is a low, unrounded, relaxed back vowel. In producing this sound, the jaw is lowered, and the tongue lies flat with the tip resting behind the lower front teeth.

ardent - ardor
arbor - arbitrate
arch - archery

barber - bargain
lark - dark
tardy - target

tar - car
bar - mar
far - jar

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

the ardent archer	ði 'a:dnt 'a:tʃə	the garden party	ðə 'ga:dŋ 'pa:tɪ
the armed guard	ði 'a:md 'ga:d	the barber's chart	ðə 'ba:bəz 'tʃɑ:t
the arched arbor	ði 'a:tʃt 'a:bə	the large market	ðə 'la:dʒ 'ma:kɪt

arctic
ardent
artery
architect
article
argue
archbishop
arbitrate

calm
barge
heart
guard
mirage
harvest
sparkle
sergeant

isobar
au revoir
crowbar
cigar
repertoire
hurrah
bazaar
memoir

1. He practiced his archery with ardor and became an expert archer.
2. Why was the harvest of garden vegetables so large this year?
3. The archbishop and the architect discussed the article.
4. Were the gnarled trees in the arbor marked for trimming?
5. Was he tardy because the barber was busy with the sergeant?

1. hi 'præktɪst ɪz 'a:tʃəri wið 'a:dər ən bi'keɪm ən 'ekspɜ:t 'a:tʃə.
2. 'maɪ wəz ðə 'ha:vəst əv 'ga:dŋ 'vedʒtəblz sɒv 'la:dʒ ðɪs 'jɪə?
3. ðɪ 'a:tʃ'brɪʃəp ən ðɪ 'a:kə'tekt dɪ'skʌst ðɪ 'a:tɪkl̩.
4. wəz ðə 'na:ld 'tri:z ɪn ðɪ 'a:bə 'ma:kɪt fə 'trɪmɪŋ?
5. wəz ɪ 'ta:di bi'kɔ:z ðə 'ba:bə wəz 'bɪzi wið ðə 'sa:dʒənt?

¹ Representative Spellings: a(*mirage*), aar(*bazaar*), ah(*hurrah*), al(*qualm*), ar(*ark*), ear(*heart*), er(*sergeant*), ha(*khaki*), oir(*wa-memoir*), oire(*wa-repertoire*), uar(*guard*).

RECORD II

LESSON 14

Vowel ǣ (æ)

The ǣ sound, as in *at* and *man*,¹ is produced by raising the front tongue slightly, but keeping the tip behind the lower front teeth. Care must be taken to keep the soft palate raised, as this sound is frequently nasalized.

add - ant
act - action
alley - angry

handy - handle
candy - candle
sandy - sandal

Watch the rhythm in the following phrases. Use the weak forms of the articles *a* and *an*.

the cracked can	ðə 'krækt 'kæn	a sad gathering	ə 'sæd 'gæðərɪŋ
a black shadow	ə 'blæk 'ʃædə	the agile actor	ði 'ædʒəl 'æktə
an avid actress	ən 'ævɪd 'æktɪs	an exact atlas	ən ɪg'zækt 'ætɪləs

act
agony
angry
absent
amble
avenue
altitude
accept

catch
began
plaid
wagon
hammer
gallon
hammock
chapter

1. Read the chapter and explain the action of the animal.
2. Why did the black cat run to the attic and back?
3. Hattie had a jam sandwich and a meringue tart for lunch.
4. Did he guarantee the actor's contract for a year?
5. They chatted as they ambled along the avenue.

1. 'ri:d ðə 'tʃæptər and ɪk'spleɪn ði 'æksən əv ði 'ænəmli.
2. 'maɪ dɪd ðə 'blæk 'kæt 'rʌn tə ði 'ætɪk ən 'bæk?
3. 'hætɪ hæd ə 'dʒæm 'sændwɪtʃ and ə mə'reɪŋ 'tɑ:t fə 'lʌntʃ.
4. dɪd ɪ ɡærən'ti: ði 'æktəz 'kɒntrækt fər ə 'jɪə?
5. ðeɪ 'tʃætɪd əz ðeɪ 'æmblɪd ə'lo:ŋ ði 'ævə,ni:.

¹ Representative Spellings: *a(at)*, *ai(plaid)*, *i(meringue)*, *ua(guarantee)*.

RECORD II

LESSON 15

Vowel ä (ə)

The neutral vowel, which is the first sound in *above*,¹ 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.

arise - arose
about - aboard
awake - awoke

reliant - defiant
parade - charade
balloon - buffoon

batter - butter
barber - baker
matter - mutter

Repeat the following phrases smoothly.

an absent member	ən 'æbsənt 'membə	about the opera	ə'baʊt ði 'ɒpərə
a vanilla soda	ə və'nɪlə 'səʊdə	among the leaders	ə'mʌŋ ðə 'li:dəz
an adopted son	ən ə'dɒptɪd 'sʌn	above the quota	ə'bʌv ðə 'kwɒtə

about	bargain	comma
adapt	coward	piazza
along	accident	another
adore	circus	zebra
alert	system	tuba
away	pageant	gorilla
amuse	luncheon	supper
again	vehement	vanilla

1. He was amused at the way the child toddled about on the piazza.
2. Was she asleep or awake when you took her breakfast in?
3. They served vanilla, chocolate, and banana ice cream.
4. Is it necessary for the company to adopt such policies?
5. Her father and mother went to the opera and left her home alone.

1. hi wəz ə'mju:zd æt ðə 'weɪ ðə 'tʃaɪld 'tɒdlɪd ə'baʊt ɒn ðə prɪ'æzə.
2. wəz ʃi ə'sli:p ər ə'weɪk wɛn ju 'tʊk hɜ 'brekfəst 'ɪn?
3. ðeɪ 'sɜ:vɪd və'nɪlə, 'tʃɔ:kli:t, ən bə'mænə 'aɪs'kri:m.
4. 'ɪz ɪt 'nesə'səri fə ðə 'kʌmpənɪ tu ə'dɒpt 'sʌtʃ 'pɒləsɪz?
5. hɜ 'fɑ:ðər ən 'mʌðə 'went tə ði 'ɒpərə ən 'left ə 'həʊm ə'ləʊn.

¹ Representative Spellings: a (about), ai (bargain), ar (coward), e (system), ea (pageant), eo (luncheon), er (miner), he (vehement), i (residence), ie (conscience), io (station), iou (luscious), ir (elixir), o (second), oi (tortoise), or (professor), ou (callous), re (mediocre), ro (iron), u (circus), ur (sulphur), y (syringe), yr (martyr).

RECORD II

LESSON 16

Vowel ũ (Λ)

The short *u* sound, as in *under* and *bundle*¹, is produced by raising the middle of the tongue toward the hard palate and uttering a short voiced sound.

up - upset
untie - unwrap
upward - umpire

but - butter
cut - cutter
mutt - mutter

Repeat the following phrases smoothly.

double or nothing	'dʌbl ə 'nʌθɪŋ	an uptown subway	ən 'ʌp'taʊn 'sʌb,wei
come to lunch	'kʌm'tə 'lʌntʃ	a rough umpire	ə 'rʌf 'ʌmpaɪə
dozens of buns	'dʌznz əv 'bʌnz	the corrupt public	ðə kə'rʌpt 'pʌblɪk

underneath
unwrap
upward
usher
upper
other
uncertain
unpleasant

flood
double
knuckle
mumble
muscle
does
corrupt
rough

1. He was unable to understand the suggestion of the umpire.
2. Which subway comes up from underground on the uptown side?
3. The children were having fun running after the bunny.
4. Had she left her umbrella upstairs or under the stairs?
5. She didn't unwrap the bundle, after she had untied it.

1. hi wəz ən'eɪbəl tu ,ʌndə'stænd ðə sə'dʒestʃən əv ði 'ʌmpaɪə.
2. 'wɪtʃ 'sʌb,wei 'kʌmz 'ʌp frəm 'ʌndə'graʊnd ɒn ði 'ʌp'taʊn 'saɪd?
3. ðə 'tʃɪldrən wə 'hævɪŋ 'fʌn 'rʌnɪŋ 'aftə ðə 'bʌni.
4. 'həd ʃi 'left ər ʌm'brelə 'ʌp'steɪz ər 'ʌndə ðə 'steɪz?
5. ʃi dɪdnt ən'rep ðə 'bʌndl 'aftə ʃi həd ən'taɪd ɪt.

¹ Representative Spellings: o(oven), oe(does), oo(blood), ou(double), u(mud).

RECORD III

LESSON 17

Consonant k (k)

The *k* sound,¹ as in *kite*, *making*, *like*,² is produced by pressing the back of the tongue against the soft palate and emitting an unvoiced sound as the tongue is released.

code - coil
clip - clock
kind - kink

picnic - likely
jacket - racket
because - escape

ache - bake
work - lurk
seek - weak

Repeat the following phrases smoothly.

cover with canvas	'kʌvə wið 'kænvəs	a clever clown	ə 'klevə 'klaʊn
king and queen	'kiŋ ən 'kwɪ:n	a picture book	ə 'pɪktʃə 'bʊk
can the quinces	'kænz ðə 'kwɪnsɪz	a clean carpet	ə 'kli:n 'kɑ:pɪt

crime
couch
cried
keep
keg
kill
coffee
clean

accuse
enclose
accident
picnic
decorate
except
biscuit
lacquer

snake
ache
hawk
luck
seek
brick
sack
pique

1. They covered the car with canvas to keep it clean.
2. Did the company fail because they couldn't increase their credit?
3. It was the second accident which had occurred on that corner.
4. Was the couch in good condition after it had been re-covered?
5. They seemed to have no luck in the local campaigns.

1. ðeɪ 'kʌvəd ðə 'kɑ: wið 'kænvəs tə 'ki:p ɪt 'kli:n.
2. dɪd ðə 'kʌmpəni 'feɪl bɪ'kɔ:z ðeɪ 'kʊdnt ɪn'kri:s ðeə 'kredit?
3. ɪt wəz ðə 'sekənd 'æksədənt wɪtʃ həd ə'kɜ:d ɒn 'ðæt 'kɔ:nə.
4. wəz ðə 'kaʊtʃ ɪn 'ɡʊd kən'dɪʃən 'ɑ:tər ɪt həd bɪn,rɪ'kʌvəd?
5. ðeɪ 'si:md tə 'hæv 'nʌv 'lʌk ɪn ðə 'ləʊkl kəm'peɪnz.

¹ The *k* sound is aspirated when it precedes a vowel or a pause, and unaspirated before a consonant.

² Representative Spellings: *c*(car), *cc*(occur), *ch*(chrome), *che*(ache), *ck*(lock), *cu*(biscuit), *cq*(lacquer), *k*(kind), *que*(pique), *x*(except).

RECORD III

LESSON 18

Consonant g (g)

The g sound, as in *get*, *begin*, *beg*¹, is produced by pressing the back of the tongue against the soft palate and emitting a voiced sound as the tongue is released.

gave - gain
goal - gait
goat - goad

finger - figure
stagger - trigger
bigger - beggar

stag - rag
keg - beg
frog - log

Repeat the following phrases until you can say them smoothly.

the garden gate	ðə 'ga:dn 'geɪt	get the grate	'get ðə 'greɪt
the gay girls	ðə 'geɪ 'gɜ:lz	grow the grapes	'grəʊ ðə 'greɪps
the glass jug	ðə 'glæs 'dʒʌg	guide the goat	'gaɪd ðə 'ɡəʊt

guard
grease
graze
gay
gold
ghost
guilt
gift

cigar
organ
regulate
regard
legal
vigorous
magazine
figure

sag
vogue
vague
fig
rogue
drug
catalog
fatigue

1. The gangster groped his way along the garden wall.
2. Did she put the grape juice in the glass jug?
3. The diamond glistened and gleamed in the glowing sun.
4. Did the girls wear gardenias on their gray dresses?
5. The gang of boys gathered around the gangplank.

1. ðə 'gæŋstə 'grəʊpt ɪz 'weɪ ə'leɪŋ ðə 'ga:dn 'wɔ:l.
2. dɪd ʃi 'put ðə 'greɪp 'dʒu:s ɪn ðə 'glæs 'dʒʌg?
3. ðə 'daɪmənd 'glɪsnd ŋ 'gli:md ɪn ðə 'ɡləʊɪŋ 'sʌn.
4. dɪd ðə 'gɜ:lz 'weə ɡə'di:njəz ɒn ðə 'greɪ 'dresɪz?
5. ðə 'gæŋ əv 'bɔɪz 'ɡæðəd ə'raʊnd ðə 'gæŋ,plæŋk.

¹ Representative Spellings: g(*gave*), gg(*bigger*), gh(*ghost*), gu(*guard*), gue(*vague*).

Consonant ng (ŋ)

The *ng* sound, as in *sing* and *ringer*,¹ is produced by holding the back of the tongue against the lowered soft palate and emitting a voiced sound through the nose. This is a simple nasal sound, neither *n* nor *g*, nor a combination of them.

singer - ringer
clinging - springing
banger - hanger

coming - morning
making - taking
filing - filling

In repeating the following phrases, be sure there is no click between the *ng* sound and the vowel which follows it.

among us ə'maŋ 'ʌs
bringing up 'brɪŋɪŋ 'ʌp
ringing off 'rɪŋɪŋ 'ɔ:f

holding on 'houldɪŋ 'ɒn
selling out 'selɪŋ 'aʊt
running into 'rʌnɪŋ 'ɪntu

bang
wing
strong
lung
young
wrong
hang
tongue

strength*
handkerchief
anxious*
evening
finger*
banker*
single*
uncle*

healing
dreaming
earning
yelling
hovering
remaining
appearing
refusing

1. There is a right and wrong way of doing everything.
2. Were they playing ping-pong or relaxing in the sun?
3. The singer sang a soft and soothing lullaby.
4. Was he hoping to make his living by farming?
5. The children were yelling and screaming during the guessing game.

1. ðeər ɪz ə 'raɪt ən 'rɔ:ŋ 'weɪ əv 'duɪŋ 'evrɪ,θɪŋ.

2. wə ðeɪ 'pleɪɪŋ 'pɪŋ'pʊŋ ə rɪ'læksɪŋ ɪn ðə 'sʌn?

3. ðə 'sɪŋə 'sæŋ ə 'sɔ:ft ŋ 'su:ðɪŋ 'lʌlə,bai.

4. wəz ɪ 'hoʊpɪŋ tə 'meɪk ɪz 'lɪvɪŋ 'baɪ 'fɑ:mɪŋ?

5. ðə 'tʃɪldrən wə 'jeliŋ ən 'skri:mɪŋ 'dʒʊrɪŋ ðə 'gesɪŋ 'geɪm.

¹ Representative Spellings: *n*(uncle), *nd*(handkerchief), *ng*(sing), *ngue*(tongue).

* In the words *finger* and *single*, the *ng* sound as in *sing*, is followed by the *g* sound, as in *go*, forming the *ngg* combination. In *uncle*, *anxious*, and *banker*, the *ng* sound is followed by the *k* sound as in *kill*, forming the *ngk* combination. (*strength -ng or ngk*)

RECORD III

Consonant 1 (1)

LESSON 20

The *l* sound,¹ as in *low*, *clear*, *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.

lid - lit
leg - lag
light - like

hollow - holly
salad - solid
jello - jolly

tall - tell
fill - fell
will - well

Repeat the following phrases smoothly.

hold the line 'hould ðə 'laɪn
fill the vessel 'fɪl ðə 'vesl
lend the dollar 'lend ðə 'dɒlə

the delicate child ðə 'deləkɪt 'tʃaɪld
the silly novel ðə 'sɪli 'nɒvl
the low valley ðə 'ləʊ 'væli

lamp
lark
lump
learn
leave
limit
live
loss

alarm
believe
careless
silence
village
asleep
solid
really

still
sail
school
gale
small
hail
tool
rule

1. The delicate child played all day with the other children.
2. Did Helen spill the milk on the library floor?
3. The white clouds sailed across the blue sky.
4. Did the blizzard blow the sailing vessel on the shore?
5. Her low voice was perfectly suited to the soft lullaby.

1. ðə 'deləkɪt 'tʃaɪld 'pleɪd 'ɔ:l 'deɪ wɪð ðɪ 'ʌðə 'tʃɪldrən.
2. dɪd 'helən 'spɪl ðə 'mɪlk ɒn ðə 'laɪbrəri 'floʊ?
3. ðə 'waɪt 'klaʊdz 'seɪld ə'krɒs ðə 'blu: 'skaɪ.
4. dɪd ðə 'blɪzəd 'bləʊ ðə 'seɪlɪŋ 'vesl ɒn ðə 'ʃɔə?
5. hɜ 'ləʊ 'vɔɪs wəz 'pɜːfɪktli 'sjuːtɪd tə ðə 'sɒft 'lʌləbaɪ.

¹The *l* sound is usually silent after the letter *a* when it is followed by *f*, *k*, or *m*, (*half*, *chalk*, *palm*) and in a few other words, as *could*, *should*, etc.

RECORD III

LESSON 21

Consonant r (r)

The r sound, as in *read, very, narrow*¹, is produced by raising the front of the tongue toward the hard palate and curling the tip back. The sides of the tongue contact the inside of the upper teeth.

rail - rule
raise - rise
race - rice

arrow - array
erode - erosion
error - erratic

Read the following phrases smoothly.

cherries are ripe	'tʃerɪz ə 'raɪp	the rusty rifle	ðə 'rʌstɪ 'raɪfl
travel by train	'trævl baɪ 'treɪn	the rough rider	ðə 'rʌf 'raɪdə
across the road	ə'krɒs ðə 'roʊd	the wrong row	ðə 'rɔːŋ 'rou

radio
rare
rough
round
road
rhyme
wrap
write

arrest
cherish
horrid
quarrel
terrible
arrive
marine
weary

1. They had red raspberries with cream for breakfast.
2. Did every passenger in the plane crash perish?
3. The story was printed in all the radical papers.
4. Was the wren making her nest in the cherry tree?
5. The marines were hungry after their weary trip.

1. ðeɪ 'hæd 'red 'ræz,berɪz wɪð 'kri:m fə 'brekfəst.
2. dɪd 'evrɪ 'pæsɪndʒər ɪn ðə 'pleɪn 'kræʃ 'perɪʃ?
3. ðə 'sto:ri wəz 'prɪntɪd ɪn 'ɔ:l ðə 'rædɪkl 'peɪpəz.
4. wəz ðə 'ren 'meɪkɪŋ ə 'nest ɪn ðə 'tʃerɪ 'tri:?
5. ðə mə'ri:nz wə 'hʌŋgrɪ 'aftə ðeə 'wɪəri 'trɪp.

¹ Representative Spellings: r(red), rh(rhyme), rr(carry), wr(write).

RECORD III

LESSON 22

Vowel û (3:)

The û sound, as in *urn*, *hurt*, *concur*,¹ 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 backward.

urn - turn
earth - worth
early - burly

chirp - churn
burrs - furs
curl - hurl

burr - blur
occur - infer
prefer - refer

Read the following phrases smoothly.

the worst curse ðə 'wɜːst 'kɜːs worship in church 'wɜːʃɪp ɪn 'tʃɜːtʃ
the first word ðə 'fɜːst 'wɜːd disturb the clerk dɪ'stɜːb ðə 'klɜːk
the thirsty bird ðə 'θɜːstɪ 'bɜːd work in earnest 'wɜːk ɪn 'ɜːnɪst

err
urn
earlier
irk
urgent
urchin
ermine
earnestly

mirth
guerdon
myrtle
firm
search
berth
colonel
journal

occur
defer
blur
prefer
confer
amateur
recur
myrrh

1. He earnestly hoped that the amateur would earn the title.
2. Was the bird searching for water or for worms?
3. She had an ermine coat which stirred the envy of her sisters.
4. Why didn't they merge the two branches of the firm earlier?
5. They were planting the fir tree firmly in the earth.

1. hi 'ɜːnɪstli 'houpt ðæt ði æmə'tɜː wəd 'ɜːn ðə 'taɪtl.
2. wəz ðə 'bɜːd 'sɜːtʃɪŋ fə 'wɔːtə ə fə 'wɜːmz?
3. ʃi 'hæd ən 'ɜːmɪn 'kəʊt mɪtʃ 'stɜːd ði 'envi əv ɜ 'sɪstəz.
4. 'maɪ dɪdnt ðeɪ 'mɜːdʒ ðə 'tuː 'bræntʃɪz əv ðə 'fɜːm 'ɜːliə?
5. ðeɪ wə 'plæntɪŋ ðə 'fɜː 'triː 'fɜːmli ɪn ði 'ɜːθ.

¹

Representative Spellings: ear(search), er(term), ere(were), err(err),
eur(amateur), ir(irk), olo(colonel), or(work), our(journal), uer(guerdon),
ur(curl), yr(myrtle), yrrh(myrrh).

RECORD III

LESSON 23

Vowel \overline{o} (u:)

The long \overline{o} sound, as in *ooze*, *cool*, *who*,¹ 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

move - groove
troop - group
rude - crude

drew - grew
shoe - chew
clue - crew

Repeat the following phrases smoothly.

a loose hoop ə 'lu:s 'hu:p
a poor moose ə 'puə 'mu:s
a cool move ə 'ku:l 'mu:v

the bruised root ðə 'bru:zd 'ru:t
a shrewd stooge ə 'ʃru:d 'stu:dʒ
the school pool ðə 'sku:l 'pu:l

ooze
oolong
oozes
oodles
oozed
umiak
oozy
ooziness

rheumatic
lieutenant
group
fruit
troop
rude
tomb
maneuver

drew
two
rendezvous
through
flew
shoe
undo
blue

1. The bird flew over the pool in the cool of the night.
2. Was the crew rude because the men were in a bad mood?
3. He found a clue after he had glued the loose papers together.
4. Did the thieves leave their loot in the canoe near the pool?
3. It was necessary to undo the loop in order to remove the shoe.

1. ðə 'bɜ:d 'flu: 'ouvə ðə 'pu:l in ðə 'ku:l əv ðə 'naɪt.
2. wəz ðə 'kru: 'ru:d bi'kɔ:z ðə 'men wər in ə 'bæd 'mu:d?
3. hi 'faʊnd ə 'klu: 'aftər i əd 'glu:d ðə 'lu:s 'peɪpəz tə'geðə.
4. dɪd ðə 'θi:vz 'li:v ðə 'lu:t in ðə kə'nu: nɪə ðə 'pu:l?
5. ɪt wəz 'nesə,serɪ tu ən'du: ðə 'lu:p in 'ɔ:də tə rɪ'mu:v ðə 'ʃu:.

¹ Representative Spellings: eu(*maneuver*), ew(*grew*), heu(*rheumatic*), ieu(*lieutenant*), ioux(*Sioux*), o(*do*), oe(*shoe*), oeu(*manoeuvre*), oo(*soon*), ou(*group*), ough(*through*), ous(*rendezvous*), u(*crude*), ue(*blue*), ui(*bruise*), wo(*two*).

RECORD III

LESSON 24

Vowel oo (u)

The short oo sound,¹ as in *book*, *wolf*, *full*,² is produced in much the same way as the long oo , but the tongue is slightly lower and more relaxed, and the lips are slightly less rounded.

foot - put
nook - crook
stood - should

pullet - bullet
woolen - wooden
pulling - pushing

In the following phrases, distinguish carefully between the long oo and the short oo sounds.

the blue wool ðə 'blu: 'wul
a good rule ə 'gʊd 'ru:l
the cool brook ðə 'ku:l 'brʊk

took the book 'tu:k ðə 'bʊk
shook the crook 'ʃu:k ðə 'krʊk
stood on one foot $\text{'stʊd ɒn 'wʌn 'fʊt}$

stood
look
could
brook
full
wolf
hook
would

sugar
looking
mistook
bullet
pulpit
worsted
fuller
courier

1. The crook mistook the maid for the cook.
2. Was the woolen sweater caught on the wooden pulley?
3. They pushed and they pulled, but they couldn't remove the key.
4. Did the woman leave the wool on the hook in the hall?
5. The reverend Mr. Brooks, of Worcester, was also in the pulpit.

1. $\text{ðə 'krʊk mis'tʊk ðə 'meɪd fə ðə 'kʊk.}$
2. $\text{wəz ðə 'wʊlən 'swetə 'kɔ:t ɒn ðə 'wʊdn 'pulɪ?}$
3. $\text{ðeɪ 'puʃt ən ðeɪ 'pʊld bət ðeɪ 'kʊdnɪt rɪ'mu:v ðə 'ki:..}$
4. $\text{dɪd ðə 'wʊmən 'li:v ðə 'wʊl ɒn ðə 'hʊk ɪn ðə 'hɔ:l?}$
5. $\text{ðə 'revərənd 'mɪstə 'brʊks əv 'wʊstə wəz 'ɔ:lso ɪn ðə 'pʊlpɪt.}$

¹ With the exception of the words *umlaut* and *oomph*, this sound occurs only in the medial position.

² Representative Spellings: *o(woman)*, *oo(good)*, *or(worsted)*, *orce(Worcester)*, *ou(courier)*, *oul(would)*, *u(full)*.

RECORD IV

LESSON 25

Consonant s (s)

The s sound, as in *saw, message, nice*,¹ is an unvocalized continuant. It is produced by pressing the sides of the tongue against the sides of the upper teeth so as to form a narrow groove, and emitting an unvoiced sound. The tip of the tongue should be free and the teeth should be close together.

sing - song	fasten - hasten	hiss - miss
same - seam	glisten - listen	niece - peace
sell - sale	moisten - whistle	pass - glass

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

moisten the stamp 'moɪsn̩ ðə 'stæmp the glass slipper ðə 'glæs 'slɪpə
 hasten the message 'heɪsn̩ ðə 'mesɪdʒ missing the peace 'mɪsɪŋ ðə 'piːs
 placing the glass 'pleɪsɪŋ ðə 'glæs a city sale ə 'sɪti 'seɪl

science	answer	voice
such	basket	peace
soldier	deceive	place
senate	system	goose
sand	history	niece
secret	clasped	press
psalm	gasoline	grease
schism	license	waltz

1. The messenger fastened his foot in the stirrup and rode swiftly off.
2. Did your son miss the six o'clock train to San Francisco?
3. He had a system for sending long distance messages.
4. Do you miss listening to the flying geese when you are in the city?
5. His license was revoked for speeding along the city streets.

1. ðə 'mesəndʒə 'fæsn̩d ɪz 'fʊt ɪn ðə 'stɜːrəp ən 'rəʊd 'swɪftli 'ɔːf.
2. dɪd jʊə 'sʌn 'mɪs ðə 'sɪks ə'klɒk 'treɪn tə ,sænfrən'sɪsko?
3. hi ,həd ə 'sɪstəm fə 'sendɪŋ 'lɔːŋ 'dɪstəns 'mesɪdʒɪz.
4. du ju 'mɪs 'lɪsənɪŋ tə ðə 'flaɪɪŋ 'giːs men ju ər ɪn ðə 'sɪti?
5. hɪz 'laɪsəns wəz rɪ'vəʊkt fə 'spiːdɪŋ ə'lɔːŋ ðə 'sɪti 'striːts.

¹Representative Spellings: c(rice), ps(psalm), s(sail), sc(scene), sch(schism), ss(glass), st(moisten), z(waltz).

RECORD IV

LESSON 26

Consonant z (z)

The z sound, as in *zeal*, *hazy*, *buzz*,¹ is the vocalized cognate of the s sound. It is produced by pressing the sides of the tongue against the sides of the upper teeth so as to form a narrow groove, and emitting a voiced breath. The tip of the tongue should be free and the teeth should be close together.

zeal	- zest	frozen	- dozen	haze	- doze
zipper	- zither	blizzard	- wizard	trays	- graze
zealous	- zealot	muzzle	- drizzle	squeeze	- seize

In the following phrases, distinguish carefully between the s and z sounds.

choose the trays	'tʃu:z ðə	'treɪz	a summer season	ə 'sʌmə 'si:zn
freeze the water	'fri:z ðə	'wɔ:tə	the wise choice	ðə 'waɪz 'tʃɔɪs
prize the oars	'praɪz ðɪ	'ɔ:z	a zealous soldier	ə 'zeləs 'souldʒə

zealot	pleasant	praise
zebra	blizzard	choose
zealous	usable	wise
zigzag	loser	raise
zither	muzzle	because
zoo	teasing	buzz
czar	dissolve	amuse
xylophone	discern	amaze

1. She was always positive in her views, but sometimes she was wrong.
2. Why did he criticize her in the presence of her friends?
3. The bees buzzed among the flowers gathering honey for the combs.
4. Did he lose his way on the zigzag path during the blizzard?
5. Autumn is the season when the leaves freeze and fall from the trees.

1. ʃi wəz 'ɔ:lwɪz 'pɒzɪtɪv ɪn ə 'vju:z, bət 'sʌm,tʰaɪmz ʃi wəz 'rɔ:ŋ.
2. 'maɪ dɪd i 'krɪtə,saɪz ər ɪn ðə 'prezəns əv ə 'frendz?
3. ðə 'bi:z 'bʌzd ə'mʌŋ ðə 'flaʊz, 'gæðərɪŋ 'hʌni fə ðə 'kʊmz.
4. dɪd i 'lu:z ɪz 'weɪ ɒn ðə 'zɪg,zæɡ 'pəθ 'dʒʊrɪŋ ðə 'blɪzəd?
5. 'ɔ:təm ɪz ðə 'si:zn men ðə 'li:vz 'fri:z ən 'fɔ:l frəm ðə 'tri:z.

¹ Representative Spellings: cz(czar), s(busy), sq(discern), ss(dissolve), x(xylophone), z(zebra), zz(buzz).

RECORD IV

LESSON 27

Consonant sh (ʃ)

The *sh* sound,¹ as in *sharp*, *cushion*, *bush*,² is produced by bringing the teeth close together, pressing the sides of the tongue against the upper teeth and emitting an unvoiced sound.

sake - shake
sale - shale
same - shame

mission - motion
ocean - lotion
racial - facial

gas - gash
lass - lash
mass - mash

Repeat the following phrases smoothly.

sharpen the shears 'ʃɑ:pən ðə 'ʃiəz shop for shades 'ʃɒp fə 'ʃeɪdɪz
shake the wash 'ʃeɪk ðə 'wɒʃ bushels of fish 'bʊʃəlz əv 'fɪʃ
crush the shrimp 'kraʃ ðə 'ʃrɪmp furnish the leash 'fɜ:nɪʃ ðə 'li:ʃ

sugar
sheep
show
sure
shrine
shield
chamois
schist

ocean
conscious
tension
precious
tissue
anxious
motion
special

bush
radish
wash
flash
cash
flesh
rush
fresh

1. They fished with a net and caught a bushel of shellfish.
2. Are you sure she cashed the check before she boarded the ship?
3. They had shrimp, radishes, and crushed strawberries for supper.
4. Did he make a motion that the racial issue be discussed?
5. They should not have sheared the sheep with those dull shears.

1. ðeɪ 'fɪʃt wɪð ə 'net ən 'kɒt ə 'bʊʃəl əv 'ʃel,fɪʃ.
2. ɑ ju 'ʃʊə ʃɪ 'kæʃt ðə 'tʃek bɪ'fɔ: ʃɪ 'bɔ:dɪd ðə 'ʃɪp?
3. ðeɪ hæd 'ʃrɪmp, 'rædɪʃɪz, ən 'kraʃt 'strɔ:berɪz fə 'sʌpə.
4. dɪd ɪ 'meɪk ə 'mɒʃən ðæt ðə 'reɪʃəl 'ɪʃu bɪ dɪ'skʌst?
5. ðeɪ ʃəd 'nɒt əv 'ʃiəd ðə 'ʃi:p wɪð ðəʊz 'dʌl 'ʃiəz.

¹ When *s* and *h* are in separate syllables, each has its own sound, as in *sheephead* (*sheeps-hed*).

² Representative Spellings: *ce*(ocean), *ch*(chamois), *ci*(facial), *cio*(precious), *s*(sure), *sch*(schist), *sci*(conscience), *sh*(shake), *si*(tension), *ss*(tissue), *ssi*(mission), *ti*(mention), *xi*(anxious).

RECORD IV

LESSON 28

Consonant zh (3)

The *zh* sound, as in *azure* and *garage*¹, is the voiced cognate of the *sh*. It is produced, as is the *sh*, by bringing the teeth close together, pressing the sides of the tongue against the upper teeth, and emitting an unvoiced sound.

vision - collision
measure - seizure
explosion - erosion

mirage - potage
cortege - prestige
corsage - garage

Repeat the following phrases smoothly.

a casual pleasure ə 'kæʒuəl 'pleɜ̃ a short revision ə 'ʃɔ:t ri'viʒən
a sturdy garage ə 'stɜ:di gə'rɑ:ʒ a car collision ə 'kɑ: kə'liʒən
a beige negligee ə 'beɪʒ 'negli'ʒeɪ a hasty decision ə 'heɪsti dɪ'siʒən

genre
azure
leisure
revision
collision
excursion
abscission
seizure

regime
unusual
precision
enclosure
derision
usury
conversion
bijou

rouge
beige
garage
corsage
mirage
cortege
prestige
potage

1. The seizure of the treasure caused great confusion on the train.
2. Did she make any allusion to the intrusion?
3. Her beige negligee was unusually beautiful.
4. Did she lose her composure when she saw the collision?
5. The appraiser said the bijou was a real treasure.

1. ðə 'si:ʒər əv ðə 'treɜ̃ 'kɔ:zd 'greɪt kən'fju:ʒən ɒn ðə 'treɪn.
2. dɪd ʃi 'meɪk 'eni ə'lu:ʒən tə ði ɪn'tru:ʒən?
3. hæ 'beɪʒ ,negli'ʒeɪ wəz ən'juʒuəli 'bjutəfəl.
4. dɪd ʃi 'lu:z ə kəm'pəʊʒə men ʃi 'sɔ: ðə kə'liʒən?
5. ðɪ ə'preɪzə 'sed ðə 'bi:ʒu wəz ə 'riəl 'treɜ̃.

¹ Representative Spellings: g(*genre*), ge(*corsage*), j(*bijou*), s(*visual*), si(*erosion*), ssi(*abscission*), su(*pleasure*), z(*seizure*), zi(*glazier*).

RECORD IV

LESSON 29

Consonant *ch* (tʃ)

The *ch* sound,¹ as in *child*, *bachelor*, *much*,² is produced by bringing the teeth close together, pressing the tip of the tongue against the upper gum ridge, the sides against the upper teeth, and uttering an unvoiced sound.

chew - chin	ranches - branches	match - scratch
cheap - chain	reaches - breeches	witch - twitch
charge - cheat	latches - catches	crutch - touch

Repeat the following phrases smoothly.

a church chime	ə 'tʃɜːtʃ 'tʃaɪm	change the watch	'tʃeɪndʒ ðə 'wɒtʃ
a teacher's chalk	ə 'tiːtʃəz 'tʃɔːk	chill the cherries	'tʃɪl ðə 'tʃerɪz
a kitchen pitcher	ə 'kɪtʃən 'pɪtʃə	check the preacher	'tʃek ðə 'priːtʃə

chicken	hatchet	ditch
change	orchard	rich
cheat	natural	bunch
chip	ketchup	church
choke	righteous	reach
choice	question	branch
charm	culture	scratch
cello	pitcher	witch

1. They chose the catchy tune from a Puccini opera.
2. Did she charge the merchandise to the church account?
3. They watched the chain lightning from the back porch.
4. Did the child choke on the cheese or on the cherry pit?
5. The chimes in the church tower rang clear through the chill air.

1. ðeɪ 'tʃəʊz ðə 'kætʃɪ 'tʃuːn frəm ə pu'tʃiːni 'ɒpərə.
2. dɪd ʃi 'tʃɑːdʒ ðə 'mɜːtʃən daɪz tə ðə 'tʃɜːtʃ ə'kaʊnt?
3. ðeɪ 'wɒtʃt ðə 'tʃeɪn 'laɪtnɪŋ frəm ðə 'bæk 'pɔːtʃ.
4. dɪd ðə 'tʃaɪld 'tʃəʊk ɒn ðə 'tʃiːz ər ɒn ðə 'tʃerɪ 'pɪt?
5. ðə 'tʃaɪmz ɪn ðə 'tʃɜːtʃ 'taʊə 'ræŋ 'kliə θruː ðə 'tʃɪl 'eə.

¹ The *ch* sound is silent in some words, e.g. *Yacht*; and is pronounced as *k* in others, e.g. *choir*.

² Representative Spellings: *c*(cello), *cc*(Puccini), *ch*(child), *tch*(kitchen), *t*(future), *te*(righteous), *ti*(celestial).

RECORD IV

LESSON 30

Consonant j (dʒ)

The j sound, as in *jump*, *magic*, *page*¹, is produced by bringing the teeth close together, pressing the tip of the tongue against the upper gum ridge, the sides against the upper teeth, and uttering a voiced sound.

cheer - jeer	batches - badges	lunch - lunge
choke - joke	arches - barges	batch - badge
chunk - junk	etches - edges	rich - ridge

Repeat the following phrases smoothly.

the huge barge	ðə 'hju:dʒ 'ba:dʒ	a soldiers badge	ə 'souldʒəz 'bædʒ
just a jest	'dʒʌst ə 'dʒest	manage the agent	'mænɪdʒ ðɪ 'eɪdʒənt
a dejected lad	ə dɪ'dʒektɪd 'læd	gauge the engine	'geɪdʒ ðɪ 'endʒɪn

jail	major	cabbage
joy	lodger	cage
just	magic	edge
gem	adjourn	language
jug	verdure	badge
gill	religion	rage
junk	educate	hedge
jungle	grandeur	huge

1. The lodger was taken to the jail at the edge of the town.
2. Did the dejected agent report his failure to the manager?
3. The thieves hid the gems at the edge of the lawn.
4. Were the oranges in the large jar damaged?
5. The soldiers fought courageously under the new general.

1. ðə 'lɒdʒə wəz 'teɪkən tə ðə 'dʒeɪl ət ðɪ 'edʒ əv ðə 'taʊn.
2. dɪd ðə dɪ'dʒektɪd 'eɪdʒənt rɪ'pɔ:t ɪz 'feɪljə tə ðə 'mænədʒə?
3. ðə 'θɪ:vz 'hɪd ðə 'dʒemz ət ðɪ 'edʒ əv ðə 'lɔ:n.
4. wəz ðɪ 'ɔ:rɪndʒɪz ɪn ðə 'la:dʒ 'dʒɑ: 'dæmɪdʒd?
5. ðə 'souldʒəz 'fɔ:t kə'reɪdʒəsli 'ʌndə ðə 'nju: 'dʒenərəl.

¹ Representative Spellings: d(educate), de(grandeur), dg(judgment), dge(ledge), di(soldier), dj(adjourn), du(verdure), g(gentleman), ge(huge), gi(legion), j(jump).

RECORD IV

LESSON 31

Diphthong ou (au)

The *ou* sound, as in *out*, *house*, *cow*¹, is produced by starting with the organs in the position for the *à* sound, as in *half*, and shifting quickly into the position of the short *ō*, as in *foot*. Great care should be taken in pronouncing the first element of this sound as it is frequently nasalized.

out	- outer	about	- around	mow	- bough
outcast	- outfit	count	- house	scow	- chow
ours	- oust	town	- pound	plough	- prow

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

on the outside	ɒn ðɪ 'aʊt'saɪd	the town house	ðə 'taʊn 'haʊs
get the outfit	'get ðɪ 'aʊt,fɪt	the round tower	ðə 'raʊnd 'taʊə
write the outline	'raɪt ðɪ 'aʊt,ləɪn	the proud scout	ðə 'praʊd 'skaʊt

hour	about	mow
ours	around	bough
oust	count	sow
outcry	house	chow
ourselves	noun	thou
outline	town	row
outbreak	pound	scow
outlet	tower	prow

1. We heard an outcry and turned about to find a prowling cow.
2. Did she scowl at the crowd when they shouted?
3. The scouts enjoyed the chowder and the sauerkraut.
4. Are they going to allow the crowd to prowl through the house?
5. The scout caught a trout, but he was routed by the farmer.

1. wɪ 'hɜ:d ən 'aʊt,kraɪ ən 'tɜ:nd ə'baʊt tə 'faɪnd ə 'praʊlɪŋ 'kau.
2. dɪd ʃɪ 'skaʊl ət ðə 'kraʊd men ðeɪ 'ʃaʊtɪd?
3. ðə 'skaʊts ɪn'dʒɔɪd ðə 'tʃaʊdəɹ ən ðə 'saʊə,kraʊt.
4. ə ðeɪ 'goɪŋ tu ə'laʊ ðə 'kraʊd tə 'praʊl θru: ðə 'haʊs?
5. ðə 'skaʊt 'kɔ:t ə 'traʊt, bət hɪ wəz 'raʊtɪd baɪ ðə 'fɑ:mə.

¹ Representative Spellings: *au*(sauerkraut), *ou*(out), *ough*(bough), *ow*(now).

RECORD IV

LESSON 32

Diphthong .ō (ou)

The o sound,¹ as in *old*, *note*, *low*,² is produced by raising the mid tongue slightly, and rounding the lips. It moves quickly from pure o, as in *obey*,³ to short ōō, as in *book*.

owe - awe
oat - ought
oak - hawk

hole - haul
coal - call
bowl - ball

low - law
row - raw
sow - saw

Repeat the following phrases smoothly.

row the boat	'rou ōə 'bout	the open throat	ōi 'oupn 'θrou
only a joke	'ounli ə 'dʒouk	chose the robe	'tʃouz ōə 'roub
the local hotel	ōə 'loukl ho'tel	the folded coat	ōə 'fouldid 'kout

oh
oatmeal
overalls
omen
overcome
oval
opal
ode

bone
comb
foam
chauffeur
loan
yeoman
shoulder
groan

glow
owe
sew
foe
dough
grow
chateau
apropos

1. The chauffeur found a brooch when he was cleaning the car.
2. Did he try to pretend that it was only a joke?
3. The old man sat by the stove and moaned in a low tone.
4. Were they going home by way of the old road?
5. He wore overalls when he was working on the old boat.

1. ōə 'ʃoufə 'faund ə 'broutʃ men hi wəz 'kli:nɪŋ ōə 'ka:.
2. did i 'traɪ tə pri'tend ōət it wəz 'ounli ə 'dʒouk?
3. ōi 'ould 'mæn 'sæt bə ōə 'stouv ən 'mound in ə 'lou 'toun.
4. wə ðei 'goɪŋ 'həʊm baɪ 'weɪ əv ōi 'ould 'roud?
5. hi 'wɔ:r 'ouvəɹə:lz men i wəz 'wɜ:kɪŋ ɒn ōi 'ould 'bout.

¹ In such words as *throwing* and *blowing*, where the o sound, in the stressed syllable, is followed by unstressed syllable, the pure vowel is preferable.

² Representative Spellings: au(*chauffeur*), eau(*château*), eo(*yeoman*), ew(*sew*), o(*code*), oa(*foam*), oe(*foe*), oh(*oh*), oo(*brooch*), os(*apropos*), ou(*soul*), ough(*dough*), ow(*flow*), owe(*owe*).

³ See note 2, page 53.

Diphthong ū (ju:)

The long *u* sound,¹ as in *unit*, *music*, *dew*,² is a diphthong whose first element is produced by raising the edges of the tongue toward the hard palate, as in the *y* sound in *yes*, and then lowering the front tongue for the second element *oo*, as in *moon*.

ewe - youthful
union - unite
uses - units

cube - cute
duty - beauty
feud - imbued

mew - cue
dew - pew
hue - sue

Repeat the following phrases smoothly.

a useful tube	ə 'ju:sfəl 'tju:b	a futile tumult	ə 'fju:tl 'tju:malt
the new union	ðə 'nju: 'ju:njən	a unique cupola	ə ju'ni:k 'kju:pələ
a few suits	ə 'fju: 'siu:ts	a student unit	ə 'stju:dnt 'ju:nit

usable
usury
utility
yule
utilizing
usurper
utensil
unique

acute
newly
dubious
nuisance
accumulate
opportunity
accuse
futile

virtue
due
review
hue
renew
queue
residue
adieu

1. It was stupid of them to refuse to sue the usurper.
2. Why didn't they utilize the unique opportunity?
3. Hugh accumulated numerous items of dubious value.
4. Why did they refuse to fumigate the pews?
5. The university students decided to wear uniforms.

1. It wəz 'stju:pid əv 'ðem tə rɪ'fju:z tə 'siu: ðə ju'zɜ:pə.
2. ˌmaɪ dɪdnt ðeɪ 'ju:tl,aɪz ðə ju'ni:k ,pə'tju:nətɪ?
3. 'hju: ə'kju:mjə,leɪtɪd 'nju:mərəs 'aɪtəmz əv 'dju:bɪəs 'vælju.
4. 'maɪ dɪd ðeɪ rɪ'fju:z tə 'fju:mə,geɪt ðə 'pju:z?
5. ðə ,ju:nə'vɜ:sətɪ 'stju:dənts dɪ'saɪdɪd tə 'weə 'ju:nə,fɔ:mz.

¹Authorities differ on the labeling of this sound, and some do not even list it as a single sound. NCD and K&K list it as a diphthong, symbolizing it as both *iu* and *ju*.

²Representative Spellings: *eau*(beauty), *eu*(feud), *ew*(new), *ewe*(ewe), *ieu*(lieutenant), *iew*(review), *u*(huge), *ue*(rescue), *ueue*(queue), *ugh*(Hugh), *ui*(nuisance), *you*(you), *yu*(yule).

RECORD V

Diphthong \bar{i} (ai)

LESSON 34

The long i sound, as in *ice*, *type*, *dry*,¹ is a diphthong composed of the \bar{a} sound, as in *half*, and the \bar{i} sound, as in *it*. The shift in position must be rapid and there is slightly more stress on the first element.

eye - icy
ideal - ivory
item - irony

kind - find
lime - rhyme
like - dyke

by - dry
lie - spy
rye - why

Repeat the following phrases smoothly.

a nice ride ə 'naɪs 'raɪd
a bright child ə 'braɪt 'tʃaɪld
a fine mind ə 'faɪn 'maɪnd

the five mice ðə 'faɪv 'maɪs
a rising tide ə 'raɪzɪŋ 'taɪd
the high pile ðə 'haɪ 'paɪl

iris
aye
aisle
ivory
islet
identify
item
iron

lively
night
height
choir
scythe
coyote
guide
geyser

deny
lie
buy
spy
try
why
rye
sky

1. The note said, "Strike while the iron is hot".
2. Could she identify the items by the height of the packages?
3. The strike in Cairo lasted nine weeks and five days.
4. What kind of ice cream did they have on their pie?
5. He had high ideals as well as a fine mind.

1. ðə 'nəʊt 'sed, " 'straɪk waɪl ðɪ 'aɪrən ɪz 'hɒt".
2. kʊd ʃi aɪ'dentɪ'faɪ ðɪ 'aɪtəmz baɪ ðə 'haɪt əv ðə 'pækɪdʒɪz?
3. ðə 'straɪk ɪn 'kaɪro 'læstɪd 'naɪn 'wiːks ən 'faɪv 'deɪz.
4. wɒt 'kaɪnd əv 'aɪs 'kriːm dɪd ðeɪ 'hæv ɒn ðeə 'paɪ?
5. hi hæd 'haɪ aɪ'diəlz əz 'wel əz ə 'faɪn 'maɪnd.

¹ Representative Spellings: ai(Cairo), ais(aisle), aye(aye), cy(scythe), eigh(height), ey(geyser), eye(eyelet), hy(rhyme), i(idol), ie(die), igh(night), is(island), oi(choir), oy(coyote), ui(guide), uy(buy), y(sly), ye(rye).

RECORD V

Vowel ô (ɔ:)

LESSON 35

The ô sound, as in *all*, *talk*, *saw*,¹ is a half-low, back vowel. It is produced by dropping the jaw, projecting the lips forward in a rounded position, and raising the back of the tongue slightly.

awe - owe
awed - owed
awl - old

caught - coat
bought - boat
naught - note

saw - sow
raw - row
law - low

Repeat the following phrases smoothly.

a broad jaw ə 'brɔ:d 'dʒɔ:
a small order ə 'smɔ:l 'ɔ:də
a short walk ə 'ʃɔ:t 'wɔ:k

along the wall ə 'lɔ:ŋ ðə 'wɔ:l
caught the hawk 'kɔ:t ðə 'hɔ:k
hailed the straw 'heɪld ðə 'strɔ:

automobile
author
autumn
auction
orphan
alter
awning
awl

broad
thought
warm
report
border
court
tall
yawn

claw
draw
outlaw
flaw
thaw
straw
gnaw
withdraw

1. They sold the awning and the automobile at the auction.
2. Did the children sprawl on the lawn when the seesaw broke?
3. George had the report drawn up at four forty.
4. What caused the outlaw to alter his extraordinary story?
5. He hauled the awning in before the storm.

1. ðeɪ 'sould ði 'ɔ:nɪŋ ən ði 'ɔ:təmə,bi:l æt ði 'ɔ:kʃən.
2. dɪd ðə 'tʃɪldrən 'sprɔ:l ɒn ðə 'lɔ:n men ðə 'si:so 'brəʊk?
3. 'dʒɔ:dʒ hæd ðə ri'pɔ:t 'drɔ:n 'ʌp æt 'fɔ: 'fɔ:ti.
4. wɒt 'kɔ:zd ði 'ɔ:t, lɔ: tu 'ɔ:ltə ɪz ɪk'strɔ:dn,eri 'stɔ:ri?
5. hi 'heɪld ði 'ɔ:nɪŋ 'ɪn bɪ'fɔ: ðə 'stɔ:m.

¹ Representative Spellings: a(*all*), al(*talk*), ao(*extraordinary*), ar(*warn*), au(*aural*), augh(*taught*), aw(*awkward*), awe(*awe*), eo(*George*), oa(*broad*), oo(*floor*), or(*orb*), ou(*court*), ough(*bought*).

RECORD V

LESSON 36

Diphthong oi (ɔɪ)

The *oi* sound, as in *oil*, *soil*, *toy*,¹ is produced by rounding the lips, as for the *ɔ* sound in *all*, and quickly shifting to the position of the *ɪ* sound, as in *it*.

oil - oyster
oily - ointment
oiler - oilcloth

choice - noise
moist - poise
point - toys

boy - toy
employ - enjoy
annoy - envoy

Repeat the following phrases smoothly.

the boiled oysters ðə 'bɔɪld 'ɔɪstəz employ the boy ɪm'plɔɪ ðə 'bɔɪ
a joint invoice ə 'dʒɔɪnt 'ɪnvɔɪs destroy the toy dɪs'trɔɪ ðə 'tɔɪ
the poised voice ðə 'pɔɪzd 'vɔɪs moisten the soil 'mɔɪsn ðə 'sɔɪl

oil
oyster
oily
ointment
oilcloth
oilskin
oilstone
oiliness

royal
voyage
moist
noisy
loiter
choice
broil
doily

coy
annoy
deploy
convoy
alloy
corduroy
decoy
soy

1. They had loin lamb chops broiled over an open fire.
2. Was Joy's mother annoyed when she joined the employees' club?
3. She was appointed to the position because of her poise.
4. Did he join the noisy crowd on their boisterous voyage?
5. She made out a joint invoice and gave it to her employer.

1. ðeɪ hæd 'lɔɪn 'læm 'tʃɒps 'brɔɪld 'oʊvər ən 'oʊpən 'faɪə.
2. wəz 'dʒɔɪz 'mʌðər ə'noɪd wɛn ʃi 'dʒɔɪnd ðɪ ɪm'plɔɪi:z 'klʌb?
3. ʃi wəz ə'pɔɪntɪd tə ðə pə'zɪʃən bɪ'kɔ:z əv ɜ 'pɔɪz.
4. dɪd i 'dʒɔɪn ðə 'nɔɪzi 'kraʊd ɒn ðəə 'bɔɪstərəs 'vɔɪdʒ?
5. ʃi 'meɪd aʊt ə 'dʒɔɪnt 'ɪnvɔɪs ən 'geɪv ɪt tu hæɹ ɪm'plɔɪə.

¹ Representative Spellings: oi(oil), oy(boy).

Consonant p (p)

The *p* sound,¹ as in *pay*, *copper*, *stop*,² is the voiceless cognate of the *b* sound. It is produced by pressing the lips together and then blowing them apart with an unvoiced sound.

paid - pale	hopeless - helpless	sleep - slip
pain - plain	dropping - stopping	deep - dip
push - pull	umpire - empire	reap - rip

In the following phrases, notice the difference in the pronunciation of the *p* sound when it precedes a vowel or a pause; when it precedes a consonant.

a piece of pie	ə 'pi:s əv 'pai	pick the pansies	'pɪk ðə 'pænzɪz
a place to sleep	ə 'pleɪs tə 'sli:p	scrape the pan	'skreɪp ðə 'pæn
a plan of hope	ə 'plæn əv 'hoʊp	help the poor	'help ðə 'puə

past	apply	cap
pay	capture	drip
plan	compel	gasp
port	principle	hiccough
prize	simple	leap
pipe	expel	grasp
peck	suspend	tape
profit	vapor	rope

1. It was a simple poem but it won the prize.
2. Did she plan to have peach pie for supper?
3. He jumped from the prow of the ship as it left the port.
4. Did she pour the fruit punch into the pitcher?
5. He planned to pay a visit to his parents in Pittsburgh.

1. it wəz ə 'sɪmpl 'pɔɪm bət ɪt 'wʌn ðə 'praɪz.
2. dɪd ʃi 'plæn tə hæv 'pi:tʃ 'pai fə 'sʌpə?
3. hi 'dʒʌmpt frəm ðə 'prɔʊ əv ðə 'ʃɪp əz ɪt 'left ðə 'pɔ:t.
4. dɪd ʃi 'pɔ: ðə 'fru:t 'pʌntʃ ɪntə ðə 'pɪtʃə?
5. hi 'plænd tə 'peɪ ə 'vɪzɪt tu ɪz 'peərənts ɪn 'pɪtsbɜ:g.

¹ The *p* sound is aspirated when it precedes a vowel or a pause, and unaspirated before a consonant.

² Representative Spellings: *gh*(hiccough), *p*(pan), *pp*(happy).

RECORD V

LESSON 38

Consonant b (b)

The *b* sound, as in *buy*, *rabbit*, *cab*¹, is the voiced cognate of the *p* sound. It is produced by pressing the lips together and then blowing them apart with a voiced sound.

bay - buy
ban - bat
bear - bar

sable - stable
labor - sabre
humble - mumble

cab - cob
rib - rob
stab - stub

In the following phrases, notice the difference in the pronunciation of the *b* sound, when it precedes a vowel or a pause; when it precedes a consonant.

bake the bread 'beɪk ðə 'bred
back the party 'bæk ðə 'pɑːtɪ
buy the bacon 'baɪ ðə 'beɪkən

block the harbor 'blɒk ðə 'hɑːbə
bat the ball 'bæt ðə 'bɔːl
broke the globe 'brəʊk ðə 'gləʊb

back
bay
boat
book
blend
burn
brain
butter

thimble
ribbon
table
rabbit
nobility
trouble
suburb
cupboard

bribe
grab
globe
curb
tube
verb
crab
ebb

1. They built a small bungalow in the suburbs of Brooklyn.
2. Did you say the boat was in the bay or in the harbor?
3. The blackbirds and the bluebirds had their nests near the barn.
4. Did the dog bark when the burglars broke into the building?
5. Columbus believed that the earth was shaped like a globe.

1. ðeɪ 'bɪlt ə 'smɔːl 'bʌŋɡə,lə ɪn ðə 'sʌbɜːbz əv 'brʊklɪn.
2. dɪd ju 'seɪ ðə 'bəʊt wəz ɪn ðə 'beɪ ər ɪn ðə 'hɑːbə?
3. ðə 'blæk,bɜːdz ən ðə 'bluː,bɜːdz hæd ðeə 'nests 'nɪə ðə 'bɑːn.
4. dɪd ðə 'dɔːg 'bɑːk mən ðə 'bɜːgləz 'brəʊk 'ɪntə ðə 'bɪldɪŋ?
5. kə'lʌmbəs bɪ'liːvd ðæt ðɪ 'ɜːθ wəz 'ʃeɪpt laɪk ə 'gləʊb.

¹ Representative Spellings: *b*(boy), *bb*(ebb), *pb*(cupboard).

RECORD V

LESSON 39

Consonant m (m)

The *m* sound, as in *man*, *hammer*, *hum*,¹ is a vocalized continuant, and is produced by pressing the lips together and emitting a voiced sound through the nasal passages.

money - many
meant - mint
metal - medal

empty - company
mumble - stumble
grumble - gamble

film - realm
time - climb
roam - home

Repeat the following phrases smoothly.

make the muffins	'meɪk ðə 'mʌfɪnz	the tame lamb	ðə 'teɪm 'læm
match the gems	'mætʃ ðə 'dʒemz	the mad mob	ðə 'mæd 'mɒb
meet the farmer	'mi:t ðə 'fɑ:mə	the drum major	ðə 'drʌm 'meɪdʒə

mane
man
mat
meat
mirror
motion
money
mist

famous
amount
human
numerous
temper
immense
ermine
gamble

film
dime
climb
rhyme
phlegm
hymn
palm
realm

1. The morning was too misty for them to climb the mountain.
2. Was the setting of the famous film in Maine or in Vermont?
3. She is coming home from the hospital tomorrow morning.
4. Did the manager remind the employees of the company meeting?
5. Men and women of importance attended the famous golf match.

1. ðə 'mɔ:nɪŋ wəz 'tu: 'mɪstɪ fə 'ðəm tə 'klaɪm ðə 'maʊntn.
2. wəz ðə 'setɪŋ əv ðə 'feɪməs 'fɪlm ɪn 'meɪn ər ɪn və'mɒnt?
3. ʃi ɪz 'kʌmɪŋ 'həʊm frəm ðə 'hɒspɪtl tə'mɒrə 'mɔ:nɪŋ.
4. dɪd ðə 'mænədʒə rɪ'maɪnd ðɪ ɪm'plɔɪi:z əv ðə 'kʌmpəni 'mi:tɪŋ?
5. 'men ən 'wɪmən əv ɪm'pɔ:təns ə'tendɪd ðə 'feɪməs 'gɒlf 'mætʃ.

¹Representative Spellings: gm(phlegm), lm(palm), m(make), mb(comb), mm(summer), mn(hymn).

RECORD V

LESSON 40

Consonant n (n)

The *n* sound, as in *not*, *sunny*, *inn*¹, is a vocalized nasal continuant, and is produced by pressing the tip of the tongue against the upper gum ridge and emitting a voiced sound.

new - now
nut - note
nice - niece

gunner - runner
panel - flannel
tanning - planning

man - fan
gun - run
den - pen

Repeat the following phrases smoothly.

a snowy morning	ə 'snəʊɪ 'mɔːnɪŋ	the north wind	ðə 'nɔːθ 'wɪnd
a rainy night	ə 'reɪnɪ 'naɪt	the noon train	ðə 'nuːn 'treɪn
a dozen lemons	ə 'dɒzn 'lemənz	the next evening	ðə 'nekst 'iːvɪnɪŋ

nerve
mnemonic
knife
noun
nest
pneumonia
naught
gnome

downfall
panel
ignore
colonel
universe
annoyance
evening
comptroller

eleven
portion
button
open
bone
mitten
oven
season

1. The children had nuts, candy, and lemonade at their party.
2. Why did she need another evening gown?
3. The eleven o'clock news was broadcast again at noon.
4. Were they going to take the kitten to New York on the train?
5. The rain following the snow made the winter morning disagreeable.

1. ðə 'tʃɪldrən ,həd 'nʌts, 'kændɪ, ən ,lemə'neɪd ət ðeə 'pɑːtɪ.
2. 'maɪ dɪd ʃɪ 'niːd ə'nʌðə 'iːvɪnɪŋ 'gaʊn?
3. ðɪ 'ɪlɪvən ə'klɒk 'njuːz wəz 'brɔːd,kæst ə'gen ət 'nuːn.
4. wə ðeɪ 'goɪŋ tə 'teɪk ðə 'kɪtn tə 'njuː 'jɔːk ɒn ðə 'treɪn?
5. ðə 'reɪn 'fɒləʊɪŋ ðə 'snəʊ ,meɪd ðə 'wɪntə'mɔːnɪŋ ,dɪsə'grɪːəbəl.

¹ Representative Spellings: gn(gnome), kn(knock), mn(mnemonic), mp(comptroller), n(net), nn(banner), pn(pneumonia).

Diphthong ê (ɪə)

The ê sound, as in *ear*, *weird*, *mere*,¹ is made up of the ɪ sound, as in *it*, followed by the neutral vowel. This diphthong usually occurs in words which have the letter *r* in the spelling.

ear - earring
eardrum - eardrop
earphone - earshot

merely - clearly
fearless - cheerless
beard - weird

peer - jeer
gear - mere
tear - sear

Repeat the following phrases smoothly.

the mere fear ɒə 'mɪə 'fɪə
a rear gear ə 'rɪə 'ɡɪə
near the deer 'nɪə ɒə 'dɪə

a cheerless peer ə 'tʃɪəlis 'piə
a fearless seer ə 'fiəlis 'siə
a clear cheer ə 'kliə 'tʃɪə

ear
eardrum
earmark
earphone
earring
eardrop
earlap
earshot

beard
clearly
weird
merely
cheered
fearless
jeered
nearly

tear
career
rear
mere
steer
disappear
cheer
year

1. His ideas were clear regarding his chosen career.
2. Did you hear the weird noise at the rear of the pier?
3. They feared it would not clear in time to go deer hunting.
4. Did they jeer at him because of his weird costume?
5. The soldiers cheered as they saw their dear ones on the pier.

1. hɪz aɪ'diəz wə 'kliə rɪ'ɡɑ:dɪŋ ɪz 'tʃʊvzŋ kə'rɪə.
2. dɪd ju 'hɪə ɒə 'wɪəd 'nɔɪzɪz ət ɒə 'rɪər əv ɒə 'piə?
3. ðeɪ 'fiəd ɪt wəd 'nɒt 'kliər ɪn 'taɪm tə 'ɡoʊ 'diə 'hʌntɪŋ.
4. dɪd ðeɪ 'dʒɪər ət ɪm bɪ'kɔ:z əv ɪz 'wɪəd 'kɒstjəm?
5. ɒə 'souldʒəz 'tʃɪəd əz ðeɪ 'sɔ: ðeə 'diə 'wʌnz ɒn ɒə 'piə.

¹Representative Spellings: ear(dear), eer(cheer), ere(here), eir(weird), ier(pier).

RECORD VI

LESSON 42

Diphthong â (ɛə)

The â sound, as in *air*, *rarely*, *prayer*,¹ is made up of the ɛ sound, followed by the neutral vowel. This diphthong usually occurs in words which have the letter *r* in the spelling.

air	- airship	shared	- glared	prepare	- compare
airport	- aircraft	rarely	- squarely	aware	- beware
heir	- heiress	scared	- declared	repair	- forbear

Repeat the following phrases smoothly.

dare to be fair	'dɛə tə bi 'fɛə	compare the mare	kəm'peə ðə 'meə
share the air	'ʃɛə ði 'ɛə	prepare to share	pri'peə tə 'ʃɛə
repair the spare	ri'peə ðə 'speə	beware of bears	bi'weər əv 'beəz

air	rarely	wear
airport	shared	tear
aircraft	prepared	there
heir	squarely	compare
airman	careless	repair
airplane	glared	they're
heiress	scared	prayer
e'er	declared	fare

1. He declared that he would stand squarely behind Mr. Fair.
2. Did he scare the child when he blared on the trumpet?
3. It was careless to stand squarely in the door of the airplane.
4. Were the heir and heiress prepared to buy the mare?
5. She swept the stairs and dusted the chairs in the spare room.

1. hi di'kleəd ðæt hi wəd 'stænd 'skweəli bi'haɪnd 'mɪstə 'fɛə.
2. dɪd i 'skeə ðə 'tʃaɪld mən i 'bleəd ɒn ðə 'trʌmpɪt?
3. ɪt wəz 'keəlis tə 'stænd 'skweəli ɪn ðə 'dɔː əv ði 'ɛə,pleɪn.
4. wə ði 'eər and 'eəris pri'peəd tə 'baɪ ðə 'meə?
5. ʃi 'swept ðə 'steəz ən 'dʌstɪd ðə 'tʃeəz ɪn ðə 'speə 'ru:m.

¹ Representative Spellings: aer(aerial), air(air), are(dare), ayer(prayer), ear(wear), eir(heir), ere(there), e'er(e'er), ey're(they're).

RECORD VI

LESSON 43

Diphthong ɔ̃r (ʊə)

The diphthong ɔ̃r, as in *poor* and *sure*¹, is made up of the ɔ̃ 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 ɔ̃r and the ʊr sounds.

a poor tourist ə 'pʊə 'tʊrɪst
a sure cure ə 'ʃʊə 'kjʊə
a rural moor ə 'rʊəl 'mʊə

insure the poor ɪn'ʃʊə ðə 'pʊə
tour the moor 'tʊə ðə 'mʊə
an alluring tour ən ə'ljʊrɪŋ 'tʊə

moor
tour
poor
sure
doer
your
cure
pure

conjure
detour
insure
allure
reassure
demure
procure
secure

1. The tour over the moors was interesting and reassuring.
2. Did the poor man lose his insurance in the rural company?
3. They were not sure about the detour so they didn't explore it.
4. Were they touring in the boat or was it secured to the mooring?
5. He assured her that the cure would not be injurious.

1. ðə 'tʊr'ɔʊvə ðə 'mʊəz wəz 'ɪntərɪstɪŋ ænd rɪə'sʊrɪŋ.
2. dɪd ðə 'pʊə 'mæn 'lu:z ɪz ɪn'ʃʊərəns ɪn ðə 'rʊəl 'kʌmpəni?
3. ðeɪ wəz 'nɒt 'ʃʊə ə'baʊt ðə 'di-tʊə sɒv ðeɪ dɪdnt ɪks'ploʊrɪt.
4. wəz ðeɪ 'tʊrɪŋ ɪn ðə 'bəʊt ə wəz ɪt sɪ'kjʊəd tə ðə 'mʊrɪŋ?
5. hɪ ə'sʊəd hə ðæt ðə 'kjʊə wəd 'nɒt bɪ ɪn'dʒʊrɪəs.

¹ Representative Spellings: oor(moor), our(tour), ure(sure).

RECORD VI

Diphthong ôr (ɔə)

LESSON 44

The diphthong ôr¹, as in *oar* and *more*², 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 - bore
four - floor
pour - tore

galore - implore
restore - deplore
ignore - before

Repeat the following phrases smoothly.

the short oar ðə ʃɔ:t 'ɔə
before the war bi'fɔ: ðə 'wɔ:
the worn floor ðə 'wɔ:n 'flɔə

restore the door ri'stɔ: ðə 'dɔə
a deplored score ə di'plɔ:d 'skɔə
ignore the bore ig'no: ðə 'bɔə

or
bore
core
soar
lore
more
pour
o'er

restore
galore
implore
deplore
seashore
explore
toward
resort

1. They added four more floors before the war.
2. Why did she ignore his report on the condition of the seashore?
3. She was so boring that her friends ignored her more and more.
4. Did the four boys refuse to do more chores in the store?
5. She implored him to do more about the deplorable score.

1. ðeɪ 'ædɪd 'fɔ: 'mɔ: 'flɔəz bi'fɔ: ðə 'wɔ:.
2. 'maɪ dɪd ʃɪ ig'nɔrɪz ri'pɔ:t ɒn ðə kən'dɪʃən əv ðə 'si:ʃɔə?
3. ʃɪ wəz 'sɔv 'bɔ:riŋ ðæt ɜ 'frendz ig'no:d ɜ 'mɔ:r ən 'mɔə.
4. dɪd ðə 'fɔ: 'bɔɪz ri'fju:z tə du 'mɔ: 'tʃɔ:z ɪn ðə 'stɔə?
5. ʃɪ ɪm'plɔ:d ɪm tə du 'mɔ:r ə'baut ðə di'plɔ:rəbl 'skɔə.

¹ This sound occurs in the initial position only in the words *oar*, *or*, *ore*, *o'er*.

² Representative Spellings: *oar(soar)*, *oor(floor)*, *or(or)*, *ore(more)*, *our(pour)*, *o'er(o'er)*, *owar(toward)*.

Consonant h (h)

The *h* sound, as in *happy* and *unhappy*¹, is produced by opening the mouth and emitting a puff of air. It is silent in the initial position in some words, as *hour* and *honor*, and after *g* or *r* in the same syllable, as in *ghost* and *rhyme*.

hare - harp
haste - harsh
hammer - hamper

inhabit - inhibit
behold - behead
behave - beehive

Repeat the following phrases, paying particular attention to the *h* sound.

hire the hall 'haɪə ðə 'ho:l
hear the howl 'hɪə ðə 'haʊl
heat the hash 'hi:t ðə 'hæʃ

the hollow handle ðə 'hɒlə 'hændl
an unhappy heart ən ən'hæpi 'hɑ:t
a hungry hound ə 'hʌŋɡri 'haʊnd

half
happy
hide
huge
habit
hail
who
hammer

uphold
lighthouse
grasshopper
behold
behead
overhaul
unhook
mahogany

1. She is unhappy because she didn't inherit her father's fortune.
2. Does one's health affect the appearance of one's hair?
3. His hesitation made his colleagues unhappy.
4. Did you say your friend lived in a lighthouse or in a white house?
5. He unharnessed the horse before he had his dinner.

1. ʃi ɪz ən'hæpi bɪ'kɔ:z ʃi 'dɪdnt ɪn'herɪt hə 'fɑ:ðəz 'fɑ:tʃən.
2. dəz 'wʌnz 'helθ ə'fekt ðɪ ə'pɪərəns əv 'wʌnz 'heə?
3. hɪz 'hezə'teɪʃən 'meɪd hɪz 'kɒli:gz ən'hæpi.
4. dɪd ju 'seɪ juə 'frend 'lɪvd ɪn ə 'laɪt haʊs ər ɪn ə 'waɪt 'haʊs?
5. hi ən'hɑ:nɪst ðə 'hɔ:s bɪ'fɔ:r ɪ hæd ɪz 'dɪnə.

¹ Representative Spellings: *h(hat)*, *wh(who)*.

RECORD VI

LESSON 46

Consonant y (j)

The y sound, as in *yes* and *genius*¹, is produced by raising the front of the tongue almost to the hard palate and pressing the sides of the tongue against the upper teeth.

yet - yeast
yam - yarn
year - yield

opinion - civilian
companion - dominion
brilliant - valiant

Repeat the following phrases smoothly.

a million a year	ə 'mɪljən ə 'jɪə	the familiar tune	ðə fə'mɪljə 'tju:n
a valuable yacht	ə 'væljəbl 'jɒt	the brilliant yarn	ðə 'brɪljənt 'jɑ:n
a young genius	ə 'jʌŋ 'dʒi:njəs	a civilian yield	ə sə'vɪljən 'ji:ld

yesterday
yacht
youngster
yearn
yearly
yam
yearling
yawn

alien
adieu
value
familiar
companion
dominion
hallelujah
beyond

1. They waved adieu as the yacht passed beyond the pier.
2. Did he yield to the opinion of the civilians?
3. The yellow yarn was too brilliant for a sweater.
4. Do yelk, yolk, and yoke, have the same meaning?
5. William and his companion returned to civilian life.

1. ðeɪ 'weɪvd ə'dju: əz ðə 'jɒt 'pæst bɪ'jɒnd ðə 'piə.
2. dɪd ðə 'ji:ld tə ðə 'ɒpɪnjən əv ðə sə'vɪljən?
3. ðə 'jelə 'jɑ:n wəz 'tu: 'brɪljənt fər ə 'swetə.
4. du 'jelk, 'jɒk, ən 'jɒk hæv ðə 'seɪm 'mi:nɪŋ?
5. 'wɪljəm ænd ɪz kəm'pænjən rɪ'tɜ:nd tə sə'vɪljən 'laɪf.

¹ Representative Spellings: i(*genius*), j(*hallelujah*), y(*yam*).

Vowel *ä* (a)

The intermediate *a* sound,¹ as in *ask*, *half*, *laugh*,² is so called because it is halfway between the *ä* sound, as in *calm*, and the *ä* sound, as in *at*. It is produced by relaxing the front tongue against the lower front teeth. This sound is shorter than the *ä* sound and the mouth is not so widely opened.

ask - answer
aunt - after
afternoon - afterward

past - wrath
last - laugh
rafter - rather

Repeat the following phrases until you can say them smoothly.

the vast castle	ðə 'vast 'kasl	gasped at the task	'gaspt ət ðə 'task
the last laugh	ðə 'last 'laf	half past seven	'haf 'past 'seven
a glass basket	ə 'glas 'baskɪt	the grassy paths	ðə 'grasi 'paðz

after
answer
ask
aunt
dance
rasp
grant
grasp

half
pass
shaft
nasty
mast
advancing
blast
ghastly

1. She answered the letter after her wrath had subsided.
2. Was his advancement an advantage to the rest of the staff?
3. They carried flasks of water to the injured after the blast.
4. Did the glass basket belong to her aunt?
5. The children danced along the grassy paths.

1. ʃi 'ansəd ðə 'letər 'aftə hə 'rəθ həd səb'saɪdɪd.
2. wəz ɪz əd'vɑːsmənt ən əd'vɑːntɪdʒ tə ðə 'rest əv ðə 'staf?
3. ðeɪ 'kæɪɪd 'flaskz əv 'wɔːtə tə ði 'ɪndʒəd 'aftə ðə 'blast.
4. dɪd ðə 'glas 'baskɪt bɪ'loːŋ tu ər 'aʊnt?
5. ðə 'tʃɪldrən 'dɑːnst ə'loːŋ ðə 'grasi 'paðz.

¹ See note - page 53

² Representative Spellings: *a*(ask), *al*(half), *au*(aunt), *ha*(ghastly).

RECORD VI

Vowel ɔ (v)

LESSON 48

The short *o* sound,¹ as in *odd, not, what?* is a low, slightly rounded back vowel, represented by the *o* and *a* spellings. The tongue lies low in the mouth, with the back slightly raised and the lips slightly rounded.

odd - oddity
office - officer
opera - operetta

clock - block
crop - hop
dodge - lodge

Repeat the following phrases smoothly.

the common flock	ðə 'kɒmən 'flɒk	stop at the office	'stɒp ət ðɪ 'ɒfɪs
the top crop	ðə 'tɒp 'krɒp	unlock the box	ʌn'lɒk ðə 'bɒks
offer the stock	'ɒfə ðə 'stɒk	the copper goblet	ðə 'kɒpə 'ɡɒblɪt

often
oblong
onward
orange
obligation
occupy
operate
opera

frolic
solitude
jockey
knowledge
doctor
gossip
wallow
commerce

1. They had orange juice, coffee, and an omelet for breakfast.
 2. Did the doctor try to dodge his responsibility for the operation?
 3. He plodded onward but his comrade had to stop.
 4. Did she drop a blot of ink on the college catalogue?
 5. On his way to the lodge, he stopped at his office for the snapshots.
1. ðeɪ hæd 'ɒrændʒ 'dʒuːs, 'kɒfi, ɐnd ən 'ɒmlɪt fə 'brekfəst.
 2. dɪd ðə 'dɒktə 'traɪ tə 'dɒdʒ ɪz rɪˌspɒnsə'bɪlɪtɪ fə ðɪ ɒpə'reɪʃən?
 3. hi 'plɒdɪd 'ɒnwəd bət ɪz 'kɒmrəd 'hæd tə 'stɒp.
 4. dɪd ʃi 'drɒp ə 'blɒt əv 'ɪŋk ɒn ðə 'kɒlɪdʒ 'kætəlɒɡ?
 5. ɒn ɪz 'weɪ tə ðə 'lɒdʒ, hi 'stɒpt ət ɪz 'ɒfɪs fə ðə 'snæp,ʃʊts.

¹ This sound is widely disputed, and many inconsistencies occur in the use of it. Variations range from *a*, as in *arm*, to *ô*, as in *all*. See note - page 53.

² Representative Spellings: *a*(*what*), *o*(*orange*), *ou*(*cough*), *ow*(*knowledge*).

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.	ən*	ən	An army action
am	ām	æm	- Yes, I am.	əm*	əm	I am going.
and	ānd	ænd	- And that is what I meant.	ɪm ənd*	ɪ ənd	I'm going. You and I
				ən*	ən	(Preceding vowels) You and Gertrude
				nd n	nd n	(Preceding consonants) Mary and I High and dry
are	ār	ɑ:(r)	- No, they are not.	ə(r)*	ə(ɹ)	They are going.
as	āz	æz	- As to that, I can't say.	əz*	əz	He's as tall as his father.
at	āt	æt	- What was he laughing at?	ət*	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.	bət*	bət	Anything but that.
by	bī	bai	- What do you go by?	bə*	bə	By the way.
can	kān	kæn	- I think I can.	kən*	kən	(Preceding consonants) I can see her.
could	kōod	kʊd	- I would if I could.	kɪ kəd*	kɪ kəd	I can go. He could go if he wished.
do	dōo	du	- What shall I do?	doo	dʊ	How do I go?
				də*	də	(Preceding vowels) How do they go?
does	dūz	dʌz	- Yes , he does.	dəz*	dəz	(Preceding consonants) How does he do it?
for	fō	fɔ:(r)	- What is this for?	fə*	fə	She called for the book.
from	fřom	fɹʊm	- Where did she come from?	fɹəm*	fɹəm	She came from Cuba.
had	hād	hæd	- They gave what they had.	həd*	həd	They had to leave.
				əd*	əd	The boy had gone
				d	d	He'd gone.

* 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	
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.	hī	hi	She said he was going.	
				ē	i	They said he does.	
				ī	i	She says he does.	
her	hūr	hɜ:(r	- I did see her.	hû, hǎ*	hɜ hə	Her story was true.	
				ǎ(r)*, û	ə ɜ	We met her there.	
him	hīm	him	- They told her, but not him.	ī m	im	We met him there.	
his	hīz	hiz	- It is not his.	īz	iz	All his money was taken.	
into	īntōo	intu:	- The house was broken into.	īntōo	intu	They went into a store.	
						(before vowels)	
				īntǎ*	intə	He went into the house.	
						(before consonants)	
is	īz	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.	
				mī	mi	Will you accompany me.	
must	müst	mast	- But we must.	mǎst*	məst	You must be careful.	
my	mī	mai	- This is my coat.	mī	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	ov	- 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)	ʃæl	We shall go tomorrow.	
				'l	l	We'll go tomorrow.	
she	shē	ʃi:	- She wouldn't say.	shē (shī)	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)

Spell- ing	Dictionary Marking	Phonetic Symbol	Key word in context
some	sũm	sAM	- Some, but not all
such	sũch	sAtʃ	- It was such a nice day.
than	thăn	ðæn	- It is better than the other.
that	thăt	ðæt	- Do this that way.
the	thē	ði:	- That is the solution. (emphatic rarely used)
their	thâr	ðɛə(r)	- That is their affair.
them	thēm	ðem	- Tell them what you think.
there	thâr	ðɛə(r)	- There she sat.
till	tĩl	tɪl	- He waited till she came.
to	tōo	tu:	- To and fro
us	ũs	ʌs	- Did you speak to us?
was	wǒz	wDz	- He said it was.
we	wē	wɪ:	- We simply couldn't go.
were	wûr	wɜ:	- There they were.
what	hwǒt	mDʌt	- What did he say?
where	hwâr	mɛə(r)	- Where were you?
will	wĩl	wɪl	- Yes, he will.
would	wǒod	wʊd	- Yes, he would.
you	yōo	ju:	- It is up to you.
your	yōor	juə(r)	- Is this your book?

UNSTRESSED FORM (weak)

Dictionary Marking	Phonetic Symbol	Key word in context
sãm*	səm	Have some candy.
säch*	sətʃ	Why do you use such words?
thãn*	ðæn	More than ever
thăt*	ðæt	He said that he could.
thĩ	ði(ði	The only child (before vowels)
thă*	ðə	The book is on the table. (before consonants)
thâ(r	ðə(r	Their business failed.
thâm*	ðəm	Speak to them about it.
thâ(r, thă(r*	ðɛ(r, ðə(r	There were ten in all.
tĩl(t'l)	tɪl(tɪ	Wait till tomorrow.
tōo	tʊ	Nothing to eat. (before vowels)
tă*	tə	Nothing to wear (before consonants)
ăs*	əs	They advised us to sell.
's	s	Let's wait and see.
wǎz*	wəz	He was there.
wē(wĩ)	wɪ, wɪ	See what we can do.
wâ(r*(wû)	wə(r, wɜ	The children were gone.
hwăt*	mæt	They knew what they wanted.
hwâ(r	mɛ(r	Did she say where she went?
'l	l	I'll go.
wăd*	wəd	He would go.
ăd*	əd	It'd be different.
'd	d	He'd go if he could.
yōo	ju	Go if you wish.
yōo(r, yă(r*	ju(r, jə(r	Did you get your book?

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 ǎ	ə	ä
ŋ	ng	ng	ŋ	ng
ê	not listed in key ⁽³⁾	ē	ɪə	ê
ä or a	ä or ǎ	ä	a	ä

1) See Table of Contents

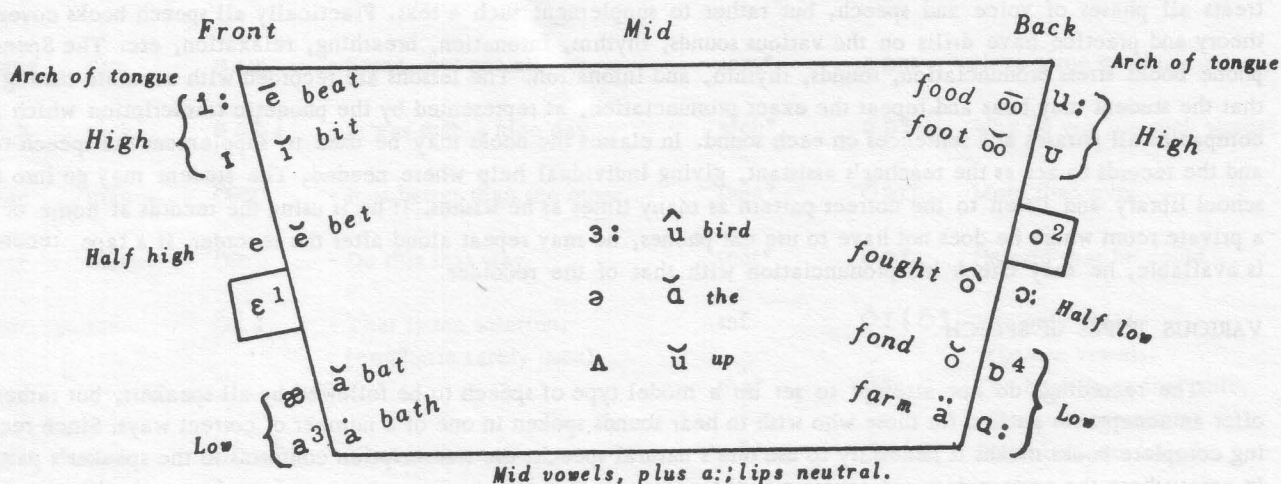
2) Marks of length: Full length, two dots: before voiced consonants; half length, one dot before unvoiced consonants. Accent marks, primary¹ and secondary.

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(oɪ) sue sju:(ju:)⁵
 bow boʊ(oʊ) bow baʊ(aʊ)
 mere mɪə(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 ă or ȁ. 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, (ō-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)
	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	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: ā - a:; ē - i:; ō - u:; ū - 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'ɪ	vēs'əl	vēs'ɪ	'vɛsl
chasm	kəz'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.